

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

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

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

**Division and Contact Information - to be Completed by School Division**

Division Applicant Name (Legal Name of Agency)		Division	CTE Administrator	
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)		
1340 Braddock Place Alexandria, VA 22314				
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	Numbers Only		Numbers Only	
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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 ceterfy this division will adhere to the requirements and regulations in the CTE Perkins Local Plan sections listed below:**

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

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

\_\_\_\_\_  
CTE Local Advisory Chairperson (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Local Community College Perkins Administrator  
(Signature)\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Local CTE Administrator (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Board Chairperson (Signature)

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

1. The applicant will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. (Sec. 134(b)6) and (Sec. 135(b)8)

Size:

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

Scope:

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

Quality:

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

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

- ii. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes. (Standards of Quality § 22.1-253.13:4.D.6.)
2. Programs, services, and activities included under this agreement will be operated in accordance with the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and all applicable Virginia Public School Laws.
3. None of the funds made available under this Perkins Act (Perkins IV) will be used to provide funding under the Wagner-Peyser Act and Public Law 105-220. (Sec. 119(d)(1-2))
4. The applicant will submit descriptive and statistical reports containing complete, accurate, and reliable data that measure the progress of students, including special populations, as required by Perkins IV, the Education Improvement Act of 1984, and the State Department of Education. (Sec. 122(c)13)
5. Students who participate in career and technical education programs will be taught the same challenging academic proficiencies as all other students. (Sec. 134(b)3)
6. The applicant that receives funds under this part will use such funds to improve career and technical education programs. (Sec. 135(a))
7. Funds made available under this Perkins Act for career and technical education activities will supplement and shall not supplant, non-federal funds expended to carry out career and technical education activities. (Sec. 311(a))
8. No funds received under the Perkins Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Sec. 314)
9. No funds received under this Perkins Act will be used to provide career and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. (Sec. 315)
10. No funds provided under this Perkins Act will be used for the purpose of directly providing incentives or inducement to employers to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. (Sec. 322)
11. Funds used under this Perkins Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel may, upon request, permit program participation by career and technical education teachers, administrators, and other personnel in non-profit private schools offering career and technical education programs located in the geographical area served by such agency or recipient. (Sec. 317)
12. None of the funds expended under Perkins IV will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.
13. Programs funded under the Perkins Act will be coordinated with the local Workforce Investment Council to avoid duplication with Workforce Investment Act Title I programs, adult education, and other federal training programs (Sec. 118).
14. The local school division will use the state-provided career and technical program area competency list identified for each course to provide instruction for students and to rate the student's level of competency attainment.

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

15. The local school division shall:
  - a. identify the number of special population students enrolled in career and technical education programs;
  - b. assess the career and technical needs of the students identified as special populations; and
  - c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.
16. This plan has been developed in consultation with the local career and technical education advisory committee, composed of representatives from business and industry, labor organization, Workforce Investment Council, local community colleges, special populations, teachers, parents, students, and other interested community leaders. In addition, the committee should include appropriate representation of both genders and the racial and ethnic minorities in the school, community, or region.
17. Local programs of career and technical education shall be evaluated annually using the performance standards and measures as approved by the Virginia Board of Education, and in compliance with the requirements of Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006.
18. Equal opportunities in career and technical education programs will be provided to persons and without discrimination based on gender, race, color, national origin, religion, age, political affiliation, veteran status, persons with disabilities, and equal access to the Boy Scouts and other designated youth groups.
19. Statistical, financial, and descriptive reports and data required by the Virginia Board of Education and/or the Virginia Department of Education with regard to career and technical education programs will be submitted as requested and within the specified timelines.
20. Procedures are in place to ensure that lists of essential competencies that are modified for students with Individualized Education Programs (IEPs) or Section 504 plans must, as a group, be selected so that student attainment of the modified list of essential competencies prepare the student for a job or occupation.
21. Career and technical services, programs, and activities will reflect labor market needs and student interest.
22. Career and technical student organizations will be an integral and active part of each career and technical program.
23. The local plan has been approved by the school board and will be implemented upon approval of the Virginia Department of Education.
24. The school division will conduct a comprehensive self-assessment of the career and technical education program. If applicable, the school division will develop a plan of action to address each unmet requirement and assure timely implementation of the plan. The CTE Federal Program Monitoring Review system requires school divisions to review the CTE program on a six-year cyclical schedule. If applicable, school divisions must complete a comprehensive self-assessment instrument and submit in conjunction with the CTE Local Plan by April 30, 2015.  
(Refer to Superintendent's Memorandum #306-14, dated November 7, 2014)

**Conditions**

1. An inventory of all equipment purchased in whole or part with federal funds provided by the Virginia Board of Education will be maintained, and all such equipment will be available for use by students in the approved career and technical education program for which it was purchased.
2. Recipients of federal funding that plan to use any equipment purchased in whole or in part with federal funds provided by the Virginia Board of Education in any program, project or activity other than the one for which it was originally purchased or who planned to dispose of or trade in such equipment must comply with the provisions of Education Department General Administrative Regulations (EDGAR).
3. Funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable). In the event funds need to be expended (category or dollar amount) in any manner other than stipulated in this CTEMS plan, the eligible recipient must submit, in writing, a request to amend the CTEMS plan. This request must include an explanation of proposed changes along with a revised copy of Schedules 17 and 18.
4. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan (if applicable).
5. The local plan shall be for the same period of time as the State Plan submitted under Section 122 (five-year plan).
6. The locality will not fund any project, service, or activity for more than three years—the year of its inception and the two following years—unless showing continuous improvement, meeting or exceeding all Perkins performance standards.
7. Career and technical education programs will operate consistently with all federal and state requirements and regulations.
8. Reports and other information required by the Virginia Board of Education will be submitted within the dates and timelines established, and documentation will be maintained for five years.
9. Reimbursement requests from school divisions will not be processed for those school divisions that have outstanding data and/or reports required by federal legislation, state legislation, or the Virginia Board of Education.
10. The locality will comply with certification regarding debarment, suspension, ineligibility, and voluntary exclusion – lower tier covered transactions.
11. The locality will comply with all applicable assurances in Office of Management and Budget (OMB) Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable federal laws, executive orders and regulations.
12. With respect to the certification regarding lobbying in Department Form 80-0013, no federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of federal grants under this program; the State will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers; and the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B).
13. The Locality will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76—State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82—New Restrictions on Lobbying; 34 CFR Part 85—Government wide Debarment and Suspension (Nonprocurement).

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

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

\*Student Competency Records should be used accordingly:

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

**PERFORMANCE ASSESSMENT for 2013-2014**  
**(Annual Submission Required)**

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

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

Directions: Provide the school division's actual performance levels for 2013-2014 for all completers and special populatons.

Perkins Performance Standards		Virginia Agreed Upon Performance Levels for 2013 - 2014	2013 - 2014 Actual Performance from APR	
			All Completers	Special Populations
1S1	Academic Attainment - Reading (English 11)	66.00%	98.54%	97.88%
1S2	Academic Attainment - Mathematics (Highest Level)	64.00%	98.57%	97.93%
2S1A	Technical Skills Attainment - Student Competency Rate	84.00%	100.00%	100.00%
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	55.00%	97.87%	97.42%
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	76.00%	82.61%	77.25%
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate*	35.00%	80.85%	75.26%
2S1E	Technical Skills Attainment - Completers Earning Advanced Studies Diploma or Passing a Credentialing Test	43.00%	81.91%	75.77%
3S1	Secondary School Completion	91.00%	100.00%	
4S1	Graduation Rate	86.00%	95.74%	
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	90.00%	98.67%	98.67%
5S1	Program Completer Response Rate	75.00%	76.01%	
6S1	Nontraditional Career Preparation Enrollment	28.00%	33.15%	
6S2	Nontraditional Career Preparation Completion	25.00%	29.13%	

\*\* EOC - End-of-Course

**PERFORMANCE ASSESSMENT**

(Continued from previous page)

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

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

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



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

Perkins Core Indicator of Performance		Virginia Agreed Upon Performance Levels for 2014 - 2015	Data Collection Source
1S1*	Academic Attainment - Reading (English 11)	69.00%	**EOC Standard of Learning Test Scores
1S2*	Academic Attainment - Mathematics (Highest Level)	66.00%	**EOC Standard of Learning Test Scores
2S1A	Technical Skills Attainment - Student Competency Rate	87.00%	Final Completer Demographics Report (CDR)  and  Career and Technical Education Credential Collection (CTECC)
2S1B	Technical Skills Attainment - Completers Participating in Credentialing Tests	58.00%	
2S1C	Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate	77.00%	
2S1D	Technical Skills Attainment - Completers Passing Credentialing Test Rate	38.00%	
2S1E	Technical Skills Attainment - Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not pass a credentialing test	46.00%	
	<b>Information Indicator -</b> Completers who earned an Advanced Studies Diploma <b>and</b> passed a credentialing test	Not Applicable	
3S1	Secondary School Completion	93.00%	Final Completer Demographics Report (CDR) and End-of-Year Student Record Collection Drop-out Report
4S1	Graduation Rate	89.00%	Final Completer Demographics Report (CDR)
5S1	Secondary Placement Rate (Transition from Secondary Education to Postsecondary Education, Employment or Military)	91.00%	CTE Follow-up Survey of Program Completers
5S1	Program Completer Response Rate	75.00%	CTE Follow-up Survey of Program Completers
6S1	Nontraditional Career Preparation Enrollment	29.00%	Secondary Enrollment Demographics Form (SEDF)
6S2	Nontraditional Career Preparation Completion	25.50%	Final Completer Demographics Report (CDR)

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

\*\* EOC - End-of-Course

**CTEMS CHECKLIST  
2015-2016**

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

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

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

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

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

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

Describe how the required respective groups were involved in the development, implementation, and evaluation of your career and technical programs utilizing data from prior year(s) and/or any local evaluations that may have been conducted during the 2014-2015 school year.

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 School Board. The Advisory Committee reviews curriculum for relevance, performance data for program evaluation, follow-up information for student completer 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  
2015-2016 Plan**

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

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

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

<b>Group ID Letter:</b>	<b>P : Parents S : Students T : Teachers L : Labor Organization W : Workforce Investment Council</b>	<b>B&amp;I : Business and Industry (3 minimum) CC : Local Community College SP : Special Populations O : Community Representative/Other Interested Individuals</b>
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<b>NAME/TITLE OR POSITION</b>	<b>NAME OF COMPANY/BUSINESS/ORGANIZATION</b>	<b>GROUP ID LETTER</b>
Tommy White	Marketing Entrepreneur/Instructor-America	P
Brooke Wilson	TC Williams High School	S
Jim Pondolfino	TC Williams High School	T
David Remick	Alexandria/Arlington Workforce Invest. Bd	W
George Valenzuela	Intelligent Evolution	B&I
Keith Cambridge	DOD Cyber Security	B&I
Buddy Gritz	Presto Valet	B&I
Aurora Grave	Apple Federal Credit Union	B&I
Thomas Grane	Northern Virginia Community College	CC
Mary McGreevy	Special Education Chair, TC Williams HS	SP

Describe how members of the CTE advisory committee and the stakeholder participants involved in the development of the plan are annually informed about and assist in the understanding of the Act, and list activities planned in which the stakeholders will be involved for the 2015-2016 school year.

CTE Advisory Committee members are kept informed of CTE initiatives and current legislation at regular meetings and through email and telephone communication. 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 2015-2016 school year will focus on reviewing emerging trends in Career and Technical Education, increasing dual enrollment opportunities, and studying labor projections through 2020 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**  
**2015-2016 Plan**

**INSTRUCTIONS/PROCEDURES**

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

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

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

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

[http://www.doe.virginia.gov/instruction/graduation/academic\\_career\\_plan.shtml](http://www.doe.virginia.gov/instruction/graduation/academic_career_plan.shtml)

As of school year 2012-2103 and thereafter, all divisions shall implement at least one or more Career Pathway Plans of Study representing at least three or more corresponding Career Clusters (Section 134(b)(3)(A)). However, to ensure your division’s previous Plans of Study (submitted over the past 8 years) are preparing students to meet local, regional, and state economic and workforce needs, you are advised to review and revise each as necessary. Please e-mail a Microsoft Word file of your completed 2015-2016 Plan of Study to CTE@doe.virginia.gov for separate approval.

**LIST ALL PREVIOUSLY APPROVED PLANS OF STUDY**

CLUSTER	PATHWAY	YEAR SUBMITTED	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Information Technology	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 & Communications	Printing Technology-Arts, Audio/Video	2011-2012	Local
Human Services	Early Childhood Development and Services-	2012-2013	Local
Transportation, Distribution, & Logistics	Facility and Mobile Equipment Maintenance-	2013-2014	Local
Science, Technology, Engineering, &	Engineering and Technology-Science,	2014-2015	Local

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

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

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

CLUSTER for 2015-2016 Year	PATHWAY	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Hospitality & Tourism	Restaurants and Food/Beverage Services-Hospitality and	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**  
**2015-2016 Plan**

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

Students in the Culinary Arts classes at T.C. Williams High School have opportunities to work with local restaurants, visit local hotels, and learn about all aspects of the hospitality field through local business and industry speakers/partners and guest chefs visiting the classroom. The curriculum strengthens student reading, writing, and math skills using mathematical operations and formula conversions in recipe development, business management, and sanitation and safety lessons. Dual enrollment opportunities are being explored in this field with local community colleges. In the first level of this program students take the NOCTI Prep Cook assessment. The second-level students take the National Restaurant Association ServSafe certification exam and the NOCTI Cook assessment, which may earn them college credits. This new plan will be shared with guidance counselors and instructors.

**CTEMS SCHEDULE 4  
Special Populations Report  
2015-2016 Plan**

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

Number of Economically Disadvantaged (including foster children) (Grades K-12)	Number of Disabled (Grades K-12)	Number of Limited English Proficient/English Language Learners (Grades K-12)	Number of Migrant Students (Grades K-12)	Number of Single-parent (including single pregnant women) (Grades 7-12)	Number of Non-traditional (under-represented gender groups) (Grades 7-12)	Number of Displaced-home-makers (Grades 7-12)
8,582	1,514	4,171	0	42	598	0

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

Access of students identified in special populations to Career and Technical Education programs is based upon identifying students and providing awareness of the programs available. ACPS relies upon quality student data that will supply reliable 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 ELL teachers are all provided with information that assists parents and students with the selection of courses that meet their career goals and unique schedules. Using the Annual Performance Report (APR) for ACPS Career and Technical Education, performance data is reviewed of 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**  
**2015-2016 Plan**

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

All CTE programs in Alexandria City Public Schools are open to special populations. At the beginning of each school year CTE teachers, Special Education teachers, and ELL 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 of Special Education students involves inclusion specialists, transition specialists, and paraprofessionals who directly assist students to increase their academic performance. The high school Special Education department chair is currently a member of the CTE Advisory Committee, and another member of the committee represents ELL student instruction.

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

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, the Alexandria City Public School system will meet or exceed the necessary requirements. All Career and Technical Student Organization (CTSO) conference fees will be paid for special population students using Perkins funding, including registration, lodging, and travel expenses.

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

**E. Section 134(b)(8)(C) and (b)(10):** Indicate below the activities/services your school division provides to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency, including promoting preparation for non-traditional fields.

SERVICES PROVIDED	DISADVANTAGED	DISABLED	LEP	MIGRANT	SINGLE-PARENTS	NON-TRADITIONAL	DISPLACED HOME-MAKERS
Supplemental basic academic instruction	X	X	X		X	X	
Supplemental social growth activities	X	X	X		X	X	
High-interest reading materials for struggling readers	X	X	X		X	X	
Instructional or teacher aides	X	X	X		X	X	
Mentoring programs	X	X	X		X	X	
Systematic tutoring	X	X	X		X	X	
Career and technical assessment	X	X	X		X	X	
Career counseling	X	X	X		X	X	
Transportation for work experience	X	X	X		X	X	
Student Apprenticeship	X	X	X		X	X	
Work-study programs	X	X	X		X	X	
Coop education	X	X	X		X	X	
Job placement and follow-up	X	X	X		X	X	
Job-coach and job-transition services	X	X	X		X	X	
Work-site visitation	X	X	X		X	X	
CT student organizations	X	X	X		X	X	
Field trips	X	X	X		X	X	
Child-care							
Special transportation							
Special seminars for fathers, teens, etc.					X	X	
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	

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

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

**Directions**

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

ACTIVITIES	DIVISION PROGRAMS								
	AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Integrating academics with career and technical education programs to ensure learning in the core academic and career and technical subjects		X	X	X	X	X	X	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	X
c. Developing and implementing academic and career and technical collaborative lesson plans		X	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	X
g. Planning for and participating in joint academic/career and technical field trips to business/industry		X	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**  
**2015-2016 Plan**

**Section 134(b)(3)(B,D,E):** Describe how the school division will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical programs to ensure learning in the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and career and technical education subjects; ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965).

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-skills, high-demand, high-wage occupations. CTE instructors give all students 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 department and teams 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**

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

**Section 134(b)(3)(C):** Please follow the directions below to show how the school division will provide students with strong experience in, and understanding of, all aspects of an industry.

**Directions**

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

ACTIVITIES	DIVISION PROGRAMS								
	AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
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	X
b. Work-site experiences provided									
Clinical Experience					X				
Cooperative Education		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****2015-2016 Plan**

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

Professional Development in August will include All Aspects of Industry teaching strategies for all CTE teachers. Teachers will be encouraged to expand students' experiences in all aspects including multi-disciplinary projects and portfolios based upon certain business or industry models in each course. Speakers will present in classrooms on specific program areas highlighting all aspects of the particular careers. Students will continue to study particular industries and take field trips to businesses to enhance their study. Where applicable, students will create business plan models and conduct research of specific careers in specific program areas. Teachers will be encouraged to do summer internships and create internship possibilities for students. The student-run store and student-run credit union will continue to be business models for CTE.

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

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

**Directions**

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

ACTIVITIES		DIVISION PROGRAMS								
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Train career and technical personnel to use state-of-the-art technology, which may include distance/virtual learning.			X	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	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	X
d. Provide technology applications in classroom instruction (including computer applications).			X	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	X
f. Other (specify)										

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

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

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, and computer labs exist at the high school in Business, Marketing, Family Consumer Science, Health and Medical Science, JROTC, Technology Education, and Trade and Industrial Education. All computers are replaced on a rotation basis to keep up with changing technology. Laptops and laptop carts are being added at the high school for use between the Economic and Personal Finance classes. State-of-the-art equipment is continually added to programs as it is needed to enhance instruction and student learning (i.e. ipads, robotic equipment, and curriculum software, Smartboards, etc.) Students in grade nine are provided with Amplify tablets to use during all four years of high school.



**CTEMS SCHEDULE 8**

**Professional Development**

**2015-2016 Plan**

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

**Directions**

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

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

**CTEMS SCHEDULE 8 (Continued)****Professional Development****2015-2016 Plan**

**Section 134(b)(4):** Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).

Many opportunities are provided for instructors to enhance their teaching through relevant professional development opportunities. Instructors are encouraged to attend summer conferences in professional organizations in their discipline. During the summer in-service work week, all CTE instructors collaborate in a 3-hour workshop highlighting new strategies and cutting-edge developments in Career and Technical Education. Throughout the school year, instructors receive trainings in technology, curriculum, differentiation, and other topics provided by the division, schools, departments, and learning communities. They also are kept aware of on-line professional development courses at Virginia Tech, University of Virginia, and other institutions. New instructors are encouraged to observe experienced instructors and also encouraged to attend the summer opportunities provided by the Virginia Department of Education.

**CTEMS SCHEDULE 8 (Continued)  
Professional Development  
2015-2016 Plan**

**Directions**

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

ACTIVITIES		DIVISION PROGRAMS								
<p><b>Note: All professional development provided must meet requirements as identified in Perkins IV.</b></p> <p><b>Indicate the number of teachers/administrators participating within the fields for each program area(s).</b></p>		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. State conferences, institutes, or workshops (including virtual training programs)			5	1	3	3		3	3	3
b. National conferences, institutes, or workshops			1		1	1		1	2	1
c. Local conferences, institutes, or workshops			8	1	5	3	3	3	9	8
d. Internship in industry			1			1				1
e. Other (specify)										

**Section 134(b)(12)(A and B): Describe efforts to improve (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and (B) the transition to teaching from business and industry.**

Openings for teaching positions in ACPS are 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 several college and universities in several states that prepare college students to become instructors in CTE, including institutions who prepare "career switcher" candidates coming from business and industry. All CTE instructors 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 equipment and trends. Particular attention is given to newly hired CTE instructors to ensure that they stay in our division, including their being given 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 9**  
**Evaluation of Career and Technical Education Programs**  
**2015-2016 Plan**

**Section 134(b)(7) and Section 135(b)(6):** Describe how the school division will use the state system of Performance Standards and Measures to develop, evaluate, and continuously improve the performance of the career and technical education programs carried out with funds under this Act, including an assessment of how the needs of special populations are being met.

Using the Annual Performance Report (APR) for ACPS Career and Technical Education, performance data is reviewed of all students, including those who are members of special populations, to ensure the continued success of every student in our programs. The APR is shared with the CTE staff, administrators, 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 ELL and Special Education staff help provide workshops in differentiation as needed to help CTE instructors increase performance of struggling learners. The CTE Specialist and CTE Coordinator explore and provide additional instructional materials to help enhance instruction and aid teachers in providing needed support for students to pass industry certifications/credentials. Results of industry certification tests are examined to determine where students are most successful and most at need.

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

**Section 135(b)(7):** Please follow the directions below to show how the school division will initiate, improve, expand, and modernize quality career and technical education programs.

**Directions**

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

ACTIVITIES	DIVISION PROGRAMS								
	AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Revise/update curriculum.		X		X	X	X	X	X	X
b. Revise/update instructional materials.		X	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
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**  
**2015-2016 Plan**

**Section 135(b)(7):** 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 Investment Board (WIB), 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., Surgical Technologist, Firefighting, and STEM courses). Industry certification standards are incorporated in all courses. Instructors have industry certifications in the areas 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**  
**2015-2016 Plan**

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

The CTE Annual Performance Report will be distributed to administrators, CTE teachers, central office staff, 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 T.C. Williams High School CTE Specialist will collaborate with Student Services and the Office of English Language Learners to identify teaching strategies and best practices to share with CTE teachers. Course-related strategies will be developed to identify and overcome any obstacles related to academic achievement specifically for special populations to help increase test scores on CTE industry certification tests.

**CTEMS SCHEDULE 12**

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

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

**Place an X in the field for each option you have implemented to facilitate linkage between and transition from secondary to postsecondary programs.**

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

	<b>Virginia Education Wizard</b>	
<b>X</b>	<b>Or Other:</b>	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 explore college and career options based on their assessment results.
<b>X</b>	<b>Career and academic counseling/coaching.</b> <b>Section 134(b)(11):</b> Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled.	
	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 Special Education students.	
<b>X</b>	<b>Career fairs, placement services and job seeking skills.</b> <b>Section 134(b)(11) and Section 134(b)(3)(C) and (8)(C):</b> Describe placement services provided for all students exiting school and describe how job-seeking skills are provided to all secondary students including those identified as disabled.	
	Describe: Placement services for students exiting school in Alexandria are the responsibility of many individuals. Guidance counselors, 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**  
**2015-2016 Plan**

	<b>High Schools that Work and/or Making Middle Grades Work (Describe HSTW programs that will be implemented.)</b>
<b>X</b>	<b>Dual Enrollment Options (Specify courses/programs.)</b>
	Describe: The following are dual-enrolled CTE courses in ACPS: *International Finance *Surgical Technologist I *Entrepreneurship *Advanced Engineering *TV Production II *TV Production III *Automotive Technology II *Automotive Technology III
	<b>Other (specify)</b>

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

**Section 134 (b)(8 and 9):** Develop a brief plan stating steps that will be taken annually to ensure equitable access to, and equitable participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, religion, age, political affiliation, veteran status, persons with disabilities, and equal access to the Boy Scouts and other designated youth groups.

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.

All instructional and administrative vacancies are posted on the division website for public access. Work will continue with the Alexandria Rotary Club, Chamber of Commerce, Alexandria-Arlington Workforce Investment Board, and Ethics Committee to create awareness of student needs.

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

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

Labor market information is 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 provide data to ensure programs and courses offered meet the needs of our community. The Weldon Cooper Center, Virginia Employment Commission, Alexandria-Arlington Workforce Investment Board, and Alexandria Workforce Development Center are additional sources for labor market data.

Websites such as the Department of Labor, Virginia Employment Commission, Virginia Career View, Virginia Education Wizard, and 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.)

**2015-2016 Plan**

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

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

**CTEMS SCHEDULE 15 - A**

**CTE Regional Technical Center Funding**

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

**2015-2016 Plan**

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

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

**CTEMS SCHEDULE 16**  
**Career and Technical Education Financial Data**  
**2015-2016 Plan**

<b>ADMINISTRATION</b>		
<b>Funding Categories</b>	<b>State</b>	<b>Local</b>
<b>1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)</b>	\$0.00	\$0.00
<b>2. Assistant Principal (includes Special Career and Technical Centers)</b>	\$0.00	\$0.00
<b>EXTENDED CONTRACTS, ADULT SUPPLEMENTS</b>		
<b>Funding Categories</b>	<b>State</b>	<b>Local</b>
<b>3. Extended Contract Costs</b>	\$8,120.00	\$29,981.47
<b>4. Adult Occupation Supplements</b>	\$0.00	\$0.00
<b>5. Adult Occupation Teachers (Full-time)</b>		\$80,857.88
<b>6. Adult Occupation Teachers (Part-time)</b>		\$0.00
<b>LOCAL FUNDS ONLY</b>		
<b>Funding Categories</b>	<b>State</b>	<b>Local</b>
<b>7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs</b>		\$3,054,519.93
<b>8. Instructional Supplies/Materials</b>		\$108,850.14
<b>9. Other Instructionally Related Costs</b>		\$7,789.66
<b>10. Equipment</b>		\$22,866.02

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

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

1. CAREER AND TECHNICAL ACTIVITIES FUNDED  (Indicate Required or Permissive Use of Funds)  <a href="#">See Appendix B</a>	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION  (Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act.  (Section 134(b)(1, 2 and 10) (Section 135(a-c)	4. OBJECT CODE  <a href="#">See Appendix C</a>	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
<b>Required Use:</b>  <b>Professional Development</b>	ix. All	Teachers, administrators, and counselors will attend local, state, and national conferences and CTE workshops/courses to receive research-based training designed to improve course content, assessment, instruction, and curriculum design for all students. Activities will also include teacher training to maintain and obtain certification in specific areas.	5000 - Other Charges	FED	6,000.00
			3000 - Purchased Services	FED	8,000.00
<b>Required Use:</b>  <b>Activities for Special Populations (to include nontraditional)</b>	ix. All	A full-time CTE Specialist reviews career assessments, facilitates industry certification testing ensuring special populations are included and needs/accommodations are met, and collaborates with local community colleges for dual-enrollment opportunities for all students. The CTE Specialist also serves as a resource for teachers, counselors, and school administration.	1000 - Personal Services	LOC	99,763.58
<b>Required Use:</b>  <b>Regional Program Participation (only divisions submitting Schedule 15)</b>					
P20--To support other career and technical education activities that are consistent with the purpose of this Act.	ix. All	To purchase services for assistance with CTE follow-up phone calls to conduct surveys of completer graduates for required state data.	3000 - Purchased Services	FED	1,000.00
R7--Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	ix. All	To improve and modernize computer labs with appropriate equipment 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 - Capital Outlay/Equipment	FED	70,231.26
R7--Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	viii. 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 T & I programs.	8000 - Capital Outlay/Equipment	FED	48,974.17
R7--Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	ix. All	To update 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 - Capital Outlay/Equipment	FED	30,000.00

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

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

1. CAREER AND TECHNICAL ACTIVITIES FUNDED  (Indicate Required or Permissive Use of Funds)  <a href="#">See Appendix B</a>	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION  (Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10) (Section 135(a-c)	4. OBJECT CODE  <a href="#">See Appendix C</a>	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
P20--To support other career and technical education activities that are consistent with the purpose of this Act.	ix. All	ACPS Indirect Cost charge of 5% provides support for grant operations including, but not limited to, office space, utilities, human resource services, and financial services.	5000 - Other Charges	FED	11,090.63
P5--To assist career and technical student organizations.	ix. 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 CTSSO, with expenses to and from state and/or national leadership conferences including registration, travel, and lodging fees.	5000 - Other Charges	FED	3,000.00
			3000 - Purchased Services	FED	8,000.00
R7--Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	vii. Technology Education	To improve and modernize Technology Education classrooms with appropriate 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 - Capital Outlay/Equipment	FED	25,000.00
R7--Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	v. Health and Medical Sciences	To improve and modernize Health and Medical Science classrooms with appropriate equipment necessary to provide students with up-to-date current instruction in Nurse Aide and Surgical Technology courses. All equipment will be from the state-approved equipment list.	8000 - Capital Outlay/Equipment	FED	10,516.51





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

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

1. CAREER AND TECHNICAL ACTIVITIES FUNDED  (Indicate Required or Permissive Use of Funds)  <a href="#">See Appendix B</a>	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION  (Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10) (Section 135(a-c))	4. OBJECT CODE  <a href="#">See Appendix C</a>	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
<b>Career and Technical Education Programs or Activities Funded</b>			<b>Federal</b>	<b>221,812.57</b>	
			<b>State</b>	<b>0.00</b>	
			<b>Local</b>	<b>99,763.58</b>	
<b>Administration/Administrative Equipment Total from CTEMS Schedule 18 (Line 3)</b>				<b>0.00</b>	
<b>Grand Total Career and Technical Education Federal Budget</b>				<b>221,812.57</b>	

**CTEMS SCHEDULE 18**

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

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

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

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

**2015-2016 Plan**

<b>SUMMARY BUDGET WORKSHEET</b> (A summary of the budget worksheets relevant to plan objectives that includes line items under the broad expenditures.)	
<b>Expenditure Categories</b> <small><a href="#">See Appendix C for Object Code Definitions</a></small>	<b>Amount</b>
1000 - Personal Services	<b>0.00</b>
2000 - Employee Benefits	<b>0.00</b>
3000 - Purchased Services	<b>17,000.00</b>
4000 - Internal Services	<b>0.00</b>
5000 - Indirect Costs and Other Charges	<b>20,090.63</b>
6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)	<b>NOT ALLOWED</b>
8000 – Capital Outlay/Equipment	<b>184,721.94</b>
<b>TOTAL</b> <i>Expenditure Category Budget is calculated from the CTEMS Schedule 17 Budget and CTEMS Schedule 18 Administration/Administrative Equipment Funds and Budget Summary Worksheet (Federal)</i>	<b>221,812.57</b>

**COMMENTS**

**2015-2016 Plan**

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

