

**The Carl D. Perkins  
Vocational and Technical Education  
Act of 1998**

**REVISIONS FOR  
LOCAL PLANNING GUIDE  
FY 2004**

**Division of  
Community and Technical Colleges**

James L. Skidmore  
Higher Education Policy Commission  
1018 Kanawha Boulevard, East - Suite 700  
Charleston, West Virginia 25301  
Phone: 558-0265

## **I. DEFINITIONS**

### **1) Displaced Homemaker**

The term “displaced homemaker” means an individual who:

A.

- 1) Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
- 2) Has been dependent on the income of another family member but is no longer supported by that income; or
- 3) A parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and

B. Is unemployed or underemployed and experiencing difficulty in obtaining or upgrading employment.

### **2) Nontraditional Training and Employment**

The term “nontraditional training and employment” means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than twenty-five percent (25%) of the individuals employed in each such occupation or field of work.

### **3) Special Populations**

The term “special populations” means –

- A. Individuals with disabilities;
- B. Individuals from economically disadvantaged families, including foster children;
- C. Individuals preparing for nontraditional training and employment;
- D. Single parents, including single pregnant women;
- E. Displaced homemakers; and
- F. Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

## **II. PURPOSE OF THE ACT**

1. Further develop the academic, vocational and technical skills of vocational students through high standards.
2. Link secondary and postsecondary vocational programs.
3. Increase flexibility in the administration and use of federal funds.
4. Disseminate national research about vocational and technical education.
5. Provide professional development and technical assistance to vocational educators.

## **III. GENERAL PROVISIONS**

1. Supplement Not Supplant

An eligible recipient may not use Federal funds to replace state funds.

2. Maintenance of Effort

The maintenance of effort provision continues, an eligible institution must maintain the same level of support as the previous year.

## **IV. ALLOCATION OF FUNDS**

1. Method of Allocation to Community and Technical Colleges

Perkins allocations continue to be based on the number of Pell Grant recipients enrolled in approved programs.

2. Minimum Allocation

An eligible institution must qualify for at least \$50,000 to receive an allocation.

## **V. LOCAL USE OF FUNDS**

1. Administration

Each local recipient of funds may not use more than five percent (5%) for administrative purposes.

## 2. Required Use of Funds

- a. Strengthen academic, vocational and technical skills of students through integration of academic, vocational and technical programs.
- b. Provide programs that address all aspects of an industry.
- c. Develop, improve, and expand the use of technology, which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries.
- d. Provide professional development for teachers, administrators and counselors, including in-service and pre-service training and practices to involve parents and the community.
- e. Evaluate programs and assess how special populations are being served.
- f. Develop and upgrade programs.
- g. Provide services of sufficient size, scope and quality.
- h. Link secondary and postsecondary education.

## 3. Permissible Use of Funds

- a. Involve parents, businesses and labor organizations in planning, implementing, and evaluating vocational and technical education programs.
- b. Provide career guidance and academic counseling.
- c. Provide work-related experiences.
- d. Provide programs for special populations.
- e. Support local business and education partnerships.
- f. Assist vocational student organizations.
- g. Provide mentoring and support services.
- h. Lease, purchase and upgrade equipment.
- i. Provide initial teacher preparation, including that for teacher candidates from business and industry.
- j. Develop and improve curriculum.
- k. Support family and consumer sciences education.
- l. Provide programs for adults and school dropouts to complete secondary education.
- m. Provide services for placement in employment and further education.
- n. Support nontraditional training and employment.
- o. Other activities consistent with the purpose of the Act.

## **VI. Local Plan**

### **Requirements for local plans are as follows:**

1. Describe local programs funded under this Act.
2. Show how local programs meet state adjusted performance levels.
3. Demonstrate how local programs will improve the academic and technical skills of students, including how they help vocational and technical education students to meet the same challenging academic proficiencies as are taught for all other students, and how students are taught about all aspects of an industry.
4. Indicate how interested parties, including parents, students, teachers, representatives of business, labor organizations and special populations, are involved in the development, implementation and evaluation of local programs.
5. Ensure that programs are of such size, scope and quality as to improve vocational and technical education.
6. Show the process used to evaluate and promote improvement in the performance of the eligible recipient.
7. Describe how the needs of special populations will be met and how programs will be designed to enable special populations to meet the state adjusted level of performance.
8. Describe how discrimination against special populations will be prevented.
9. Indicate how funds will be used to promote nontraditional training and employment.
10. Describe professional development activities (including initial teacher preparation) that will be provided for vocational and technical, academic, guidance and administrative personnel.

## **STATEMENT OF ASSURANCE**

West Virginia State Community and Technical College (Institution) hereby assures the West Virginia Council for Community and Technical College Education that:

1. This plan has been developed in the consultation with the local advisory councils and committees for career-technical education programs and will be made available for review and comment by interested parties.
2. Equal opportunities in career-technical education programs will be provided to persons without discrimination because of race, sex, religious preference, national origin, or handicap.
3. Carl D. Perkins Vocational and Technical Education Act funds shall be used to supplement local and/or state funds available for vocational education. In no case shall federal funds supplant funds already available.
4. Carl D. Perkins funds will be used to provide career-technical education in programs that are of such size, scope, and quality as to improve vocational and technical education; to integrate academic and career-technical education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and to provide equitable participation in such programs for members of special populations.
5. Students who are members of special populations will be assisted in entering career-technical education programs.
6. No more than five percent (5%) of the Perkins allocation will be utilized for administrative purposes.
7. Supplementary services will be provided to students who are members of special populations, including, with respect to individuals with handicaps; curriculum modification, equipment modification, classroom modification, supportive personnel, instructional aids and devices, guidance, counseling, career development activities, counseling and instructional services designed to facilitate transition from school to post-school employment and career opportunities.
8. The institution will maintain documentation to verify the eligibility of special population students enrolled in programs supported by federal funds.
9. All academic programs eligible for Perkins funding will have advisory committees whose majority membership will be individuals from the industry.
10. Statistical, financial, and descriptive reports required by the West Virginia Higher Education Policy Commission, The U.S. Department of Education, and the West Virginia Council for Community and Technical College Education.

---

*President/Provost*

---

*Date*

## **General Provisions**

1. Describe how the vocational and technical programs will be administered and list the programs that are eligible for Perkins funding. Section 134(b)(1)

Please see the attached organizational chart for the administration of the vocational and technical programs at West Virginia State Community and Technical College.

### **Programs eligible for Perkins funds include:**

Developmental education  
Sex Equity  
Single Parent  
Disabilities and special populations counseling and programs  
PTK

### **Collegiate Certificate Programs**

Accounting (33 credit hours)  
Advertising (33 credit hours)  
Banking and Finance (33 credit hours)  
Community Behavioral Health Technology (33 credit hours)  
General Education [University of Charleston's B.S.N. Program] (34 credit hours)  
Gerontology (33 credit hours)  
Law Office Technology (34 credit hours)  
Paramedic Technology (40 credit hours)  
Paraprofessional Educator (32-40 hours)  
Sales (33 credit hours)  
Technical Studies (32-37 credit hours)

### **Skill-Set Certificates**

A+ Certificate  
Cardiac Diagnostic and Intervention Methods Certificate (3 and 12 Lead EKG, ACLS, CPR-AED)  
Fire and Explosion Investigation  
Introduction to Computer Aided Legal Research  
Medical Coding Certificate  
Microsoft Office Specialist (MOS) Certificate  
Networking and Software for the Legal Office  
Private Security  
Science of Fingerprinting

### **A.A.S. degrees in:**

Accounting  
Applied Process Technology  
Architectural Drafting and Construction Technology

Banking and Finance  
Chemical Technology  
Community Behavioral Health Technology  
Computer-Aided Drafting and Design Technology  
Computer Science  
Criminal Justice  
Electronics Engineering Technology  
General Technology: Electronics Technician  
General Technology: Heating, Ventilation, and Air Conditioning  
Gerontology  
Information Technology  
Management  
    Basic Option  
    Employee Benefits and Claims Administration Option  
    Fashion Merchandising Option  
    Hospitality Option  
    Retail Option  
Marketing  
Medical Assisting  
Nuclear Medicine Technology  
Office Administration  
Paramedic Technology  
Technical Studies

A.S. degree in:

Communications

2. Describe how the institution will ensure that students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies as all other students. Section 134(3)(C)

Since the West Virginia State Community and Technical College is situated on the campus of a four-year institution, the majority of the general studies such as English and math share one department. Therefore, students in vocational-technical programs are in the same classes as the students who are enrolled in the two-year and four-year liberal arts programs. In addition, the West Virginia State Community and Technical College ensures academic proficiency and integration by requiring:

- a. Writing skills in all courses;
- b. Computational skills in all appropriate courses;
- c. Computer skills in all courses;
- d. Students to perform pre-determined competencies for each course before completion of the course;
- e. Uniform evaluations of student performance in all courses; and
- f. Critical thinking skills in all courses.

West Virginia State Community and Technical College courses engage students in the application of knowledge and skills gained through field experiences and to complete work simulation projects such as grant writing, workshop presentations, or project planning to expose them to the practical application of academic assignments.

**3. Describe how the needs of special populations will be addressed. Section 134(b)(7)(B)**

Among the many ways that the needs of special populations will be addressed are:

- a. Academically disadvantaged students will be provided remedial courses;
- b. Economically and academically disadvantaged students will be recruited; offered skills training workshops, success in college courses, and career-oriented workshops as well as provided with personal, academic, and career counseling, etc.;
- c. Students with disabilities will be provided test proctoring services, tutors, note takers, sign language specialists, adaptive equipment, special programs such as Workforce Investment Board (WIB), etc., and buildings will be ADA compliant;
- d. Single parents and displaced homemakers will be offered a plethora of college-prep workshops, life quality programs, and other activities; and
- e. At-risk and disabilities counselors will be available full time for special populations.

**4. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as a member of special populations. Section 134(b)(8)**

- a. West Virginia State College will make a concerted effort to recruit and retain a critical mass of minority students;
- b. All financial aide available at West Virginia State College will be provided to all students regardless of race, religion, color, national origin, ancestry, sex, age, marital status, or disability; and
- c. All support services, counseling, tutoring, etc., and all disciplinary procedures will be provided to all students regardless of race, religion, color, national origin, ancestry, sex, age, marital status, or disability.

**Career-Technical Program Assessment: (Student and Programmatic)**

The principle elements of each career-technical program assessment include the following six features:

- 1) Criteria-evaluated work simulation projects
- 2) Presentations
- 3) Professional level writing
- 4) Chapter and final examinations

- 5) Required or optional field experiences
- 6) Advisory Committees

The work simulation projects allow students to be evaluated on the application of course knowledge and skills. The presentations and writing assignments allow students to be evaluated on their communication skills in public address and professional writing. Previous exemplary class projects and publications are shared with current students to promote the attainment of even higher quality work. The chapter and final examinations motivate students to begin each class with the motivation to retain content that will be tested at the semester's completion. Examination scores disclose student knowledge in content areas and indicate areas needing further instruction and intervention. Additionally, students in some programs (Community Behavioral Health Technology, Gerontology, Nuclear Medicine, and Paramedic Technology) are required to successfully complete a field experience in their major. For other programs, a field experience is optional. A field supervisor, the student, and their faculty program director evaluate the student's performance in the field experience. Field experience evaluations also aid in the assessment of program curriculum strengths and weaknesses. All the aforementioned assessment features encourage the attainment and retention of knowledge and work-specific skills, as well as synthesis and critical thinking.

Finally, each program's advisory committee meets three or more times annually. The committees consist of professional currently working in the field. At each advisory committee meeting, members are asked to assess the program and curriculum, discuss current trends and training needs, and recommend suggestions for improvement of the program and curriculum.

**Required and Permissible Uses of  
Perkins III Funds**

Please provide information regarding planned activities to support the required and permissible uses of Perkins funds. Include as indicated on the following charts, the planned activity, the expected measurable outcome and the projected expenditure dedicated to each. For planning purposes, use FY 2003 allocations for expenditure projections.

**TABLE 1.A  
REQUIRED USES OF PERKINS III FUNDS  
WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGES**

Goals/Activities	Expected Measurable Outcome	Projected Expenditures by Fiscal Year
<b>Goal #1.</b>		
<b>Strengthen the academic, and vocational and technical, skills of students participating in vocational technical education programs by strengthening the academic, and vocational and technical education components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects. Section 135 (b)(1)</b>		
Activity 1-A: Require basic skills use and development.	Employer satisfaction with graduates will increase by 5% by May 2004.	
Activity 1-B:		
Activity 1-C:		
<b>Goal #2.</b>		
<b>Provide students with strong experience in and understanding of all aspects of an industry. Section 135 (b)(2)</b>		
Activity 2-A: Provide internships, clinical experiences, and practicums for students.	The rate at which graduates are hired in their fields will increase by 5% by May 2004.	
Activity 2-B:		

Activity 2-C:		
---------------	--	--

<b>Goal #3</b>		
<b>Develop, improve or expand the use of technology in vocational and technical education. Section 135 (b)(3)</b>		
<i>A. Training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning; Section 135 (b)(3)(A)</i>		
Activity 3-A-1: Provide opportunities for professional development and training.	90% of faculty will participate.	\$6,000
Activity 3-A-2: Provide current technical equipment for classroom use.	80% of faculty can use equipment.	\$9,000
Activity 3-A-3		
<i>B. Provide students with the academic, and vocational and technical, skills that lead to entry into a high technology and telecommunications field; Section 135 (b)(3)(B)</i>		
Activity 3-B-1: Upgrade and maintain program in networking.	Rate at which graduates are hired in their fields after implementation.	\$3,000
Activity 3-B-2: Maintain program in telecommunications.	Rate at which graduates are hired in their fields after implementation.	\$3,000
Activity 3-B-3: Upgrade current programs	Rate at which graduates are hired in their fields after implementation.	\$3,000
Activity 3-B-4: Make unduplicated program statewide through EDNET and other distance learning.	Meeting of industry need for workers will be 60%.	\$3,000
<i>C. Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs. Section 135 (b)(3)(C)</i>		
Activity C-1: Solicit sites from advisory board members.	10% of students will participate by May 2004.	\$4,000
Activity C-2:		
Activity C-3:		

**Goal #4:**

**Provide professional development programs to teachers, counselors, and administrators, including ---- Section 135 (b)(4)**

A. *Inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement. Section 135 (b)(4)(A)*

Activity 4-A-1: Provide professional development opportunities in these areas.	90% of faculty will participate.	\$5,000
Activity 4-A-2:		
Activity 4-A-3:		

B. *Internship programs that provide business experience for teachers. Section 135 (b)(4)(C)*

Activity 4-B-1: Encourage faculty to work summer internships in the industry.	5% of faculty will participate.	\$1,000
Activity 4-B-2:		
Activity 4-B-3:		
Activity 4-B-4:		

C. *Programs designed to train teachers specifically in the use and application of technology. Section 135 (b)(4)(D)*

Activity 4-C-1: Provide faculty with in-service training.	90% of faculty will participate.	\$5,000
Activity 4-C-2:		
Activity 4-C-3:		
Activity 4-C-4:		

<b>Goal #5</b>		
<b>Develop and implement evaluations of vocational and technical education programs carried out with funds under this title, including an assessment of how needs of special populations are being met. Section 135 (b)(5)</b>		
Activity 5-A: Hire part-time assessment assistant.	90% of faculty will use outcome data to improve program within one year of hiring.	\$3,000
Activity 5-B:		
Activity 5-C:		
<b>Goal #6.</b>		
<b>Initiate, improve, expand, and modernize quality vocational and technical education programs. Section 135 (b)(6)</b>		
Activity 6-A: Maintain state-of-the-art equipment in computer labs/CADD/Engineering.	Enrollment will increase 5%.	\$15,000
Activity 6-B:		
Activity 6-C:		
<b>Goal #7.</b>		
<b>Provide services and activities that are of sufficient size, scope, and quality to be effective. Section 135 (b)(7)</b>		
Activity 7-A: Increase college prep offerings to public housing residents, welfare recipients, etc., and developmental education with public schools.	5% enrollment increase from this group.	\$2,000
Activity 7-B:		
Activity 7-C:		

**Goal #8.**

**Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech prep programs. Section 135 (b)(8)**

Activity 8-A: Include secondary faculty on Advisory Boards.	1 vo-tech member on each AAS degree advisory committee.	
Activity 8-B: Conduct cooperative in-service training	10% increase in articulation development upgrade.	\$2,000
Activity 8-C:		

**Table 1.b  
Permissible (optional) Local Uses OF Perkins III Funds  
West Virginia Community and Technical Colleges**

Goals/Activities	Expected Measurable Outcome	Projected Expenditures by Fiscal Year
1. To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs. Section 135 (c)(1)		
Activities Continue and improve work of advisory Boards.	Meets at least 3 times per year. The District Consortium meets at least 2 times per year.	\$1,000

<b>2. To provide career guidance and academic counseling for students participating in vocational and technical education programs. Section 135 (c)(2)</b>		
Activities Provide at-risk counseling and career counseling.	Retention rate increase of 2% by May 2004.	\$51,915
<b>3. To provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs. Section 135 (c)(3)</b>		
Activities Currently done...AAS degrees		
<b>4. To provide programs for special populations. Section 135 (c)(4)</b>		
Activities Provide Aspiring Women programs, college prep, and other programs.	Increase enrollment from this group by 2%.	\$3,465
<b>5. For local education and business partnerships. Section 135 (c)(5)</b>		
Activities Form new and continue established partnerships.	Will add 5% by May 2004.	\$1,000
<b>6. To assist vocational and technical student organizations. Section 135 (c)(6)</b>		
Activities Provide support for Phi Theta Kappa.		3,000
<b>7. For mentoring and support services. Section 135 (c)(7)</b>		
Activities Faculty and staff will participate in mentoring program.		

<b>8. For leasing, purchasing, upgrading or adapting equipment, including instructional aids. Section 135 (c)(8)</b>		
Activities Maintain lab and classroom equipment for ABE and nontraditional students.	Place 30 hard-to-serve persons in jobs or college.	\$17,738
<b>9. For teacher preparation programs that assist individuals who are interested in becoming vocational and technical instructors, including individuals with experience in business and industry. Section 135 (c)(9)</b>		
Activities		
<b>10. For improving or developing vocational and technical education curriculum. Section 135 (c)(10)</b>		
Activities Develop new degree and certificate programs.	All new programs will be implemented in the Fall 2004 semester; 15 certificate programs will be available by the Fall 2004 semester.	\$3,390
<b>11. To provide support for family and consumer sciences programs. Section 135 (c)(11)</b>		
Activities		
<b>12. To provide vocational and technical education programs for adults and school dropouts to complete their secondary education. Section 135 (c)(12)</b>		
Activities		
<b>13. To provide assistance to students who have participated in services and activities under this title in finding appropriate jobs or continuing their education. Section 135 (c)(13)</b>		

Activities	Provide information on career opportunities.	Number of participants.	\$500
<b>14. To support nontraditional training and employment activities. Section 135 (c)(14)</b>			
Activities	To provide non-credit workforce training.	Number of participants.	\$15,956
<b>15. To support other vocational and technical education activities that are consistent with this Act. Section 135 (c)(15)</b>			
Activities			

**REVISED BUDGET SUMMARY  
CARL D. Perkins III**

**FY 2004**

Please indicate the percentage of Perkins funds allocated to your institution that are to be expended in each area for FY 2004:	
Administration	5%
Curriculum Development	16%
Equipment	18%
Professional	11%
Guidance and Counseling	28%
Developmental Education	8%
Adaption of Equipment	%
Tech Prep Program	14%
Services to Special Populations including: <ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• Economically disadvantaged</li> <li>• Individuals in non-traditional programs</li> <li>• Single parents</li> <li>• Displaced homemakers</li> <li>• Individuals with other barriers to education (academically)</li> <li>• Individuals with limited English proficiency</li> </ul>	%