CTE Local Administrators

Summer Professional Development

Virginia Department of Education
Office of Career, Technical, and Adult Education
July 30, 2020
Agenda

- CTE Program Administration (State and Federal)
- OMEGA Navigation and Guidance
- Curriculum Framework Development
- Selected Program Area Regulatory Requirements
- CTE Data and Reporting
- College, Career and Civic Readiness Indicator (CCCRI)
- CTE Program Monitoring
- Perkins V – Certain Requirements
- Special Initiatives
- Up-Coming Events and Professional Development Opportunities
- Career and Technical Student Organizations (CTSO)
VDOE New Administrator Webinar Series

CTE Updates

Program Area Update Modules (August 4-13, 2020)

CTE Federal Program Monitoring
CTE Civil Rights Reviews
CTE Reporting
OMEGA - Detailed Overview
New CTE Course Applications
Perkins Plan Development
Reimbursements
CTE Advisory Board Best Practices
CTE Program Administration
VDOE Communications

- **Superintendent’s Memos**
  
  Supts. Memos are disseminated every Friday
  

- **CTE Directors’ Memos**
  
  Directors Memos are disseminated to address critical topics
  

- **Professional Development Video Series**
  
  Technical assistance information for CTE administrator/Implementation
  
Virginia Board of Education
Regulations

- 8VAC 20 – Administrative Code of Virginia
  https://law.lis.virginia.gov/admincode/title8/agency20/

- 8VAC 20-131 - Regulations Establishing Standards for Accrediting Public Schools in Virginia
  https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/

- Virginia Standards of Quality

- Guidance Documents
  http://townhall.virginia.gov/L/GDocs.cfm?boardid=93
Career and Technical Education Regulations

- Virginia Career and Technical Education Regulations
  
Strengthening Career and Technical Education for the 21st Century Act

• U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE)
  https://www2.ed.gov/about/offices/list/ovae/index.html

• Career and Technical Education
  http://www2.ed.gov/about/offices/list/ovae/pi/cte/index.html

• Perkins Act V (Public Law 115-224)
  https://cte.ed.gov/legislation/perkins-v
Career Clusters, Pathways, and Academic and Career Plans

- National Career Clusters and Pathways
  http://www.careertech.org/career-clusters

- Virginia’s 17 Career Clusters and 83 Pathways
  (For Technical Assistance Contact: CTE@doe.virginia.gov)

- Academic and Career Plans
  - Elementary School Academic & Career Plan Portfolio
  - Middle & High School Academic & Career Plans of Study
  - Sample Academic and Career Plan Sample Template
Federal CTE Funding

Strengthening Career and Technical Education for the 21st Century Act

- **$28,777,008** SY 2020-2021 Title I Federal Funds
- An overall increase of 1.62 percent (**$466,614**) compared to SY 2019-2020


- **$20,458,797.16** secondary education funding for school divisions
- **$4,465.24** school division funding increase from SY 2019-2020
Substantially Approvable Perkins Local Plans

Title 34: Education, PART 76 - STATE-ADMINISTERED PROGRAMS, §76.708 (*34 CFR §76.708 2001*)

- Requires local school division to submit its Perkins Local Plan application to the Virginia Department of Education in "substantially approvable form" in order to obligate Perkins funds.

- State may not authorize an applicant for a subgrant to obligate funds until the latter of the following two dates:
  - date the State may begin to obligate funds under §76.703 (July 1, 2020); or
  - date the applicant submits its application to the State in substantially approvable form.
2020-2021 State Funding for CTE Programs

General Assembly Appropriations

- **$1,800,000** – CTE Equipment, [Supts. Memo #171-20](#)
- **$1,400,000** – CTE Equipment for High-Demand, High-Skill, & Fast-Growth Industry Sectors, [Supts. Memo #172-20](#)
- **$600,000** – Innovative Program Equipment Grants, (Supts. Memo pending November 2020)
- **$1,831,464** – Industry Certification Examinations, Licensure Tests and Occupational Competency Assessments, [Supts. Memo #170-20](#)
- **$308,655** – Workplace Readiness Skills for the Commonwealth Examinations (may be used for any Board-approved industry certification preparation and testing), [Supts. Memo #183-20](#)
- **$500,000** – Industry Credentialing Testing Materials for Students and Professional Development for Instructors in STEM-H CTE Programs, [Supts. Memo #169-20](#)
- **$720,000** – CTE Regional Centers Workforce Readiness, [July 2020 Grant Awards](#)
2020-2021 State Funding for CTE Programs

General Assembly Appropriations

- $1,300,000 – Information Technology Industry Certifications and Related Testing Preparation Resources (Supts. Memo – December 2020)
- $298,021 – CTE Resource Center
- $573,776 – Jobs For Virginia Graduates (continuation grant)
- $60,300 – Northern Neck Regional Technical Center
- $100,000 – Newport News Aviation Academy
- $175,000 – Vocational Pilot Lab
- $250,000 – Emil and Grace Shihadeh Innovation Center Renovation (Winchester City Public Schools)

• NOTE: State reimbursements must be submitted by May 21, 2021.
The information collected in the Career and Technical Education Financial Report (CTEFR) will be used to calculate 2020-2021 CTE categorical entitlements for occupational preparation and adult education programs.

State funding is provided to school divisions and regional centers through categorical entitlements to support the operation, improvement, and expansion of CTE occupational preparation and adult education programs and shall be used for the following:

- principals and assistant principals of CTE technical centers where at least 50 percent of their time is spent in CTE program administration or supervision;
extended contracts of instructors for activities related to the coordination, development, or improvement of CTE programs; and,

adult occupational CTE programs to provide opportunities for adults to prepare for initial employment, retraining, or career advancement.

The CTEFR will collect occupational adult education data by CTE program areas for the number of classes, enrollment, and the number of full-time and part-time teachers.

Submit to the VDOE via SSWS, then print and sign the Verification Report and submit to the VDOE.

School Division Report are due April 30, 2021.

NOTE: Supts. Memo expected to be posted in November 2020
Online Management of Education Grant Awards (OMEGA)
Navigation and Request Guidance
OMEGA Guidance

- **Budget & Grants Management (VDOE Website)**
- **OMEGA User’s Guide**
  - Actions in this presentation are fully described in the OMEGA User’s Guide
- **Grant Object Codes**
- **OMEGA Step By Step (Video)**
- **OMEGA Support**
  - OMEGA.support@doe.virginia.gov
  - 804-371-0993
Navigating in OMEGA

OMEGA buttons are typically represented with the following images

• Provides a quick link drop-down menu which lists the OMEGA functions available to the user

  I want to... (Select One)  Go

• Initiates the selected action or chooses the selected line item

  Go

• Expands for more information (who created or approved/denied the request so far, with comments) or to download an application

  ↓
Object Codes

- Perkins expenditure categories for budgeting and recording in OMEGA:
  - 1000 Personal Services
  - 2000 Employee Benefits
  - 3000 Purchased / Contracted Services
  - 4000 Internal Services
  - 5000 Other Charges
  - 8000 Equipment
Submitting an Application

• Use the process described in the **OMEGA User’s Guide on page 66** to create and submit an application
• The application process provides one central repository for award documentation and ensures appropriate levels of review
Submitting Revision of a Denied Application

• Use the process described in the OMEGA User’s Guide on page 78 to create and submit a revised application

• A submitted application can be denied at any division or state review level

• Correction of a denial can be done only by the originator and only when the application is available in an originator’s To Do List
Submitting an Amended Application

• Go to the school division’s OMEGA application listing
  – An application amendment can only be processed after there is a “Completed” in the Approval Status

• Use the process described in the OMEGA User’s Guide on page 85 to create and submit an amended application

• Make sure to indicate purpose of the Amendment in the comment box

• Note: Amended applications go through the same approval/review process as the original or revised application

• Contact the first reviewer to advise there is an item to be reviewed
Submitting Budget Transfer

- Use the process described in the **OMEGA User’s Guide on page 45** to create and submit budget transfer
  - Mechanism used to transfer funds from one object code to another object code
  - **Budget line** object code amounts in the OMEGA Spend Down Report must match the object code amounts in the division’s Perkins Application on Schedule 18 Summary Budget Worksheet
  - After the Transfer Request is approved at all required review levels, it must cycle through the accounting process; this usually takes an over-night cycle, though it may take longer depending on the time of the final approval
Spend Down Calendar Report

- Examine the *OMEGA User’s Guide* on page 63 to review the use of the Spend Down Calendar Report
- Shows all financial activity from the initial award allocation through the date of the last activity

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Status</th>
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<th>1000</th>
<th>2000</th>
<th>3000</th>
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<th>Total</th>
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<td>01/31/2017</td>
<td>Original Budget</td>
<td>Transfer Complete</td>
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<td>0.00</td>
<td>46,900.00</td>
<td>0.00</td>
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<td>111,941.46</td>
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<td>Reimb 280217</td>
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<td>Current Balance</td>
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<td>0.00</td>
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Submitting Reimbursement

Use the process described in the *OMEGA User’s Guide on page 20* to create and submit a reimbursement request

<table>
<thead>
<tr>
<th>Line Entry No.</th>
<th>Object Code</th>
<th>Sector</th>
<th>Program Area</th>
<th>Vendor</th>
<th>Expenditure Description</th>
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<tbody>
<tr>
<td>203667</td>
<td>3000</td>
<td>Public</td>
<td>Health and Medical Sciences Education</td>
<td>DoubleTree</td>
<td>Hotel for HOSA conference in Williamsburg, VA from 3/10/17-3/12/17. 1 advisor and 13 special pop students. Advice costs, $99 per night plus $3.99 tax for 3 nights.</td>
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<tr>
<td>203666</td>
<td>3000</td>
<td>Public</td>
<td>Technology Education</td>
<td>Staples Contract</td>
<td>Perkins equipment: five gallon wet/dry vacuum ($33.55), and 20 dynamic open ear headphones ($3.49 each).</td>
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<tr>
<td>203665</td>
<td>3000</td>
<td>Public</td>
<td>Trade and Industrial Education</td>
<td>Samuel Smith</td>
<td>Early Registration for AIT to attend 2017 VATICIE Summer Conference from July 22-31, 2017 in Norfolk, VA. Memo No. 199-17 attached allowing the use of Perkins Funds for early conference registration fees.</td>
</tr>
<tr>
<td>203664</td>
<td>3000</td>
<td>Public</td>
<td>Trade and Industrial Education</td>
<td>VATIE</td>
<td>Early Registration for AIT to attend 2017 VATICIE Summer Conference from July 22-31, 2017 in Norfolk, VA. Memo No. 199-17 attached allowing the use of Perkins Funds for early conference registration fees.</td>
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<td>Trade and Industrial Education</td>
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<td>Early Registration for AIT to attend 2017 VATICIE Summer Conference from July 22-31, 2017 in Norfolk, VA. Memo No. 199-17 attached allowing the use of Perkins Funds for early conference registration fees.</td>
</tr>
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**Object Code**

**Encumbrance Date**

**Program Area**

**Vendor Column**

**Expenditure Description**
Examine the **OMEGA User’s Guide on page 65** to review the use of the Spending Progress Report

- The Spending Progress Report shows the amount of funds that are remaining in the account

- **Zero out by September 30, 2020**

### Spending Progress Report

<table>
<thead>
<tr>
<th>Payee</th>
<th>Budgeted Amount</th>
<th>Current Balance</th>
<th>Percentage Unexpended</th>
</tr>
</thead>
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<td>111,941.46</td>
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<td>0.00</td>
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</table>
Career and Technical Student Organizations (CTSO)
Profile of a Virginia Graduate & CTSO Alignment

In Virginia, the Life Ready Individual Will During His or Her K-12 Experience:

- Achieve and apply appropriate academic and technical knowledge
- Attain and demonstrate productive workplace skills, qualities, and behaviors
- Align knowledge, skills, and personal interests with career opportunities
- Build connections and value for interactions with diverse communities

Profile of a Virginia Career and Technical Education Graduate

- **Content Knowledge**: CTSOs reinforce what is being taught in the classroom; leadership programs and competitive events provide authentic assessment of skills being taught.
- **Workplace Skills**: CTSOs provide a realistic approach to important workplace skills such as time management, project management, public speaking, teamwork, and diversity training.
- **Community Service**: CTSOs develop civic-minded individuals through countless school and community service projects each year.
- **Career Planning**: CTSOs introduce students to all career pathways and help them develop the skills and tools necessary to meet their career objectives.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS BUILD LIFE READY INDIVIDUALS
Career and Technical Student Organizations

- Career and Technical Student Organizations are an integral component of every CTE instructional program. Teachers should use CTSO activities; leadership development training; career development and competitive events; and programs to enhance the quality of the instructional component when teaching the competencies of CTE courses.

- We often hear that a teacher “doesn’t have time” to do the CTSO; however, the CTSO is designed to save time and enhance instruction. Competitive event projects are tailored to curriculum tasks and competencies; have grading rubrics; are designed to provide real-world experiences related to the course’s career pathway; and present the optimal method for making the CTSO an intra-curricular component of instruction.

- This year, more than ever, it is critical for teachers to utilize their CTSOs to help bridge the gap in a restructured virtual teaching and learning environment and enrich the learning process by engaging students in real-life learning opportunities.
Career and Technical Student Organizations

- CTSOs are tied to Perkins funding and are a required component of the instructional program. Additionally, CTSO participation is reviewed during Federal Program Monitoring reviews.
What Can Administrators Do to Help?

• Help teachers embrace the culture that all CTE teachers are advisors of their respective organizations. Every teacher should be actively involved in the chapter’s activities and collaborate with other CTE teachers to learn how the CTSO instructional component is being incorporated into classroom.

• Help ensure that the NEW CTE teacher is not designated as the “lead” advisor, however, participates as an active advisor: given teachers need time and experience to grow into their role as a classroom teacher and many times require assistance with overseeing a chapter during their first year (or two).

• Support the inclusion of CTSOs in your classrooms—even if “club” activities are restricted. CTSOs are NOT a club; they are an integral component of the course curriculum and teachers need to be encouraged to utilize CTSO resources designed to develop workplace skills and competencies and enhancing student learning outcomes.

• Please actively support funding for intra-curricular activities that enhance student’s learning experiences. Leadership conferences, career development events, and other curriculum-related opportunities are an integral part of the instructional process.
Perkins Use of Funds for CTSO

CTSO Student Competition

Perkins Funds May Only Be Used for Special Populations and Student Enrollment in Nontraditional Courses for:

- Registration
- Travel
- Lodging
- Meals

Perkins Funds May Not Be Used for Non-CTSO Activities or CTSO-Sponsored Teacher Meetings. Funds must be used specifically for student participation.
Perkins V

Determined Performance Levels

Comprehensive Local Needs Assessment

CTE Advisory Committees
Secondary Program Quality Indicators

Based on input from the Key Stakeholders Group, CTE State Advisory Committee, local administrators, and teachers, Virginia will utilize secondary indicators of quality to measure the percentage of CTE concentrators graduating from high school having:

1. Recognized postsecondary credential
2. Work-based learning experiences
Recognized postsecondary credentials quality indicator measures the percentage of CTE concentrators graduating from high school. Perkins V uses the definition from the Workforce Innovation and Opportunity Act (WIOA):

- credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.
Secondary Program
Quality Indicators

**Work-based learning opportunities** quality indicator measures the percentage of CTE concentrators graduating from high school with work-based experiences defined as:

- sustained interactions with industry or community professional in real workplace setting, to the extent practicable, or simulated environments at an education institution that foster in-depth, first-hand engagement with tasks required of a given career field, that are aligned to curriculum and instruction
## Secondary State Determined Performance Levels

<table>
<thead>
<tr>
<th>Core Indicator Code (Code in Perkins IV)</th>
<th>Secondary Perkins Core Indicators of Performance</th>
<th>Perkins V Baseline Level</th>
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</thead>
<tbody>
<tr>
<td>1S1 (4S1)</td>
<td>Graduation Rate</td>
<td>93.00%</td>
</tr>
<tr>
<td>2S1 (1S1)</td>
<td>Academic Attainment- English/Reading</td>
<td>85.00%</td>
</tr>
<tr>
<td>2S2 (1S2)</td>
<td>Academic Attainment - Mathematics (Highest level)</td>
<td>85.00%</td>
</tr>
<tr>
<td>2S3 New</td>
<td>Academic Attainment - Science</td>
<td>85.00%</td>
</tr>
<tr>
<td>3S1 (5S1)</td>
<td>Post Program Placement Transition Rate</td>
<td>93.00%</td>
</tr>
<tr>
<td>4S1 New (6S1 &amp; 6S2)</td>
<td>Nontraditional Program Concentration</td>
<td>28.00%</td>
</tr>
<tr>
<td>5S1 New</td>
<td>Program Quality - Recognized Postsecondary Credential</td>
<td>65.00%</td>
</tr>
<tr>
<td>5S3 New</td>
<td>Program Quality - Participated in Work-based Learning</td>
<td>10.00%</td>
</tr>
<tr>
<td>5S4 (2S1-A)</td>
<td>Technical Skills Attainment/Student Competency Rate</td>
<td>80.00%</td>
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</table>
Comprehensive Local Needs Assessment

• School divisions must conduct and submit their next Comprehensive Local Needs Assessment (CLNA) with the submission of their 2022-2023 Perkins V plan. The Local Perkins V Application and Budget Plan must be submitted on or before April 15, 2022.

• The CLNA requires data-driven decision-making pursuant to Perkins V regulations and expenditures.
CLNA Guidance

- Step 1: Identify and Create a Local Leadership Team
- Step 2: Identify Stakeholders
- Step 3: Develop a Stakeholder Engagement Plan
- Step 4: Collect Local and Regional Data and Materials for analysis of local and regional in-demand occupations
- Step 5: Develop and submit the Comprehensive Local Needs Assessment with Perkins V Plan
In the context of the COVID-19 pandemic, many of the school divisions are facing unprecedented stress, and policymakers are dealing with difficult decisions that have ripple effects on schools, programs, students and teachers, as well as families, communities, and local and regional economies.

It is vital that CTE stakeholders have a seat at the table as school divisions make decisions about programs to offer.
Reopening Schools
Reopening Schools

- VDOE PLAN TO SAFELY REOPEN VIRGINIA’S SCHOOLS AND COMMUNITIES
  - Guidance for imagining a new normal for public education, public health, and our economy in the age of COVID-19.
  - School Reopening Frequently Asked Questions
  - Recover, Redesign, Restart 2020
  - Remote Learning Considerations for CTE
  - (Page 92)
Restart and Recovery: Considerations for Teaching and Learning. This resource builds on other critical resources aligned with CCSSO’s Restart and Recovery Framework, which is designed to assist states as they work to reopen school buildings and recover student learning loss in the 2020-21 school year.
Distance Learning

- **Distance Learning in Rural Communities**
  - Rethink how to provide high-quality CTE with limited social contact when access limitations are a barrier.

- **Distance Learning Across the Work-Based Learning Continuum**
  - A demonstration of how work-based learning can be provided across the continuum in a physically distant world.
Access and Equity

- The Perkins V comprehensive local needs assessment, with its emphasis on disaggregated data analysis and evaluation of special population needs and performance in CTE programs, is an important tool for continuing to evaluate equity gaps.

- National Alliance for Partnerships in Equity (NAPE) will be available to schools in 2020-2021.
Engaging Instruction

- Modifying project-based, hands-on and collaborative learning for social distancing or remote learning
- Developing easy-to-navigate and accessible remote content and activities
- Keeping students engaged remotely
- Creating a positive and respectful classroom culture
Curriculum Framework Development
The Strengthening Career and Technical Education for the 21st Century Act requires career cluster/pathway programs of study to expand connections between secondary and postsecondary education through the development and implementation of “programs of study.”
CTE Curriculum Reviews Scheduled for 2020-2021

Superintendent’s Memo #108-20

- 75 curricula scheduled for review
- 36 Teacher and Business/Industry Committees
  - Work-Based Learning Guide Revisions
    - September 24, 2020
  - NEW Unmanned Aerial Systems Course
    - January 28, 2020
NEW: Career Explorations for Elementary Grades Framework

- Suggested grade levels: 3 or 4 or 5 (Perkins V funds grade 5 only)
- Students will identify their interests, skills, and values as they explore the world of work. Students recognize and discuss the 5 C’s in relation to workplace readiness. Students recognize how their current academic career helps to prepare them to succeed in the future. While gaining exposure to Virginia’s career clusters, students analyze how to choose satisfying potential careers that are compatible with their strengths, interests, and values. The student will create an Academic and Career Plan Portfolio (ACPP) that will be actively developed throughout their years in school.

- Available at [http://www.cteresource.org/curriculum/career-connections/Career%20Explorations%209066.pdf](http://www.cteresource.org/curriculum/career-connections/Career%20Explorations%209066.pdf)
Career Investigation
Course Requirements

- Each middle school shall provide a course in career investigation in accordance with the provisions of 8VAC20-131-140.
  - School divisions may seek alternate means of delivering provided course is equivalent in content and rigor and provides the foundation for a student to develop their Academic and Career Plans as described in 8VAC20-131-140.B.2.
  - Possible alternative means to deliver the course could include, but not be limited to: online methods, middle school exploratory course options, and delivering the course content through other courses.
Career Investigation Course

Examples of Ways to Implement Career Investigations at the Middle School Level

- A stand-alone Career Investigations Course (9068-9 weeks, 9069-18 weeks, 9070-36 weeks)
- Inclusion of Career Investigations course curriculum in all content areas
- Delivering Career Investigations course curriculum through zero bell or homeroom options
- Partnering horizontally and/or vertically between course disciplines or grade levels
- Infusion of Career Investigation curriculum into classes with school counselor support over multiple years
- Online modules
Work-Based Learning (WBL) is a school-coordinated, coherent sequence of workplace experiences that are related to students’ career goals and/or interests, integrated with instruction, and performed in partnership with local businesses, industries, or other organizations in the community.

WBL enables students to apply classroom instruction in a real-world business or service-oriented work environment.
Work-Based Learning Credit Options

140 hours earns one half credit
- Mentorship

280 hours earns one credit
- Internship
- Cooperative Education
- Youth Registered Apprenticeship (YRA)
1. § 1. The Board of Education shall review and revise its Career and Technical Education Work-Based Learning Guide (the Guide) to expand the opportunities available for students to earn credit for graduation through high-quality, work-based learning experiences, or in the case of agricultural education, supervised agricultural experiences, in addition to job shadowing, mentorships, internships, and externships. In performing such review, the Board shall consult with (i) stakeholders representing a variety of industries and (ii) organizations representing the business community and shall consider (a) the diversity of school divisions across the Commonwealth, (b) the need for local flexibility to establish credit-bearing work-based learning experiences through a variety of methods, (c) permitting twelfth grade students to substitute core curriculum with work-based learning experiences, and (d) the needs of industries across the Commonwealth.

§ 2. The Board of Education shall complete its work to revise the Guide no later than December 1, 2020.
Verso

Virginia's Educational Resource System Online

- Courses listed within each of the 17 Career Clusters.

APG

CTE Administrative Planning Guide

- Designed to assist school counselors, teachers, and administrators who schedule student enrollment in CTE courses. This guide presents course descriptions, course sequences, applicable certifications/licenses, and career pathways organized by career clusters.
CTE Resource Center (cont.)

CPG

Career Planning Guide

- **Search** for occupations. **Browse** by Career Clusters or your favorite academic subjects. As students find promising occupations, they add them to their backpack. When they've finished, they can **share** their list of occupations and related courses with counselors, teachers, parents, or friends.
Temporary Access to Verso

- **Temporary Access to Verso**
  - [www.cteresource.org/curriculum/](http://www.cteresource.org/curriculum/)
  - Curriculum frameworks in PDF
  - SCRs in Word, Excel
  - Working to post credential, course sequence information as quickly as possible.
  - Questions, requests: info@cteresource.org
Selected Program Area
Regulatory Requirements
# T&I National Certification and Accreditation Requirements

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Course Code</th>
<th>National Accreditation(s)</th>
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<tr>
<td>Automotive Technology I, II, III</td>
<td>8506, 8507, 8508</td>
<td>Automotive Service Excellence (ASE) Education Foundation</td>
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<tr>
<td>Diesel Equipment Technology I, II, III</td>
<td>8613, 8614, 8615</td>
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<td>Graphic Imaging Technology I, II</td>
<td>8660, 8661</td>
<td>PrintED, administered by the Graphic Arts Education and Research Foundation (GAERF)</td>
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<td>Heating, Ventilation, Air Conditioning, and Refrigeration I, II</td>
<td>8503, 8504</td>
<td>HVAC Excellence</td>
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<tr>
<td>Small Engine Technology I, II</td>
<td>8725, 8726</td>
<td>Equipment &amp; Engine Training Council (EETC)</td>
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</table>

For more information, see [Superintendent’s Memorandum #082-15](#) and [CTE Director Memo 124-18](#)
American Welding Society (AWS) Sense Accreditation

The goal is to provide greater standardization for welding education programs.

- To obtain AETP accreditation, training organizations will be evaluated to determine if the curriculum, procedures, equipment and staff meet predetermined qualification criteria to ensure proper welder education, skills training, and performance qualification.
- The evaluation process will include:
  1. Submittal of an initial application along with a quality assurance manual that adheres to the AWS QC21 and EG21 standards.
  2. Curriculum approval: If a school utilizes the AWS Fundamentals of Welding curriculum, the curriculum approval process is bypassed.
  3. Initial on-site audit and annual self-audits thereafter with reaccreditation on the fifth year.

NOTE: AWS has not set a definitive launch date for the program. The program requirements as set forth by the accreditation standards (QC21/EG21) are currently being reviewed and, therefore, have not been published yet.
Master Barber and Cosmetology Examination Eligibility Changes

- **Superintendent’s Memo #072-17**
- **Master Barber and Cosmetology programs**
  - Minimum of 840 hours of instruction.
  - Competency based instruction offered in a two- or three-year coherent sequence of courses.
## OSHA Construction Industry Trainer Courses

- Construction industry outreach trainers must renew every four years.

<table>
<thead>
<tr>
<th>Endorsement Code</th>
<th>Endorsement Description</th>
<th>Course Codes</th>
<th>OSHA Requirement</th>
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<td>8420</td>
<td>Electricity</td>
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<td>Cabinetmaking</td>
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<td>8510</td>
<td>Plumbing</td>
<td>8551, 8552</td>
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<td>8431</td>
<td>Carpentry</td>
<td>8601, 8602, 8603</td>
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</table>
OSHA General Industry Certification

Course Topics

• Hazard violation safety workshop
• Means of egress and fire protection
• Personal protective equipment
• Material handling
• Electrical safety standards and work practices
• Hazard communication
• Introduction to industrial hygiene
• Machine guarding
• Lockout/tagout
• Walking and working surfaces
• OSHA record keeping
• Ergonomics
Health and Medical Sciences

Regulatory Standards:

• Virginia Board of Nursing
  ➢ [https://www.dhp.virginia.gov/Boards/Nursing/AbouttheBoard/StaffListing/](https://www.dhp.virginia.gov/Boards/Nursing/AbouttheBoard/StaffListing/)

• Virginia Board of Pharmacy
  ➢ [http://www.dhp.virginia.gov/Pharmacy/pharmacy_staff.htm](http://www.dhp.virginia.gov/Pharmacy/pharmacy_staff.htm)

• Virginia Board of Medicine
  ➢ [http://www.dhp.virginia.gov/medicine/medicine_staff.htm](http://www.dhp.virginia.gov/medicine/medicine_staff.htm)

• Virginia Board of Dentistry
  ➢ [http://www.dhp.virginia.gov/dentistry/dentistry_board.htm#staff](http://www.dhp.virginia.gov/dentistry/dentistry_board.htm#staff)

• National Academy of Sports Medicine Certified Personal Trainer
  ➢ Testing requirements: [https://nasm.wistia.com/medias/whf6po0aaa](https://nasm.wistia.com/medias/whf6po0aaa)
CTE Data and Reporting
A Year in CTE Data Collection

- Fall Collections
- End of Year Collections
- Summer Collections
- Perkins V Performance Measures
Career and Technical Education Reporting System (CTERS) User’s Manual

Your go-to guide is available on the VDOE Web Site: (current)

Manual Sections

• Due Dates
• Perkins V Performance Standards and Measures Accountability System
• Instructions and Procedures for Data Reporting
• Reference Tables in Appendices include SCED codes, Maximum enrollment and Non-Trad gender information
• See the latest published version with updates to the Appendices (09/16/2019)
Fall Data Collections

• Master Schedule Collections (MSC)- Fall
  – Collected from August to October
  – Captures initial classroom populations and courses being offered.

• Student Enrollment Demographic Forms (SEDF)- Fall
  – Collects the specific data around CTE teachers and student course populations.
• Master Schedule Collections (MSC)- Fall
  – The data in MSC serves several purposes, primarily Standards of Quality tracking, Federal Reporting and State Reporting
  – MSC Fall Data is one of the data sources for the Standards of Quality Funding formula, used in the biennium calculation

• Student Enrollment Demographic Forms (SEDF)- Fall
  – SEDF is the CTE arm of the MSC collection some uses of the data are:
  – Tracking class sizes to ensure that OSHA and regulatory maximums are being adhered too. For Standards of Quality purposes the maximum class size is 35, for CTE and OSHA specific class size restrictions please consult CTERS Manual.
  – Instructional Time, the maximum instructional time for teachers in 54,000 minutes, should they exceed this an explanation must be offered through SEDF.
End of Year Data Collections

- Master Schedule Collections (MSC)- EOY
  - Collected from May to July
  - Captures final classroom populations and courses being offered
- Student Enrollment Demographic Forms (SEDF)- EOY
  - Collects the specific data around CTE teachers and student course populations
- Student Record Collection- EOY
  - Student Record Collection (SRC) primarily focuses on student performance, demographics and special populations.
  - Two CTE reports are part of this collection, Completer Demographics Report (CDR) and Secondary Student Career Cluster Enrollment Report (SSCCER)
End of Year Data Use

- Master Schedule Collections (MSC)- EOY
  - Student Enrollment Demographic Forms (SEDF)- EOY
  - These collections serve the same purpose as their Fall counterparts with the exception of not being used in the biennium calculation

- Student Record Collection- EOY
  - Completer Demographics Report is the data source for one several performance measures for Federal reporting (Completers, non-trad completers and completers participating in credentialing etc.)
  - Secondary Student Career Cluster Enrollment Report this data is used for tracking demographics across career clusters, Equity analysis and providing unduplicated enrollment for CTE programs just to name a few.
Summer Data Collections

- **Student Record Collection- Summer**
  - During this collection window you have the opportunity to make corrections to your EOY report, including adding students that may have been a part of your summer school programs.

- **CTE Credential Collection**
  - Reporting on each student who attempted or passed a credential for the year, a student should only be counted once per unique credential. This report is submitted through the SSWS system by the CTE Director.

- **Completer Follow-Up Survey**
  - A review of all students who graduated from high school the previous year having completed a sequence of CTE courses, in Virginia we refer to these students as Completers.
Summer Data Use

- CTE Credential Collection
  - The most important use of this data is as one of our Perkins V performance measures. 5S1 Concentrators Obtaining a Recognized Post-Secondary Credential, which is one of the our selected program quality measures.

- Completer Follow-Up Survey
  - The completer follow-up survey is very important as it provides all of the data on our students after they exit secondary, the data in this report is used for everything from legislative analysis around future funding for CTE to analysis of program quality at the state level and local levels.
CTE Data Collections Road Map

- **July 1, 2021**: CTE Completer Follow-up Survey
- **July 31, 2021**: CTE Credential Collection
- **December 2020**: Final Completer Demographic Report
- **January 2022**: Annual Performance Report
- **December 2021**: Credential Report Card
- **July 31, 2021 and September 1, 2021**: Federal Reporting EdFacts, CAR
- **December 2021**: Local Plan
- **January 2022**: Federal Reporting EdFacts, CAR
## Perkins V Performance Measures and First-Year Baseline

<table>
<thead>
<tr>
<th>Secondary Performance Indicators</th>
<th>First-Year Baseline Percentages</th>
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<tbody>
<tr>
<td>1S1: Four-Year Graduation Rate</td>
<td>93.00%</td>
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<tr>
<td>2S1: Academic Proficiency in Reading Language Arts</td>
<td>85.00%</td>
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<tr>
<td>2S2: Academic Proficiency in Mathematics</td>
<td>85.00%</td>
</tr>
<tr>
<td>2S3: Academic Proficiency in Science</td>
<td>85.00%</td>
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<td>3S1: Post-Program Placement</td>
<td>93.00%</td>
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<tr>
<td>4S1: Nontraditional Program Concentration</td>
<td>28.00%</td>
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<tr>
<td>5S1: Program Quality – Attained Recognized Postsecondary Credential</td>
<td>65.00%</td>
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<tr>
<td>5S3: Program Quality – Participated in Work-Based Learning</td>
<td>10.00%</td>
</tr>
<tr>
<td>5S4: Program Quality – Technical Skills Attainment</td>
<td>80.00%</td>
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</table>
College, Career and Civic Readiness Indicator (CCCRI)
College, Career and Civic Readiness Indicator (CCCRI)

- Comprised of 4 Components
  - Credit received for advanced coursework (AP, IB, Cambridge, or Dual-Enrolled)
  - CTE finishers with a CTE credential
  - Completion of a work-based learning experience
  - Completion of a service learning experience
General CCCRI Business Rules

- Based on students in the on-time graduation cohort
- If a student reaches the threshold for multiple measures within the indicator, they only count once in the numerator and denominator
- Indicator will be part of school accreditation beginning in the 2022-2023 accreditation year using the 2021-2022 cohort
CCCRI Sample Calculation

Received credit for advanced coursework:

<table>
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<th>Received credit for advanced coursework:</th>
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<tbody>
<tr>
<td>CTE finisher with credential:</td>
</tr>
<tr>
<td>Work-based learning experience:</td>
</tr>
</tbody>
</table>

Number of graduates: 10

College and Career Readiness Indicator:

\[
\frac{6 + 1 + 1}{10} = 80\%
\]
CCCRI Accountability

Indicator: College, Career, and Civic Readiness Indicator (will be part of accountability beginning in the 2022-2023 accreditation year)

Category: College and Career Readiness

Definition: Cohort-based calculation of students receiving credit for advanced coursework, for CTE finishers earning a credential, or for participating in work-based or service-learning experiences

Application: Indicator applies to schools with a graduating class

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<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tbody>
<tr>
<td>Indicator at least 85%</td>
<td>Indicator is between 71% and 84%</td>
<td>Indicator is 70% or lower OR School has stayed at criteria for Level 2 or Level 3 for more than 4 consecutive years (will begin after CCCRI is part of accreditation for 4 years).</td>
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</table>
CTE Program Monitoring
Career and Technical Education Federal Program Monitoring Review System, Superintendent’s Memo #189-20, July 24, 2020

• Reviews focus on continuous CTE program improvement and student achievement, and are designed to assess school divisions’ compliance with regulations, standards, and state and federal laws.

Career and Technical Education Civil Rights Annual Notice, Superintendent’s Memo #190-20, July 24, 2020

• Reviews determine whether school divisions that offer CTE programs and receive federal financial assistance are meeting the requirements of the civil rights laws and regulations.
Review Process for CTE Federal Program Monitoring (FPM) and CTE Civil Rights (CR)

- **CTE Federal Program Monitoring Self-Assessment**- Due according to six-year cyclical schedule with submission of the school division’s Perkins local plan (FPM only)
- **Targeting Plan**- School divisions are evaluated with a U.S. Department of Education approved targeting rubric on a six-year cyclical schedule with approximately 22 school divisions each school year
- **Identification Letters**- Sent to highest-ranked school divisions per school year identified by targeting rubric, four for CR and seven for FPM
- **Request for Information**- Information needed prior to review to expedite process
Review Process (continued)

• **Scope of On-Site Visit:** Detailed in coming slides

• **CR Letter of Findings (LOF)/FPM Report of Findings (ROF):** Report provided to school division detailing noncompliance issues, if any

• **CR Voluntary Compliance Plan (VCP)/FPM Corrective Action Plan (CAP):** Plan detailing school division’s proposed actions to remedy noncompliance, if any

• **Monitor:** State-level follow-up with school division to ensure completion of VCP/CAP

• **Letter of Closure:** Issued to superintendent upon completion of VCP/CAP
COVID-19: In response to COVID-19, for the 2020-2021 school year, the on-site visit component of the review process may be conducted in a virtual format.
Scope of CTE FPM Review

VDOE CTE team reviews data; interviews administrators, counselors, teachers, and students; and conduct walk-throughs of the CTE programs to determine the compliance with the CTE standards in the following categories:

- CTE Financial Report
- CTE Management System
- CTE Reporting System
- CTE Advisory Committee
- Competency Based Education
- Career and Technical Student Organizations (CTSOs)
- Work-Based Learning
- Equipment
- Safety
- Standards of Quality and Standards of Accreditation
Scope of CTE Civil Rights Review

VDOE CTE team reviews data; interviews administrators, counselors, teachers, and students; and conducts walkthroughs of schools to determine the level of compliance in the following categories:

• **Program Accessibility**
  – Administrative
  – Site Location and Student Eligibility
  – Admission
  – Recruitment
  – Student Financial Assistance
  – Career Guidance and School Counseling
  – Services for Students with Disabilities
  – Work-Based Learning
  – Employment

• **Facility Accessibility**: walkthrough to ensure that facilities are accessible for persons with disabilities

• **Facility Comparability**: walkthrough to ensure that facilities are similar in quality and convenience regardless of sex or disability
# CTE Federal Program Monitoring Review Schedule

(Divisions in red are identified for CTE FPM Review)

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<td>Westmorland</td>
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<td>Southampton</td>
<td>Prince William III</td>
<td>West Point</td>
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<tr>
<td>Scott</td>
<td></td>
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<td>Rockingham</td>
<td>Winchester</td>
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<tr>
<td>Oak Ridge</td>
<td>Bon Air</td>
<td>Culpeper</td>
<td>Virginia School for the Deaf and Blind</td>
<td>Beaumont</td>
<td></td>
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</table>
Special Initiatives
Weldon Cooper Center for Public Service at the University of Virginia

- The Trailblazers initiative supports the goals of VDOE to improve the quality and impact of CTE programs throughout Virginia. The group provides data-driven research about Virginia and the labor market, non-traditional educational initiatives and barriers to success, national and state initiatives in workforce development, and practice-focused outreach for CTE professionals.

- [http://www.ctetrainblazers.org/](http://www.ctetrainblazers.org/)
Microsoft Imagine Academy

- To date, Virginia students earned 10,462 Microsoft certifications during the 2019-2020 school year. Watch for updates following the summer virtual testing for students and teachers. Last year, students earned 17,956.
- Exciting resources, webinars, and opportunities for virtual/blended instruction available on VDOE’s Microsoft Imagine Academy website.
- Test Fest planned for summer professional association conferences transitioned to virtual credential testing proctored by Certiport and teacher volunteers. To date, 95 Virginia CTE teachers have registered to take over 200 tests!
- New Deployment Manager replacing Monica Broeraman is Roberta Reischl.
Utilizing Microsoft Imagine Academy

- Microsoft Imagine Academy resources are aligned to CTE courses
- Opportunities for instruction and credentialing for students and teachers using MOS Word, Excel, PowerPoint, Access, Outlook, MTA, OneNote, SharePoint; and Microsoft Teams to increase teacher productivity
- Gmetrix provides MOS credential preparation activities and practice tests
- Microsoft Educator Center and Microsoft Innovative Educator (MIE), free professional learning platforms, offers lesson plans/instructional tools and badges
Established in 1964, U.S. Presidential Scholars recognizes and honors some of our nation’s most distinguished graduating high school seniors. In 2015, the program was extended to recognize students who demonstrate ability and accomplishment in Career and Technical Education fields. Each year, up to 161 students are named as Presidential Scholars, one of the highest honors for high school students.

Virginia has recognized CTE Semifinalists each year since 2015. This year, Virginia’s second CTE U.S. Presidential Scholar was chosen. The 2020 U.S. Presidential Scholars from Virginia, including one CTE Scholar, include:

Colter Adams, George Mason High School, Falls Church City Public Schools
Sophia Eileen Tedesco, George C Marshall High School, Fairfax County Public Schools
**William B Calli, Woodbridge - Woodbridge Senior High School, Prince William County Public Schools

Information about the nomination process for the 2021 U. S. Presidential Scholars will be sent through a Superintendent’s Memo and a CTE Director’s Memo as soon as it is received from the U S Department of Education.
CTE Career Success Stars

- Featured video profiles highlight students in their 20s and 30s and how CTE programs provided skills for career success
- 2019-2020 recently posted profiles represent 16 career clusters and 79 related pathways, with an active military personnel, entrepreneur, and intern. Found on the CTE home page or individual career cluster pages.
- For 2020-2021, 110 nominations were received for 18 spotlights.
Creating Excellence Awards Program

- Divisions submit award recipients’ applications to VDOE by March 12, 2021
- Judging Panel to be held April 8, 2021
- VDOE notifies regional award recipients May 3, 2021
- Awards Luncheon – June 10, 2021
VDOE Summer Virtual Professional Development

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

SUMMER
VIRTUAL PROFESSIONAL DEVELOPMENT

July 30 9 a.m.–12 noon
CTE Administrators’ Update
Virginia Association of Career and Technical Education Administrators

August 3 1:30–3:00 p.m.
Engaging Students in Virtual CTE Experiences
(This inservice is designed for all CTE teachers statewide.)
Southern Regional Education Board

August 4
10–11:30 a.m. Technology and Engineering Education Update
2–3:30 p.m. Trade and Industrial Education Update

August 6
10–11:30 a.m. Business and Information Technology Update
2–3:30 p.m. Agricultural Education Update

August 11
10–11:30 a.m. Family and Consumer Sciences Update
2–3:30 p.m. Marketing Update

August 13
10–11:30 a.m. Health and Medical Sciences Update
Virginia Board of Nursing

All sessions will be conducted via Zoom, and details will be posted at cteresource.org, vactea.org, and virginiaacte.org and be sent via program area listservs by July 15.
### CTE State Professional Association Summer Conferences

<table>
<thead>
<tr>
<th>Organization</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DECA</strong></td>
<td>March 5-7, 2021</td>
<td>Virginia Beach</td>
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<tr>
<td><strong>Educators Rising</strong></td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td><strong>HOSA</strong></td>
<td>March 12-14, 2021</td>
<td>Williamsburg</td>
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<tr>
<td><strong>FBLA</strong></td>
<td>April 16-17, 2021</td>
<td>Reston</td>
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<tr>
<td><strong>FCCLA</strong></td>
<td>April 16-18, 2021</td>
<td>Virginia Beach</td>
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<tr>
<td><strong>SkillsUSA</strong></td>
<td>April 16-17, 2021</td>
<td>Roanoke</td>
</tr>
<tr>
<td><strong>TSA</strong></td>
<td>April 29-May 2, 2021</td>
<td>Hampton</td>
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<tr>
<td><strong>FFA</strong></td>
<td>June 20-24, 2021</td>
<td>Blacksburg</td>
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(All Dates are tentative depending on COVID-19)
# Professional Association Conferences (Tentative)

<table>
<thead>
<tr>
<th>CTE State Professional Association</th>
<th>Date</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td><strong>VAAE</strong> – Virginia Association of Agricultural Educators</td>
<td>TBD</td>
<td>Suffolk</td>
</tr>
<tr>
<td><strong>VAHAMSEA</strong> – Virginia Health and Medical Science Educators Association</td>
<td>July 8-18, 2021</td>
<td>Williamsburg</td>
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<tr>
<td><strong>VBEA</strong> – Virginia Business Education Association</td>
<td>July 19-22, 2021</td>
<td>Roanoke</td>
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<tr>
<td><strong>VATIE</strong> – Virginia Association of Trade and Industrial Educators</td>
<td>TBD</td>
<td>Williamsburg</td>
</tr>
<tr>
<td><strong>VTEEA</strong> – Virginia Technology and Engineering Education Association</td>
<td>July 19-23, 2021</td>
<td>Goochland</td>
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<tr>
<td><strong>VATFACS</strong> – Virginia Association for Teachers of Family and Consumer Sciences</td>
<td>July 19– July 22, 2021</td>
<td>Tysons Corner</td>
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<tr>
<td><strong>VAME</strong> – Virginia Association of Marketing Educators</td>
<td>July 26 – 29, 2021</td>
<td>Virginia Beach</td>
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</table>
# Professional Development

<table>
<thead>
<tr>
<th>Events</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI – Manufacturing Skills Institute</td>
<td>November 4-6, 2020</td>
<td>Richmond</td>
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<tr>
<td>VACTEA Conference</td>
<td>October 4-8, 2021</td>
<td>Virtual</td>
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<tr>
<td>Virginia ACTE Leadership Development Seminar</td>
<td>January 14-15, 2021</td>
<td>Virtual</td>
</tr>
<tr>
<td>VCEC – Virginia Children’s Engineering Convention</td>
<td>February 4-5, 2021</td>
<td>Virtual</td>
</tr>
<tr>
<td>WBL – Experience Works</td>
<td>2021 Dates Pending</td>
<td>Virtual</td>
</tr>
<tr>
<td>New Teacher Institute</td>
<td>July 12-16, 2021</td>
<td>Virtual</td>
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*Note:* The *VDOE Career and Technical Education Newsletter* is emailed quarterly to CTE Administrators, and includes this information and dates.
CTE Staff Contacts

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