

**CTEMS SCHEDULE 1
Stakeholder Participation/Involvement
2016-2017 Plan**

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

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

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

Describe how the required respective groups were involved in the development, implementation, and evaluation of your career and technical programs utilizing data from prior year(s) and/or any local evaluations that may have been conducted during the 2015-2016 school year.

A wide range of individuals participated in the composing the 2016-2017 Perkins Plan. These participants included representatives from business and industry, labor organizations, special populations, and other interested individuals involved in the development, implementation, and evaluation of CTE programs. Members of the advisory team provided suggestions and recommendations to the improvement in the development and implementation of the plan. These individuals were actively involved in the review of Tazewell County's CTE Annual Performance Report and advised accordingly.

**CTEMS SCHEDULE 2
Advisory Committee Participation/Involvement
2016-2017 Plan**

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

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

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

Group ID Letter:	P : Parents S : Students T : Teachers L : Labor Organization W : Workforce Investment Council	B&I : Business and Industry (3 minimum) CC : Local Community College SP : Special Populations O : Community Representative/Other Interested Individuals
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NAME/TITLE OR POSITION	NAME OF COMPANY/BUSINESS/ORGANIZATION	GROUP ID LETTER
James Dye	Dir. Of Career Services and Tech Prep	CC
David Graff	President East River Metals	B&I
George Brown	Assistant Superintendent	SP
Temple Musser	Principal, Bland County High School	O
Ann Mance	CTE Contact at RHS	T
Richard Brown	Parent & Labor Union Representative	L
Eric Workman, Sr.	Parent of CTE Student at GHS	P
Eric Workman, Jr.	CTE Student at Graham High School	S
Mike Thompson	Workforce Investment Council	W
Lee Eastridge	Mason	B&I
Ken Burress	Carpenter	B&I

Describe how members of the CTE advisory committee and the stakeholder participants involved in the development of the plan are annually informed about and assist in the understanding of the Act, and list activities planned in which the stakeholders will be involved for the 2016-2017 school year.

All members of the TCPS CTE Advisory Committee and stakeholder participants that are involved in the development of the plan are provided all applicable information regarding the Act in advance of the meetings. A portion of each meeting is allocated towards the understanding of the Act by the participants. Information is shared with Advisory members and stakeholders either through electronic correspondence or via face to face visits. Tazewell County Public Schools also maintains a CTE user's group on our on-line on-demand professional development instrument which serves as a clearinghouse for the dissemination of information and updates. This platform also allows for participant dialogue in reference to CTE information and opportunities.

CTEMS SCHEDULE 3
Application for Local Career Cluster/Pathway Plans of Study
2016-2017 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

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

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

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

As of school year 2012-2103 and thereafter, all divisions shall implement at least one or more Career Pathway Plans of Study representing at least three or more corresponding Career Clusters (Section 134(b)(3)(A)). However, to ensure your division's previous Plans of Study (submitted over the past 8 years) are preparing students to meet local, regional, and state economic and workforce needs, you are advised to review and revise each as necessary. Please e-mail a Microsoft Word file of your completed 2016-2017 Plan of Study to CTE@doe.virginia.gov for separate approval.

LIST ALL PREVIOUSLY APPROVED PLANS OF STUDY

CLUSTER	PATHWAY	YEAR SUBMITTED	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Information Technology	Web and Digital Communications-Information	2007-2008	Local
Information Technology	Information Support and Services-Information	2008-2009	Local
Health Science	Therapeutic Services-Health Science	2009-2010	Local
Manufacturing	Production-Manufacturing	2010-2011	Local
Finance	Accounting-Finance	2011-2012	Local
Science, Technology, Engineering, &	Engineering and Technology-Science,	2012-2013	Local
Education & Training	Teaching/Training-Education and Training	2013-2014	Local
Education & Training	Professional Support Services-Education and	2014-2015	Local
Manufacturing	Production-Manufacturing	2015-2016	Local

**Application for Local Career Cluster/Pathway Plans of Study
2016-2017 Plan**

Please e-mail a Microsoft Word file of your completed 2016-2017 Career Cluster/Pathway Plan of Study template to CTE@doe.virginia.gov for separate approval.

PLANS OF STUDY SUBMITTED FOR 2016-2017 LOCAL PLAN

CLUSTER for 2016-2017 Year	PATHWAY	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Business Management & Administration	Human Resources Management-Business Management and	Local

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

CTEMS SCHEDULE 3 (Continued)
Application for Local Career Cluster/Pathway Plans of Study
2016-2017 Plan

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

Tazewell County Public Schools will implement new programs and the new plan of study through several methods. All work as well as Plans of Study are embedded in the Academic and Career Plan. All 7th grade students in TCPS compose a career plan. All current 8th grade students plans will be revisited during the summer as they transition to their respective high school. Sophomore students update their career plan to make note of any change of academic or career pursuits. Secondary school program of studies is made available to all students and the Career Clusters and Programs of Studies are clearly defined and detailed.

**CTEMS SCHEDULE 4
Special Populations Report
2016-2017 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)
3,128	821	44	3	0	325	0

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

CTE programs are reviewed by teachers, guidance counselors, and school administrators to identify and adopt strategies to overcome barriers to special populations. Career and Technical staff recommendations and Career Coach services are provided to special populations with an emphasis on monitoring student progress, meeting student needs, and providing access to all programs, especially in high skill, high wage, and high demand occupations. CTE staff work closely with special populations assisting with writing of IEPs, providing in-school and after-school remediation opportunities, and reviewing progress on student task and competency lists. Curriculum modifications are also made for special populations to assist students with utilization of equipment and test-taking procedures. CTE work to integrate rigorous academics into the CTE curriculum.

CTEMS SCHEDULE 4 (continued)
Special Populations Report
2016-2017 Plan

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

All TCPS teachers, including those in CTE are trained in differentiation and individualization instructional techniques. School guidance personnel, supervisors, and area staff leaders in the special populations program have been recruited to offer assistance and provide guidance and expertise to teachers in differentiation and individualizing instruction and evaluation procedures. Efforts will be continued to provide special needs classes for special populations at an increased level along with providing teacher aides and interpreters to special populations as needed to assist students to help them achieve success.

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

Tazewell County Public Schools does not discriminate against students. Students who are members of special populations participate in the same classes, activities, and student organizations as students without disabilities. Career and Technical Education programs are made accessible to all populations of students regardless of classification in a special population. All program scheduling will be inclusive to all populations and information is provided to students and parents regarding the availability of programs. All students are encouraged to participate in Career and Technical Education courses and are given the opportunity to choose a program that meets their interest.

**CTEMS SCHEDULE 4 (continued)
Special Populations Report
2016-2017 Plan**

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

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

**CTEMS SCHEDULE 5
Strengthen/Improve Academic and Technical Skills
2016-2017 Plan**

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

Directions

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

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

CTEMS SCHEDULE 5 (Continued)
Strengthen/Improve Academic and Technical Skills
2016-2017 Plan

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

Tazewell County Public Schools improves the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of programs. This is accomplished through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the core academic subjects through several processes including offering tutorials, before and after school remediations, in-school remediation, and by offering core academic courses at the Tazewell County Career & Technical Center. Currently English 9-12 and Economics/Personal Finance are offered at TCC&TC. Guidance personnel are continually monitoring CTE student progress and providing opportunity for student achievement. Learning academies in Math, English, and History were offered at the secondary level this year.

**CTEMS SCHEDULE 6
All Aspects of Industry
2016-2017 Plan**

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

Directions

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

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

CTEMS SCHEDULE 6 (Continued)**All Aspects of Industry****2016-2017 Plan**

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

CTE teachers work diligently with Industry leaders to provide students with experiences in current practices and innovative approaches to specific skill sets; whether through attaining industry certification, collegial work and/or CTE advisory committees.

CTEMS SCHEDULE 7
Technology in Career and Technical Education
2016-2017 Plan

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

Directions

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

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

CTEMS SCHEDULE 7 (Continued)
Technology in Career and Technical Education
2016-2017 Plan

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

Tazewell County Public Schools employs a strong and capable technology staff which includes ITRTs. The technology staff is headquartered at Tazewell County Career & Technical Center. Each CTE teacher has allotted time with ITRT personnel during the school week and financial effort to resource technologically driven instruction continues. Access and resource to technology has historically been a strong component of this plan and continues to occupy great significance in this plan as well.

**CTEMS SCHEDULE 8
Professional Development
2016-2017 Plan**

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

Directions

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

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

CTEMS SCHEDULE 8 (Continued)**Professional Development****2016-2017 Plan**

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

Tazewell County Public Schools has had very little turnover in the CTE staff from year to year. This stability has led to an experienced veteran group of CTE educators. However, mentoring for all new teachers; including a session with the CTE director is held each year. At each monthly administrator meeting, a session on CTE is held and current information pertaining to practices or policies is disseminated. The CTE Director visits with CTE personnel as well as supports professional conferences and activities.

**CTEMS SCHEDULE 8 (Continued)
Professional Development
2016-2017 Plan**

Directions

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

ACTIVITIES		DIVISION PROGRAMS							
<p>Note: All professional development provided must meet requirements as identified in Perkins IV.</p> <p>Indicate the number of teachers/ administrators participating within the fields for each program area(s).</p>		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
		a. State conferences, institutes, or workshops (including virtual training programs)	3	5		3	1	3	
b. National conferences, institutes, or workshops			1		2		3		1
c. Local conferences, institutes, or workshops		3	12		4	1	3	2	13
d. Internship in industry									
e. Other (specify)									

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

Due to the small amount of turnover within the CTE departments recruitment of CTE staff has not been a major consideraton. Support, mentoring, and communication have proved to be our biggest assets; with veteran staff as well as underrepresented groups and the occasional career switching staff member.

CTEMS SCHEDULE 9
Evaluation of Career and Technical Education Programs
2016-2017 Plan

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

The state's system of performance standards and measures are our building blocks for improvement. All indicators and results are shared with staff and efforts to address each liability as well as improve each and every standard are explored. As our results indicate, we feel comfortable with our practices but are always exploring avenues for improvement. Results are communicated and are focal points of consideration at each CTE function and advisory meeting.

**CTEMS SCHEDULE 10
Improvement, Expansion, and Modernization
2016-2017 Plan**

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

Directions

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

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

**CTEMS SCHEDULE 10 (Continued)
Improvement, Expansion, and Modernization
2016-2017 Plan**

Section 135(b)(7): Describe how the school division will initiate, improve, expand, and modernize quality career and technical education programs.

CTE programs in Tazewell County are continually being evaluated for improvement and expansion or elimination. Employment data, economic factors, workforce development, and current trends in commerce and demographics steers our efforts to make program changes.

CTEMS SCHEDULE 11
Using Data to Improve Career and Technical Education
2016-2017 Plan

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

Data to improve Career and Technical Education in Tazewell County will come from multiple sources. The monitoring of students enrolled in programs; the variety and types of options taken by students, performances at local, state, and national competitions, increases in credentialing and competency attainment and the success of our completers among other student generated factors will impact the direction our future CTE programs will follow. The data comprising the local performance report and the school report card will be examined by administrative, guidance and instructional staff and shared with career and technical advisory councils to determine and implement changes to improve career and technical education.

CTEMS SCHEDULE 12

**Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
2016-2017 Plan**

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

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

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

X	Virginia Education Wizard		
	<table border="1"> <tr> <td style="width: 15%;">Or Other:</td> <td>Career Pathways activities for students, student portfolios, Senior visitation to SWCC, Middle School & High School Career Fair(s)</td> </tr> </table>	Or Other:	Career Pathways activities for students, student portfolios, Senior visitation to SWCC, Middle School & High School Career Fair(s)
Or Other:	Career Pathways activities for students, student portfolios, Senior visitation to SWCC, Middle School & High School Career Fair(s)		
X	<p>Career and academic counseling/coaching.</p> <p>Section 134(b)(11): Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled.</p>		
	<p>Career coaches provide career counseling for all students. The focus of these counseling sessions is to help students make informed career decisions. The coaches explore and evaluate the student's education, training, work history, interests, skills, and personality traits in conjunction with the means and modes of employment opportunities available for students. Aptitude and achievement testing may be arranged to help students make educated decisions related to career exploration. Coaches also work with students to develop their job-searching skills and assist them in locating and applying for jobs.</p>		
X	<p>Career fairs, placement services and job seeking skills.</p> <p>Section 134(b)(11) and Section 134(b)(3)(C) and (8)(C): 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.</p>		
	<p>Guidance personnel, career coaches, and programs such as Project Search and career fairs for all students work together to provide placement information in the hands of the students and stakeholders. Placement services provide a wide array of services to students, including persons with disabilities as they prepare for entry level employment. From using the Virginia Wizard to access student interest and compatibility, from assessment to job placement, these services provide employability skills training for students based on individual needs. They work one-on-one with students to develop resumes, provide mock interviews, and answer questions regarding job searching and to provide labor market information.</p>		

**CTEMS SCHEDULE 12 (Continued)
Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
2016-2017 Plan**

	High Schools that Work and/or Making Middle Grades Work (Describe HSTW programs that will be implemented.)
	Describe:
X	Dual Enrollment Options (Specify courses/programs.)
	Agriculture- Forestry and Wildlife Ecology through Dabney Lancaster Community College Marketing-- Principles of Marketing B& IT -- Web Page Design I & II B& IT -- Basic Computer Literacy B& IT -- Java Programming B& IT -- Introduction to Business
	Other (specify)
	Describe:

CTEMS SCHEDULE 13
Equity Provisions of General Education Provision Act
2016-2017 Plan

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

In addition to evaluating these items through our CTE Self-Assessment, students are allowed to choose their course selections based upon their educational plans as prepared by guidance departments or IEP teams for students with disabilities. All students are given an opportunity to be successful and competencies and equipment are modified to meet the individual needs of the student while still meeting the desired skill. CTE programs are reviewed annually by teachers, guidance counselors, and school administrators to identify and adopt strategies to overcome barriers to special populations through use of the annual performance reports, core standards and measures, student grades, and complete follow-up data to determine success of special populations in comparison to the total school population.

CTEMS SCHEDULE 14
Labor Market Needs
2016-2017 Plan

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

Tazewell County Public Schools receives labor market information relative to our locale from a several sources which includes Southwest Virginia Community College, the Virginia Employment Commission, Workforce Development, the Weldon-Cooper Center, and local media. The use of this information, in conjunction with other agencies and resources coupled with the dynamic supply and demand in our communities is key to program development and curriculum revision. The CTE teachers, school guidance counselors, and career coaches all actively work with students to appraise them of job opportunities and labor needs locally, regionally, statewide, and nationwide. The labor market information is reviewed and addressed annually to ensure that the division's CTE programs are relevant to the workforce needs.

CTEMS SCHEDULE 15

Participation in Regional Technical Education Centers

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

2016-2017 Plan

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

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

CTEMS SCHEDULE 15 - A

CTE Regional Technical Center Funding

TO BE COMPLETED BY CTE REGIONAL TECHNICAL CENTERS ONLY

2016-2017 Plan

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

School Division	Amount
TOTAL	\$0.00

**CTEMS SCHEDULE 16
Career and Technical Education Financial Data
2016-2017 Plan**

ADMINISTRATION		
Funding Categories	State	Local
1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)	\$8,665.00	\$34,662.00
2. Assistant Principal (includes Special Career and Technical Centers)	\$0.00	\$0.00
EXTENDED CONTRACTS, ADULT SUPPLEMENTS		
Funding Categories	State	Local
3. Extended Contract Costs	\$3,881.00	\$15,525.00
4. Adult Occupation Supplements	\$0.00	\$0.00
5. Adult Occupation Teachers (Full-time)	\$0.00	\$0.00
6. Adult Occupation Teachers (Part-time)	\$6,000.00	\$24,000.00
LOCAL FUNDS ONLY		
Funding Categories	State	Local
7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs		\$2,019,971.00
8. Instructional Supplies/Materials		\$78,920.00
9. Other Instructionally Related Costs		\$0.00
10. Equipment		\$7,836.00

CTEMS SCHEDULE 17 (Continued on next page)

Budget of Perkins Funds

2016-2017 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) (Section 135(a-c)	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
Required Use: Professional Development	ix. All	Tazewell County Public Schools will continue to provide professional development opportunities for teachers and administrators at summer conferences, pre-service (training for teachers after summer conferences and directly before the start of school for training offered at this time only, and in-service training and professional conferences (10 teachers @ \$800	5000 - Other Charges	FED	5,000.00
Required Use: Activities for Special Populations (to include nontraditional)	ix. All	Tazewell County Public Schools will continue to support the active recruitment of special population students and under-represented genders in traditional and non-traditional CTE programs by providing signage, brochures, billboards, recruiting gifts, novelties, and other promotional materials to recruit and attract these students to CTE programs.	3000 - Purchased Services	LOC	500.00
Required Use: Regional Program Participation (only divisions submitting Schedule 15)					
R7--Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	ix. All	Tazewell County Public Schools will purchase equipment from the State approved list that will improve the quality of CTE education, reinforce the VA SOL's, and assist in student achievement of Industry Certifications, State Licensure, and National Occupational Competencies. All areas will be served.	8000 - Capital Outlay/Equipment	FED	21,693.28
P5--To assist career and technical student organizations.	ix. All	Tazewell County Public Schools will continue to provide assistance for middle and high school students (grades 7-12) to participate in state and national conference events. Each school will be allocated an amount appropriate to accommodate the specific needs of the school depending on student participation. All programs will be served.	5000 - Other Charges	FED	11,350.50
R7--Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	ii. Business and Information Technology	Tazewell County Public Schools will improve and modernize Business programs at three high schools to meet the current expectations of the needs of business by replacing older computers with newer models.	8000 - Capital Outlay/Equipment	FED	71,520.50

CTEMS SCHEDULE 17 (Continued on from previous page)

Budget of Perkins Funds

2016-2017 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) (Section 135(a-c)	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

2016-2017 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) (Section 135(a-c))	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount

CTEMS SCHEDULE 17 (Continued from previous page)

**Budget of Perkins Funds
2016-2017 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) (Section 135(a-c)	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
Career and Technical Education Programs or Activities Funded			Federal	109,564.28	
			State	0.00	
			Local	500.00	
Administration/Administrative Equipment Total from CTEMS Schedule 18 (Line 3)				0.00	
Grand Total Career and Technical Education Federal Budget				109,564.28	

CTEMS SCHEDULE 18

**Administration/Administrative Equipment Funds and Budget Summary Worksheet
2016-2017 Plan**

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

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

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

2016-2017 Plan

SUMMARY BUDGET WORKSHEET (A summary of the budget worksheets relevant to plan objectives that includes line items under the broad expenditures.)	
Expenditure Categories <small>See Appendix C for Object Code Definitions</small>	Amount
1000 - Personal Services	0.00
2000 - Employee Benefits	0.00
3000 - Purchased Services	0.00
4000 - Internal Services	0.00
5000 - Indirect Costs and Other Charges	16,350.50
6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)	NOT ALLOWED
8000 – Capital Outlay/Equipment	93,213.78
TOTAL <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>	109,564.28

COMMENTS
2016-2017 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.

