

- Removal of further descriptors defining a higher education institution as a member of a partnership approved to establish a Governor's Career and Technical Academy;
- Clarification that the fiscal agent for the Governor's Career and Technical Academy must be a public entity; and
- Clarification of the role SCHEV (State Council of Higher Education for Virginia) will have in the review process for a Governor's Career and Technical Academy.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the proposed *Process for Initiating a Governor's Career and Technical Academy*.

Impact on Resources:

The Department of Education will facilitate the review and approval process.

Timetable for Further Review/Action:

The proposed guidelines will become effective immediately.

Virginia Board of Education
PROPOSED FOR FINAL REVIEW
Process for Initiating a Governor's Career and Technical Academy

Developing and implementing the program and administrative arrangements for a Governor's Career and Technical Academy involves extensive planning and discussions among the participating partners. Additionally, the Academy proposal must be approved reviewed by ~~both~~ the State Council of Higher Education for Virginia (SCHEV) and approved by the Board of Education. Partners should take this process into consideration when preparing a planning and implementation timeline. The process includes the following steps:

1. Governor's Career and Technical Academies must be partnerships of business and industry; public school divisions; and higher education institutions; ~~including community colleges, universities, and/or private postsecondary institutions, as applicable~~; and may include local government, including workforce and economic development entities.
2. Partnerships desiring to implement a Governor's Career and Technical Academy shall provide the Department of Education with documentation of the following:
 - a. The existence of an active, ongoing Governor's Career and Technical Academy Planning Committee of superintendents or their designees from the participating school divisions and representatives from other partnering organizations. To the extent possible, these councils will come from existing regional industry advisory boards convened under the auspices of the regional workforce investment boards, community college workforce offices and Tech Prep/Career Pathways leadership teams convened by colleges and schools.
 - b. A statement that demonstrates the need/rationale for the Academy. This statement should be concise and state the important reasons to have a Governor's Career and Technical Academy that provides enhanced or additional offerings in science, technology, engineering, and mathematics (STEM), and career and technical education.
 - c. Identification of the fiscal agent, which must be a public entity.
 - d. A brief description of the proposed program, including site location, number of students, grade levels, and general curriculum design.
 - e. A written memorandum of agreement, among school divisions, local businesses, and postsecondary institutions, and any other partners. This agreement will suggest ways in which community resources will contribute to the Governor's Career and Technical Academy to broaden the scope of the students' educational experiences.
 - f. A statement of assurance that the Governor's Career and Technical Academy Planning Committee has reviewed provisions of the attached *Administrative Procedures Guide for the Establishment of Governor's Career and Technical Academies* and agrees to follow the guidelines set forth in the document.

- g. A statement of assurance that, if applicable, an ongoing Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs.
- 3. The Department of Education will review the proposal and documentation and forward the completed proposal to the State Council of Higher Education for Virginia (SCHEV).
- 4. Subject to approval of the process by the SCHEV Council, SCHEV will review the proposal to determine if it meets the criteria for a Governor's Career and Technical Academy, with particular focus on postsecondary components, and will make a report to the Council with a recommendation. The Council will vote to recommend or not recommend the proposal to the Board of Education.
- 5. The Department of Education will make a report to the Board of Education with a recommendation, noting SCHEV's recommendation in its report. ~~The Board of Education will approve or deny designation as a Governor's Career and Technical Academy.~~
- 6. The Board of Education will approve or deny designation as a Governor's Career and Technical Academy.
- 6. ~~7.~~ At any point in the process, the applicant may withdraw its proposal from consideration and resubmit at a later time if desired.
- 7. ~~8.~~ The DOE, VCCS, and SCHEV will provide technical assistance to programs during the planning and implementation process as needed.

**PROPOSED
ADMINISTRATIVE PROCEDURES GUIDE FOR THE
ESTABLISHMENT OF A GOVERNOR’S CAREER AND TECHNICAL ACADEMY**

I. Introduction

The Governor’s Career and Technical Academies shall provide expanded options for the general population of students to acquire science, technology, engineering and mathematics (STEM) literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skills careers in Virginia.

II. The Role of the Department of Education

The Department of Education will act as a resource for these programs, providing technical assistance related to program and curriculum design, instructional strategies, and evaluation.

III. Program Description

Each Governor’s Career and Technical Academy planning committee shall develop cooperatively with local school divisions, business, community, and higher education partners and have available for review and dissemination, a program description that includes the following:

A. Statement of program goals addressing the following criteria:

1. Incorporate rigorous academic content with career and technical instruction;
2. Have an emphasis on STEM career pathways;
3. Develop individualized high school plans to ensure course selections that are aligned with students’ transition and career goals after high school;
4. Ensure that graduates complete a college and work readiness curriculum, minimally at the level specified for Commonwealth Scholars Course of Study (State Scholars Core) with the possibility of pre-approved substitution of equivalent courses where there may be more relevant course selections for a particular career pathway;
5. Be designed (or later adapted) to ensure that graduates will qualify for the new Technical or Advanced Technical Diplomas to be developed by the Board of Education; and
6. Incorporate Virginia’s Workplace Readiness Skills.

B. Statement of program objectives and performance measures to:

1. Improve academic achievement of Academy students;
2. Increase completion of dual enrollment courses;
3. Provide workplace readiness experiences for students through strong partnerships with businesses;
4. Increase high school graduation rates;
5. Reduce dropout rates;
6. Increase enrollment and retention in postsecondary education;

7. Increase the proportion of students completing a college and workplace ready curriculum in high school;
 8. Reduce the proportion of students requiring remediation in college;
 9. Increase the number of industry certifications awarded to high school students; and
 10. Increase the number of graduates employed in high-wage, high-demand and high-skill careers.
- C. Evidence of participation in the Governor’s Exemplary Standards Award Program for Career and Technical Education.
- D. Program and course descriptions
1. At least two well-articulated career pathways must be included that meet the following criteria:
 - a. Each career pathway must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors and graduate levels. These pathways may be in the same or different career clusters.
 - b. At least one career pathway must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and motor sports, as well as modeling and simulation and nanotechnology.
 - c. At least one career pathway must address regional and local workforce demand in a high-wage, high-skill field as identified by employers and workforce officials.
 - d. Of the two pathways described above, at least one must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or the state.
 - e. Additional career pathways may address one of the areas described above, or an area identified by the partnership as an area of interest, growth, or expansion for students in the service area of the Academy.
 2. Academy graduates must achieve one or more of the following benchmarks:
 - a. Earn one or more industry certifications or state occupational licenses, and/or demonstrate competencies on an assessment instrument recognized by postsecondary institutions such as CLEP examinations, collaboratively designed or mutually approved end-of-course tests, college placement tests, or student portfolios reviewed by a team of college and high school faculty; or
 - b. Earn at least 9 transferable college credits as defined in the Early College Scholars program (includes dual enrollment, Advanced Placement and other options); or
 - c. Earn an Associate Degree.

3. Significant work-based experience must be included, such as:
 - a. Additional instruction or training beyond the classroom;
 - b. Cooperative Education;
 - c. Internships;
 - d. Job Shadowing;
 - e. Mentorships;
 - f. Project-based learning;
 - g. Service learning; or
 - h. A combination of the above.

E. Length of program and daily schedule

1. Governor's Career and Technical Academies will be defined by program content, not by the location or delivery system of courses. Courses may be delivered on a high school, technical center or community college campus, online, or in other innovative ways.
2. Governor's Career and Technical Academies may be full day or part-day, academic-year programs.

F. Assurance from the fiscal agent that operating funds and facilities are available to support the Governor's Career and Technical Academy and are adequate to meet the needs of the program.

G. Materials and equipment to be provided to accomplish program goals and objectives.

H. Evidence of an internal evaluation process to effect program improvement, including

1. A review of the Academy's policies, procedures, and outcomes;
2. A review of the program design and instructional delivery;
3. Consideration of feedback from students, staff, parents, the community, and partnership members; and
4. Annual collection and reporting of data to the Department of Education related to student achievement, goal achievement, and other indicators.

IV. Administrative Procedures

Each regional Governor's Career and Technical Academy will maintain procedures developed cooperatively with participating partners that address the following topics:

- A. Partnerships - The role of business and industry, public school divisions, and postsecondary institutions in the partnership. The role of workforce and economic development entities should also be included if they are among the partners.
- B. Student recruitment, selection criteria, and admissions.
- C. Code of student conduct and attendance.

- D. Transportation provided by the school division or consortium that is in compliance with all applicable federal and state regulations.
- E. Staff recruitment, selection, and assignment - The Governor's Career and Technical Academy shall hire staffs who meet the Virginia teacher licensure requirements and/or postsecondary faculty qualifications. Where applicable, they must have industry-specific education with training and experience, including industry certification.
- F. Staff development - The program will provide appropriate staff training in addition to staff planning time.
- G. Staff evaluation – Staff will be evaluated according to the human resources policies of the agency or institution employing Academy personnel.
- H. Parent, student and community involvement
 - 1. Preparation for entering the Academies should begin by eighth grade.
 - 2. Students, parents, teachers, and counselors should work collaboratively to:
 - a. Complete career interest inventories;
 - b. Prepare academic and career plans outlining an intended course of study in high school;
 - c. Review multiple postsecondary pathways and the steps required to pursue them;
 - d. Participate in career assessments to identify areas students should strengthen to qualify for their selected pathways; and
 - e. Discuss available diplomas, seals, and other recognitions, as well as the requirements for admission to specialized programs including Governor's Academies.
- I. Documentation that insurance and other fiscal information will be provided.

V. Evaluation

The Department of Education may conduct a periodic evaluation of each Governor's Career and Technical Academy.