

CTEMS SCHEDULE 1
Stakeholder Participation/Involvement
2013-2014 Plan

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

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

	supplied information	provided substantive consultation	reviewed and critiqued the plan or sections of the plan
Representatives of business/industry	X	X	X
Representatives of labor (if applicable)			
Community representatives and other interested individuals	X	X	X
Representatives of special population:	X	X	X
Representatives of local community college	X	X	X
Teachers	X	X	X
Parents	X		
Students	X		

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

The Charlottesville-Albemarle Joint Career and Technical Education Advisory Council meets throughout the year and provides information on employment needs of our community, program relevance, and assists in the development, implementation, and evaluation of CTE programs. They also make recommendations regarding strategic planning, new programs, curriculum, equipment, and facilities. Council's suggestions are used in the development and implementation of local CTE plan. Council members review information on program offerings relative to local employment opportunities, local budget information, and receive information from CTE Annual Performance and Data Analysis Reports. Qualitative and quantitative data used in these discussions include occupational projections and surveys, industry certification and licensure assessment, student transition to work and post-secondary, business partnerships, and non-traditional enrollments.

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

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

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

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

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

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

ACPS provides stakeholders with multiple opportunities for feedback throughout the year. Each trade area maintains an active business council. Parents and students are given information on annual planning and program development while feedback is solicited through student and parent councils. Teachers and representatives of special populations give focused direction on plan development and implementation through regular meetings and in-depth consultation. Business, community, and community college representatives participate formally in the process through the Joint Vocational Advisory Committee; informally, these representatives provide specific feedback relevant to their constituent bases.

CTEMS SCHEDULE 2**Application for Local Career Cluster/Pathway Plans of Study
2013-2014 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

Assistance for completing Academic and Career Plans may be found at

http://www.doe.virginia.gov/instruction/graduation/academic_career_plan.shtml

Effective school year 2013-2104, divisions must implement at least one or more Career Pathway Plans of Study representing at least three or more corresponding Career Clusters (Section 134(b)(3)(A) and Section 135(b)). However, to ensure your division's previous Plans of Study (submitted over the past 6 years) are preparing students to meet local, regional, and state economic and workforce needs, you are advised to review and revise each as necessary. Please e-mail a Microsoft Word file of your completed 2013-2014 Plan of Study to CTE@doe.virginia.gov for separate approval.

LIST ALL PREVIOUSLY APPROVED PLANS OF STUDY

CLUSTER	PATHWAY	YEAR SUBMITTED	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Education & Training	Teaching/Training-Education and Training	2009-2010	Local
Health Science	Therapeutic Services-Health Science	2008-2009	Local
Business Management & Administration	General Management-Business Management	2008-2009	Local
Architecture & Construction	Design/Pre-Construction-Architecture and	2007-2008	Local
Science, Technology, Engineering, &	Engineering and Technology-Science,	2010-2011	Local
Hospitality & Tourism	Restaurants and Food/Beverage Services-Hospitality and		Local

**Application for Local Career Cluster/Pathway Plans of Study
2013-2014 Plan**

Please e-mail a Microsoft Word file of your completed 2013-2014 Career Cluster/Pathway Plan of Study template to CTE@doe.virginia.gov for separate approval.

PLANS OF STUDY SUBMITTED FOR 2013- 2014 LOCAL PLAN

CLUSTER for 2013-2014 Year	PATHWAY	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Health Science	Therapeutic Services-Health Science	Local

1. 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 education 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 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.*
4. 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).*
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/NOCTI 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
Special Populations Report
2013-2014 Plan

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

Number of Economically Disadvantaged (including foster children) (Grades K-12)	Number of Disabled (Grades K-12)	Number of Limited English Proficient/English Language Learners (Grades K-12)	Number of Migrant Students (Grades K-12)	Number of Single-parent (including single pregnant women) (Grades 7-12)	Number of Non-traditional (under-represented gender groups) (Grades 7-12)	Number of Displaced-home-makers (Grades 7-12)
3,357	1,398	1,027			171	

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

Enrollment of special populations in CTE programs is monitored annually by using data collected for the CTE Reporting System, Virginia System of Performance Standards and Measures for Secondary CTE. Access to CTE programs by special populations is demonstrated by reporting enrollment rates relative to all other students enrolled in CTE. To promote equal access, students meet with school counselor, parent, and case managers, to review career plans and goals, and design a course of study that enables students to pursue career paths each year. All students receive a Program of Studies and participate in the annual Curriculum Fair. Class presentations, open-houses, field trips to the technical education center, and vocational assessments are accessible to all students. When appropriate, special education teachers, a career assessment specialist, and other support staff assist students with their individual program planning needs.

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

C. Section 134 (b)(8)(A) and Section 135(b)(9) and (c)(4) and (c)(17): Describe how you will annually provide programs designed to enable the special populations to meet the state adjusted levels of performance

The Virginia System of Performance Standards and Measures for Secondary Career and Technical Education will be applied to all eligible students. Analysis of performance data may reveal a need for general or specific program improvement. Modifications to curriculum and instruction and/or services to improve the success rate of special populations may include the following:

- Staff development for career/technical education teachers and special educators
- Remediation in reading, writing, and/or mathematics
- Extended or double blocked courses
- School counseling
- Curriculum modifications
- Classroom modifications
- Equipment modifications
- Specific career technical education courses such as Office Specialist and Education for Employment
- Supportive employment opportunities

D. Section 134 (b)(9) and Section 135(b)(9) and (c)(4): Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations

By policy and practice, Albemarle County Schools will not discriminate against members of special populations. All students have access to the full range CTE programs and services provided. As policy requires, the nondiscrimination clause appears on promotional materials, newsletters, program of study, middle school program guide, and other public information. The scheduling process includes the distribution of the Program of Study to all students and parents, class presentations, open-houses, field trips to the technical education center, and individual counseling with students to assist them in preparing their schedules for the following year. When appropriate, school counselors in partnership with parents, special education teachers, case managers, ESOL teachers, and career specialists, assist students who are members of special populations with program planning.

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

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

SERVICES PROVIDED	DISADVANTAGED	DISABLED	LEP	MIGRANT	SINGLE-PARENTS	NON-TRADITIONAL	DISPLACED HOME-MAKERS
Supplemental basic academic instruction	X	X	X	X		X	
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							
Systematic tutoring							
Career and technical assessment	X	X	X	X		X	
Career counseling	X	X	X	X		X	
Transportation for work experience							
Apprenticeship	X	X	X	X		X	
Work-study programs							
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.							
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 4**Strengthen/Improve Academic and Technical Skills
2013-2014 Plan**

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

Directions

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

ACTIVITIES		DIVISION PROGRAMS								
		AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Integrating academics with career and technical education programs to ensure learning in the core academic and career and technical subjects										
b. Providing a coherent sequence of courses to ensure learning in the core academic and career and technical subjects										
c. Developing and implementing academic and career and technical collaborative lesson plans										
d. Implementing academic/career and technical team teaching										
e. Providing dual credit options										
f. Providing joint academic/career and technical instructional assignments										
g. Planning for and participating in joint academic/career and technical field trips to business/industry										
h. Providing a senior research project with academic and career and technical education components										
i. Other (specify)										

CTEMS SCHEDULE 5**All Aspects of Industry
2013-2014 Plan**

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

Directions

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

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

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

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

Directions

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

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

CTEMS SCHEDULE 7**Professional Development****2013-2014 Plan**

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

Directions

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

ACTIVITIES		DIVISION PROGRAMS								
		AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. In-service and pre-service professional development:										
(1)Training for guidance on (a) career clusters, career pathways, and career assessment; and (b) implementation of Plans of Study.			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. 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	X
c. Regional, state, and college teacher placement job fairs			X	X	X	X	X	X	X	X
d. Virginia Teachers for Tomorrow training program.			X	X	X	X	X	X	X	X
e. Business/industry internship programs for teachers										
f. Other (specify)										

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

Directions

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

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

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

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

All required

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

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

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

DIRECTIONS

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

ACTIVITIES		DIVISION PROGRAMS								
		AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Revise/update curriculum.			X	X	X	X	X	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	X	X
d. Modernize program offerings in occupational area.			X	X	X	X	X	X	X	X
e. Conduct labor market analysis related to area.			X	X	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	X	X
g. Initiate new program(s) or courses based on labor market needs.			X		X	X			X	X
h. Expand career and technical program offerings to provide greater student choice.			X	X	X	X	X	X	X	X
i. Incorporate technology applications in the classroom/laboratory.			X	X	X	X	X	X	X	X
j. Certify teachers in industry or professional/trade association.			X	X	X	X	X	X	X	X
k. Incorporate industry or professional/trade association certification standards.			X	X	X	X	X	X	X	X
l. Provide training in high tech or telecommunications occupations.			X	X	X	X	X	X	X	X
m. Other (specify)										

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

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

Data for Perkins Performance Standards are reviewed to determine if the division met standards as determined by the negotiated local level of performance. If a standard is not met, data will be disaggregated to determine which CTE program(s) were below in performance. A plan will be developed to improve the CTE program(s), to include the targeted use of Perkins funds. Goals for SY13-14 are determined using this data and linked to division-wide goals. A planning commission will determine long-term strategies. Staff development is designed for continuous improvement. The Annual Performance Report is shared with the Joint Advisory Council and other stakeholders as a yearly evaluation tool. Goals for the work of the Advisory Council are also determined using these data. The Completer Survey results are also analyzed and SOL data are used to determine if a student is in need of remediation and how his/her CTE class can support this remediation.

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

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

Complete corresponding cell for each statement that applies to your division.	Yes or No
a. Instruction in career and technical exploration is provided in each middle school. (Standards of Accreditation 8 VAC 20-131-90.B)	Yes
b. At least three different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided. (Standards of Accreditation 8 VAC 20-131-100.A.1.)	Yes
c. A minimum of 11 courses in career and technical education is offered in each secondary school. (Standards of Accreditation 8 VAC 20-131-100.B)	Yes
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.)	Yes
e. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine, performing, or practical arts and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board... (Standards of Quality § 22.1-253.13:4.D.2.)	Yes
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 industry certifications obtained and state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card. In addition, the Board may: a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and b. Permit student completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes. (Standards of Quality § 22.1-253.13:4.D.5.)	Yes

CTEMS SCHEDULE 12

**Secondary/Postsecondary Linkages, Employment Counseling, and Placement Service
2013-2014 Plan**

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

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

X	Career Pathways: Plans of Study (required)		
X	Career assessment programs (please indicate programs that you are using). (required)		
	X	Virginia Education Wizard	
		Other: Describe	Career Cruising
X	X		
X	Career and academic counseling/coaching. (required)		
	Section 134(b)(11) and Section 135(c)(2): Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students including students who are disabled. Albemarle County students graduate with a Career Plan. All students are involved in a K-12 School Counseling program that provides extensive experiences in the Career Domain. This program is developmentally appropriate and is designed so that all students set career goals, choose and explore career pathways, and design educational and career plans that support their goals. All Career Specialists maintain and communicate weekly to students the current job openings and employment opportunities that are available in the surrounding communities within and bordering Virginia. Schools also provide opportunities for job shadowing, internship, and cooperative work experiences and career fairs.		
X	Career fairs, placement services and job seeking skills. (required)		
	Section 134(b)(11), Section 135(c)(2 and 10), Section 134(b)(3)(C) and (8)(C), and Section 135(c)(2, 3 and 10): Describe placement services provided for all students exiting school and describe how job-seeking skills are provided to all secondary students including those identified as disabled. Placement services and employment resources are provided to all students by the high school career specialists, Piedmont Virginia Community College, school counselors, Career Planning and classroom guidance, and the Virginia Employment Commission. Students are also introduced to on-line resources such as Virginia View, Career Prospects, and Virginia Career Resources Network that will provide information related to career goals, job placement and success in the workplace. Additionally, students with disabilities are provided the services of a work study program for job training and have the services of the Department of Rehabilitative Services (DRS) to secure permanent employment and training upon graduating/exiting from their high school program.		

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

	High Schools that Work
X	Dual Enrollment Options (Specify courses/programs.)
	Virginia Teachers for Tomorrow, Geospatial Technology, Engineering, Engineering and Architectural Design, Web Design, Principles of Management, Applied Management Principles, Information Technology
	Other (specify)

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

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

The Albemarle County Schools will annually take steps to ensure equitable access to--and equitable participation in--all federally assisted projects or activities by addressing the special needs of students, teachers, and other program beneficiaries. Barriers to full and equitable participation will be identified and strategies will be adopted to overcome potential barriers that might exist including barriers based on gender, race, color, national origin, disability, and age. Steps that may be taken will include providing awareness, encouraging active recruitment, encouraging participation, and ensuring appropriate representation of any group with potential barriers.

CTEMS SCHEDULE 14
Labor Market Needs
2013-2014 Plan

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

The Weldon-Cooper Center at U.Va. releases annual local and state employment projections and areas of growth for all CTE courses offered. These data are used to review and update course program offerings and pathways from the high schools to CATEC and to PVCC. Online information related to career families and labor market needs for training and employment are used in planning opportunities for students. Annually, a representative of the local VEC provides information and instructional materials through meetings with CATEC and the CTE advisory committee. Local employment data and information from "The Guide to Career Prospects in Virginia", "Career Connect", and the Virginia Career Resources Network are used to guide and plan education, training, and postsecondary programs. The Central Virginia Career Pathways Consortium publishes a "Career Pathways Guide" based on labor market data collected compiled input from area businesses.

CTEMS SCHEDULE 15**Participation in Regional Technical Education Programs****(Only to be completed by school divisions participating in regional programs that serve multiple divisions.)****2013-2014 Plan**

COLUMN A: Total CTE Students in Division (Unduplicated Count, Grades 7-12) + Students Attending Regional Center	COLUMN B: Number of CTE Students Participating In Regional Program (Unduplicated Count, Grades 7-12, if applicable)	COLUMN C: Percent of CTE Students Attending Regional Program (Column B/Column A)	COLUMN D: Amount of Perkins Funds Sent to Regional Program (Based on percent in Column C)
1,833	206	11.24%	16,958.00

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

ADMINISTRATION		
Funding Categories	State	Local
1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)		
2. Assistant Principal (includes Special Career and Technical Centers)		
EXTENDED CONTRACTS, ADULT SUPPLEMENTS		
Funding Categories	State	Local
3. Extended Contract Costs		
4. Adult Occupation Supplements		
5. Adult Occupation Teachers (Full-time)		
6. Adult Occupation Teachers (Part-time)		
LOCAL FUNDS ONLY		
Funding Categories	State	Local
7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs		\$853,402.00
8. Instructional Supplies/Materials		\$16,933.00
9. Other Instructionally Related Costs		\$12,423.00
10. Equipment		\$17,600.00

CTEMS SCHEDULE 17 (Continued on next page)

Budget of Perkins Fund:

2013-2014 Plan

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds) See Appendix B	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.)	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
Required Use: Professional Development	ix. All	Provide professional development opportunities to teachers, counselors, and administrators on state-of-the art career and technical education programs and in effective teaching strategies via participation in local career and technical education staff development activities, state, and national workshops and conferences.	3000 - Purchased Services	FED	10,000.00
Required Use: Activities for Special Populations (to include nontraditional)	ix. All	Partnerships with the UVa, PVCC, and business community provide activities that prepare special populations, economically disadvantaged, all students, for the high skills, high demand occupations necessary for global workplace. Emphasis on non-traditional careers. Activities include 7th/10th Career Expos, transition activities that are included in the Career Planning curriculum.	3000 - Purchased Services	FED	15,000.00
Required Use: Regional Program Participation (only divisions submitting Schedule 15)	viii. Trade and Industrial Education	Improve and expand the use of technology in all program areas at the CATEC. This initiative is designed to integrate 21st century technology into the classroom to improve the ability to communicate and share data, to search, interpret, organize, and present data, to problem solve, and to collaborate with others in order to create a product	3000 - Purchased Services	FED	16,958.00
P12--For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the	vii. Technology Education	Improve and modernize high school labs with updated software, equipment, and other instructional technologies; maintain hardware replacement cycle.	8000 - Capital Outlay/Equipment	FED	36,473.51
P12--For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the	vii. Technology Education	Improve and modernize middle school labs with updated software, equipment, and other instructional technologies; maintain hardware replacement cycle	8000 - Capital Outlay/Equipment	FED	15,000.00
P12--For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the	ii. Business and Information Technology	Improve and modernize high school labs with updated software, equipment, and other instructional technologies; maintain hardware replacement cycle.	8000 - Capital Outlay/Equipment	FED	36,473.51
P12--For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the	ii. Business and Information Technology	Improve and modernize middle school labs with updated software, equipment, and other instructional technologies; maintain hardware replacement cycle	8000 - Capital Outlay/Equipment	FED	15,000.00

CTEMS SCHEDULE 17 (Continued on from previous page)**Budget of Perkins Funds****2013-2014 Plan**

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds) See Appendix B	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.)	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount

CTEMS SCHEDULE 17 (Continued on from previous page)**Budget of Perkins Funds****2013-2014 Plan**

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds) See Appendix B	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.)	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount

2013-2014 Plan

The 40 percent maximum
Permissive Use has been
exceeded.

CTEMS SCHEDULE 18**Administration/Administrative Equipment Funds and Budget Summary Worksheet****2013-2014 Plan****(Administration/Administrative Equipment *not to exceed five percent of the total federal grant*)**

Administration - Description		Amount
1000 - Personal Services	Cost of Follow-up	1,827.50
2000 - Employee Benefits		142.50
3000 - Purchased Services		
4000 - Internal Services		
5000 - Indirect Cost		
5000 - Other Charges		4,000.00
Line 1 Administration SUBTOTAL		5,970.00
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)		5,970.00

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

2013-2014 Plan

SUMMARY BUDGET WORKSHEET (A summary of the budget worksheets relevant to plan objectives that includes line items under the broad expenditures.)	
Expenditure Categories See Appendix C for Object Code Definitions	Amount
1000 - Personal Services	1,827.50
2000 - Employee Benefits	142.50
3000 - Purchased Services	41,958.00
4000 - Internal Services	0.00
5000 - Indirect Costs and Other Charges	4,000.00
6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)	NOT ALLOWED
8000 – Capital Outlay/Equipment	102,947.02
TOTAL	150,875.02
<i>Expenditure Category Budget is calculated from the CTEMS Schedule 17 Budget and CTEMS Schedule 18 Administration/Administrative Equipment Funds and Budget Summary Worksheet (Federal)</i>	

COMMENTS

2013-2014 Plan

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