CTE Connect

A Guide for Administrators

Revised 2026



West Virginia Board of Education
2026-2027

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Accountability

Accountability Manual

The West Virginia Department of Education (WVDE) Career Technical Education (CTE) Office utilizes data collected in the West Virginia Education Information System (WVEIS) for funding and accountability purposes. The collected data is organized by accountability indicators to track performance used to measure the progress of programs, schools, and districts.

COURSES

Earned Credit - A minimum of one transcribed credit per state-approved CTE course.

Enrollment - The number of students who are enrolled in at least one school-offered course.

CTE course - A state-approved CTE course that leads to industry certifications/licenses requiring specific competencies or time-based instruction where students master the standards and earn a minimum of one credit.

There are four types of CTE courses:

- **Core Course** - A state-approved CTE course that is part of a program of study. A core course can be defined as a primary or specialized course.
  - *Primary Course - A fundamental course that earns one credit to obtain a completion status for a state-approved CTE program of study.*
  - *Specialization - An optional course that can be used in conjunction with a primary course to complete a state-approved program of study.*
- **Enrichment Course** - A state-approved optional course that provides enhanced opportunities to build upon CTE courses to meet student needs, interests, abilities, and goals. CTE enrichment courses also respond to actual or anticipated opportunities for employment, advanced education, and practical life application.
- **Exploratory Course** - A state-approved middle school non-credit-bearing course for exploring career opportunities.
- **Survey Course** - A WVDE-recognized experiential learning course.

PROGRAMS

The state has two types of state-approved programs of study.

- **Program of Study** (Standard) - CTE courses tailored to a particular industry or career that impact state economic labor market needs as verified by Workforce data and lead to an industry-recognized credential/certificate or postsecondary education.
- **Program of Study** (Survey) - CTE survey courses tailored to a particular industry or career for experiential learning. A survey program of study does not take a state-approved technical assessment and is not eligible for completer status.

Beginning of Year

To ensure accurate student-level data, please review the following setup recommendations.

» Master Schedule (WVEIS's Term Scheduled Classes)

- *Policy 2520.13 v5 has been phased out. Please review your programs of study and courses offered to ensure that your courses align with Policy 2520.13 v6 and/or v7.*
- *Please utilize the CTE Course Set Up and CTE Middle School Courses for Credit documents to ensure that middle and high school courses are set up correctly.*
- *Instructors must be assigned to the courses, as this is what populates the instructors in WVEIS's CTE Program Offerings. If the instructor is not physically teaching at your school, they should not be assigned as an instructor of any courses at your school.*

» Schedule Students

- *Students' schedules and transcripts are what populate WVEIS's CTE Snapshot. Please note that students' schedules must reflect the courses that are being transcribed.*
- *Please ensure that the students' current grade level and the grade level listed in their enrollment record match.*
- *If students are taking courses at another high school, career technical center, or a multi-county career technical center, the students must be dual-enrolled. Please see the Dual Enrollment Guidance document for more information.*
- *If you have a student who graduated last year and will be continuing as a Grade 14 student this year to complete their program of study, please see How to Enroll Grade 14 Students.*

» Sending Programs of Study and Instructors to NOCTI

- *WVEIS's CTE Program Offering identifies what programs of study are being offered at your school(s) and the instructors who are teaching courses in the identified program of study. This information is also sent to NOCTI upon rolling over the Program Offering.*
- *At the beginning of the year, the WVEIS CTE Program Offering displays the programs of study offered during the last school year. If you are offering a program of study that is not listed, please select the policy version and click add. If you are no longer offering a program of study, please remove it, as it is easier to remove the program of study before students are added.*
- *The instructors listed are based on what is listed in the Master Schedule (WVEIS's Term Scheduled Classes). If no instructor is assigned to courses within a program of study, then the instructor field in the CTE Program Offering screen will be blank.*
- *Once the rollover button has been clicked, you are sending the programs of study and instructors to NOCTI. If you make changes to this screen after you hit rollover, you will need to contact the CTE Accountability Team at classroom2career.wvde@k12.wv.us or 304-558-2389 to have the changes reflected in NOCTI.*

» Sending Students to NOCTI

- *WVEIS's CTE Snapshot is how students are sent to NOCTI. Students must be sent to NOCTI to take their technical assessment or use the work-based learning (WBL) tracking system.*
- *There are no penalties for sending every student to NOCTI, nor is there a grade-level participation requirement.*
- *Once students are in NOCTI, please see the How to Guides for Administrators and Instructors to link students to instructors for testing and link to students to WBL opportunities to enter timecards.*
- *Please see Student Snapshot for more information.*

» NOCTI

- *NOCTI is a state-designated testing and work-based learning platform. For more information about the NOCTI ecosystem, please see page 41.*
- *For guidance using the NOCTI ecosystem, please see the How to Guides for Administrators and Instructors.*

TIMELINE

July and August

- Co-coordinator access is deactivated. Site coordinators will need to reactivate any co-coordinator accounts.
- Educator accounts are temporarily inactive.
- Workforce Entry Score, Governor's Workforce Credential Score, National Average, and State Average Updated.
- CTE WVEIS applications are unavailable due to system maintenance.

September 1- November 30

- WVEIS CTE screens and NOCTI open September 1.
- Pre-Test Window: Pre-tests are available only during the same academic year in which a student is scheduled to take the post-test.

September 1 – June 30

- Post-Test Window
- Study Guide Window
- B&I Reviews
- Classroom 2 Career: Students enter timecards, instructors approve them, and certificates are generated.

CTE Accountability Indicators

A category's color is determined by the lowest qualifying indicator.

West Virginia DEPARTMENT OF EDUCATION

CTE Accountability Indicators			Red (0) Critical	Yellow (1) Needs Assistance	Green (2) Meets Requirements
Category	**Indicator**	**West Virginia Average**	Fails to meet at least 49.5% of the state designed targets for each of the following indicators.	Meets at least 49.5%, but less than 79.5%, of the state degined targets for each of the following indicators.	Meets at least 79.5%, of the state defined targets for each of the following indicators.
Opportunities	Participants (6-8)	50%	24% or below	25% to 39%	40% or above
	Participants (9-12)	64%	31% or below	32% to 50%	51% or above
	Concentrators	28%	13% or below	14% to 21%	22% or above
	Completers	13%	5% or below	6% to 9%	10% or above
Performance	Technical Assessment	70%	33% or below	34% to 54%	55% or above
	Work-Based Learning	16%	7% or below	8% to 11%	12% or above
Quality Instruction	Endorsed teacher by course	100%*	49% or below	50% to 79%	80% or above
Reporting	End-of-year summary certification (budgets, plans, analysis) & placement		One or more collections are certified later than one week.	One or more collections are certified late.	Certify all CTE Reports on time and accurately.

State Indicators

CTE accountability indicators focus on how programs are implemented to ensure students in grade 6-12 have meaningful opportunities to build career-related skills in a high-quality learning environment. CTE data is reported by school location and students must earn documented credits for their data to count toward state funding and accountability.

Funding and accountability measures use unduplicated student counts by school for students who meet the required indicator by the end of the school year. These school-level counts are then combined at the district level for final reporting.

If a school or district does not certify its data by the deadline set by the WVEIS and Data Management Offices, the WVDE may withhold funding. If any reported data is found to be falsified, the WVDE also reserves the right to withhold funding.

OPPORTUNITIES

Participant

The percentage of students who have earned at least one transcribed credit in a state-approved CTE course. Students are identified as potential participants until a full transcribed credit is awarded.

High school courses offered at the middle school level must be set up as high school courses and award graduation credit in order to appear in the CTE Summary – Middle School Participants screen.

Grade 14 students are not included in accountability calculations or secondary block funding. They are included in the adult school aid formula. While data for Grade 14 students will still be certified, it will be reported separately.

Middle School

Numerator: The number of students who earned a passing grade (pass/fail, letter grade, or numerical grade) or a transcribed credit. This may include a state-approved exploratory course or a transcribed high school graduation credit (core, enrichment, or WVDE-recognized survey course) offered at the middle school level.

Denominator: The total number of students enrolled in middle school, based on the October data collection.

High School

Numerator: The number of students who earned at least one transcribed credit in a state-approved core, enrichment, or WVDE-recognized survey course.

Denominator: The total number of enrolled students, based on the October data collection.

Concentrator

The percentage of students who have earned at least two transcribed CTE credits within a state-approved program of study. A student becomes a concentrator once the second course credit is transcribed.

Students who are enrolled in CTE courses but have not yet earned the required transcribed credit are identified as potential concentrators.

Numerator: The number of students who earned at least two transcribed credits in core or survey courses within a state-approved CTE program of study during the current school year.

Denominator: The total number of enrolled students, based on the October data collection.

Completer

A CTE completer is a student who has earned four transcribed credits in courses within a state-approved CTE program of study and has completed the state-approved technical assessment.

Students who have not earned all four credits or completed the assessment are identified as potential completers until both requirements are met.

Students are counted as completers at the school where they earned their fourth CTE credit. Students may complete more than one CTE program of study (multi-completers), but if multiple completions occur in the same year, the student is counted only once.

Numerator: The number of students who earned one transcribed credit in each of the four required core courses within a state-approved CTE program of study and completed the state-approved technical assessment

Denominator: The total of enrolled students, based on the October data collection.

Work-Based Learning

The percentage of students who participated in an authentic work-based learning experience aligned to technical instruction and academic standards and completed at least 25 hours during the current school year.

Students may participate in two types of experiences: Community Apprenticeship or On-the-Job Training (OJT) Apprenticeship. Hours from both types are combined to determine the total number of completed hours.

Numerator: The number of students who completed at least 25 total work-based learning hours during the school year.

Denominator: The total number of enrolled students, based on the October data collection.

Denominator: The total number of CTE concentrators who graduated during the reporting year.

Technical Assessment

The percentage of students who met or exceeded the workforce entry score on the state-approved technical assessment.

The funding and accountability indicators capture student counts by school who met/exceeded the workforce entry score on the technical assessment. Student counts by school are totaled by district for reporting.

Retakes: Each student is permitted one retake at the district's expense. If the student meets or exceeds the workforce entry score on the retake, that score is included in the count. If both the original test and a retake are taken in the same school year, only the higher score is used, and the lower score is excluded.

Numerator: The number of students who met or exceeded the workforce entry score on a state-approved technical assessment.

Denominator: The total number of state-approved technical assessments administered.

CTE QUALITY INSTRUCTION

Teacher Endorsement

This indicator measures the percentage of CTE courses, as defined by Policy 2520.13, that are taught by instructors holding the appropriate state endorsement or certification for the course content. Endorsements must align with course requirements outlined in the West Virginia CTE Endorsement and Testing Manual.

Course lists are duplicated at both the school and district level.

Middle School

Numerator: The number of high school CTE courses taught at the middle school level by properly endorsed teachers, based on the school's master schedule.

Denominator: The total number of high school CTE courses listed on the school's master schedule.

High School

Numerator: The number of CTE courses taught by properly endorsed teachers at the school, according to the master schedule. Courses may be duplicated in reporting when required by the environment course extension type, such as a course is delivered both in class and virtually.

Denominator: The total number of CTE courses listed on the school master schedule.

Federal Indicators

CTE accountability indicators evaluate program implementation and student access to meaningful career-related learning opportunities in grades 6–12. Accountability data is reported by school location and includes students who have earned the documented credits required for federal accountability reporting.

Participant – The percentage of students have earned at least one transcribed credit in a state-approved CTE course. Students are identified as potential participants until a full transcribed credit is awarded.

Numerator: The number of students who earned at least on transcribed credit in a state-approved core, enrichment, or WVDE-recognized survey course.

Denominator: The total number of enrolled students, based on the October data collection.

Concentrator – The percentage of students who have earned at least two transcribed CTE credits within a state-approved program of study. A student becomes a concentrator once the second course credit is transcribed.

A student remains a concentrator for the rest of their high school career.

Numerator: The number of students who earned at least two transcribed credits in core or survey courses within a state-approved CTE program of study during the current school year.

Denominator: The total number of enrolled students, based on the October data collection.

Completer – A CTE completer is a student who has earned four transcribed credits in courses within a state-approved CTE program of study and has completed the state-approved technical assessment.

Students are counted as completers at the school where they earned their fourth CTE credit. Students may complete more than one CTE program of study (multi-completers), but if multiple completions occur in the same year, the student is counted only once.

The percentage of CTE concentrators who also meet West Virginia's definition of a CTE completer, as outlined in Policy 2520.13.

Numerator: The number of CTE concentrators who graduated from high school and are also CTE completers.

Denominator: The total number of CTE concentrators who graduated during the reporting year.

Work-Based Learning – The percentage of students who participated in an authentic work-based learning experience aligned to technical instruction and academic standards and completed at least 25 hours during the current school year.

Numerator: The number of CTE concentrators who graduated from high school and participated in work-based learning

Denominator – The total number of CTE concentrators who graduated during the reporting year.

Non-Traditional Programming – The percentage of CTE concentrator graduates from underrepresented gender groups who completed programs of study that lead to non-traditional career fields.

Numerator: The number of CTE concentrator graduates from underrepresented gender groups in CTE programs of study that lead to non-traditional fields.

Denominator: The total number of CTE concentrator graduates in CTE programs of study that lead to non-traditional fields during the reporting year.

Graduation Rate – The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of the ESEA

The numerator is the number of CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

The denominator is the number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2) of the ESSA.

Placement (Post Graduation) – The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

The numerator is the number of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.

The denominator is the number of CTE concentrators who left secondary education during the reporting year.

Technical Assessment – The percentage of students who met or exceeded the workforce entry score on the state-approved technical assessment.

The percentage of CTE concentrators who graduated from high school and earned a recognized postsecondary credential.

Numerator: The number of CTE concentrator graduates who attained a recognized postsecondary credential.

Denominator: The total number of CTE concentrators who graduated from high school during the reporting year.

Reading/Language Arts Proficiency – CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/ language arts as described in section 1111(b)(2) of such Act.

The numerator is the number of graduating CTE concentrators who achieved reading/ language arts proficiency in the challenging state academic standards, and whose

scores were included in the computation of the state's secondary education Academic Achievement indicator.

The denominator is the number of CTE concentrator graduates who took the ESEA assessments in reading/ language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

Mathematics Proficiency – CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

The numerator is the number of CTE concentrator graduates who achieved mathematics proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education.

The denominator is the number of CTE concentrator graduates who took the ESEA assessments in mathematics, whose scores were included in the State's computation of AYP, and who, in the reporting year, left secondary education.

Science Proficiency – CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

The numerator is the number of CTE concentrator graduates who achieved science proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education.

The denominator is the number of CTE concentrator graduates who took the ESEA assessments in science, whose scores were included in the State's computation of AYP, and who, in the reporting year, left secondary education.

Process for Removing a Student(s) from the Certified Data Lists

If the school or district administrator believes that a student should NOT be included in the certified CTE data, the administrator must complete the *Removing a Student(s) from CTE Certified Data Collection Form* before certifying the data.

To complete the form, the following information is required for each student:

- School Name
- Only the student(s) WVEIS ID number(s)
- Any CTE courses that the student(s) took (if applicable)
- The technical assessment test code(s) and test date(s) (if applicable)

Students cannot be removed from the CTE certified data set if they have attended 135 consecutive school days. Students who are approved for removal will be excluded from all CTE accountability data sets.

End-of-Year Certification

School-level certification: Each school must certify its data within two weeks of the last day of student instruction or no later than June 14, 2027.

District-level certification: District data cannot be certified until all associated school-level data has been certified:

- District certification opens June 21, 2027.
- Certification must be completed by the end of the business day on June 30, 2027.

Multi-county centers: School-level certification must be completed before any district-level certification can occur.

Data review: The CTE Accountability Team will review school-level data during the week of June 14-18, 2027. All school-level data certification must be completed by June 14, 2027.

Required WVEIS CTE Applications must be completed before certification

- **CTE Plan** – Required under Perkins V to maintain federal funding for high-quality CTE programs. The plan outlines funded programs and initiatives and must align with findings from the CTE Analysis.
  - *A new CTE Plan is required every four years.*
  - *Annual updates are required.*

  Upcoming plan cycle:
  - *SY 2027-2028*

  For more information, please see the CTE Plan of Action on page *21*.

» **CTE Analysis** – A required component of the CTE Plan that supports improved student outcomes and addresses equity gaps related to gender, race, ethnicity, migrant status, and special populations.
  - *Required every two years.*

  Scheduled completion years:
  - *SY 2026-2027*

For more information, please see CTE Business and Community Analysis on page *13*.

» **Budget**
  - *Must be updated to reflect the current school year and finalized for the upcoming school year.*
  - *Both budgets must end with a zero balance.*
  - *Once finalized, a Treasurer's Report can be exported to Excel and shared with the district treasurer.*

» **Program Offering** - Identify the programs of study your school plans to offer during the upcoming school year. Please note that program offerings are flexible and may be added or removed throughout the year to meet the needs of students, staffing, and local priorities.

» **CTE Summary**

  Schools and districts must review the CTE Summary screen for accuracy prior to certification.

  Upon Certification:
  - *The summary is locked and updated to reflect certified data.*
  - *A spreadsheet is generated that includes:*
    - Tab 1: Date, time and certifier information
    - Tab 2: Student-level data (participants, concentrators, completers, performance, and work-based learning)
    - Tab 3: Educator-level data, including endorsement indicators
  - *If the data is uncertified:*
    - The spreadsheet is removed.
    - A new spreadsheet is generated when data is certified.

CTE Planning Toolkit

CTE Planning: Federal and State Compliance Guide

Perkins V Process

CREATING PROCESS

Step by step to ensure compliance with Federal code

CONDUCT CTE Analysis

- Gather labor market and program performance data
- Form stakeholder team
- Evaluate program quality, CTE programs of study, access/ equity and Workforce alignment

SET LOCAL PRIORITIES AND STRATEGIES

- Match CTE Analysis - identified gaps with allowable Perkins activities
- Choose specific improvement strategies (equipment, professional learning, equity initiatives
- Define what success looks like (outcomes/metrics)

COMPLETE THE CTE PLAN

- Describe planned activities tied to each CTE Analysis need
- Demonstrate compliance (size/ scope, consultation, program of study requirements
- Include narratives on recruitment, equity, program quality and partnerships
- Map each activity to required CTE Analysis evidence

BUILD THE BUDGET (TIED DIRECTLY TO THE CTE PLAN)

- List each activity, assign cost categories (professional learning, travel, equipment etc.)
- Show direct alignment between CTE Analysis need, CTE Plan strategy and Budget line item
- Ensure all items are allowable, allocable, necessary and reasonable

REVIEW, APPROVAL, AND IMPLEMENTATION

- State reviews the CTE Analysis, CTE Plan and Budget for alignment
- District implements the approved plan
- Monitor spending and progress
- Collect evidence for next CTE Analysis cycle

1. When assembling your CTE Analysis planning team, identify stakeholders from each category listed in the WVEIS application.
2. Collecting relevant data and evidence is the responsibility of the planning team. The CTE Analysis has six required elements that encompass decision-making related to implementation and performance in career and technical education (CTE).
3. The team organizes the findings clearly defined needs and priorities supported by documented evidence showing how each conclusion was reached.
4. The district CTE director is responsible for submitting the results of the CTE Analysis to the WVDE via the WVEIS application called CTE Analysis, along with the completed CTE Plan. The CTE Plan must directly address the CTE Analysis findings, needs, and priorities.
5. It is also the responsibility of the district CTE director to prepare an annual budget that directly supports the findings of the CTE Analysis. Any changes to needs and priorities identified after the CTE Analysis, CTE Plan, and budget have been submitted should be amended to reflect these changes prior to the expenses being encumbered.

Six Part Requirements:

PART A: EVALUATION OF STUDENT PERFORMANCE

Law:

An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1) (C)(ii) of the Elementary and Secondary Education Act of 1965.

Meaning:

Review how well students performed compared with State and local performance indicators with a focus on special populations.

The federally required subgroups are:

Status
- Economically Disadvantaged
- English Learners
- Foster Care
- Homeless
- Military Connected
- Students with Disabilities

Race
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino Native
- Multi-Racial
- Native Hawaiian/Other Pacific Islander
- White

Gender
- Female
- Male

Evidence:

- Performance data for the previous three school years, disaggregated by CTE program clusters and special populations.
- Graduation rates of CTE concentrating cohorts
- Academic Performance in the GSA
- Postsecondary placement
- Success rates in the technical assessment
- Work-based learning (WBL) experiences
- Participation in Career and Technical Student Organizations (CTSOs)

Questions to ask during the process:

- Are students meeting, exceeding, or falling below State-determined and local targets?
  - *How do the results differ for special populations?*
  - *Are the gaps in performance between subgroups meaningful?*
  - *Which sub-groups have the greatest gaps in performance?*
- What factors are contributing to the performance gaps?
  - *Are there barriers to access or resource disparities?*
  - *Is program quality an issue that affects certain subgroups?*
- What data sources confirm or contradict?
  - *Are the findings supported by multiple data sets?*
  - *Do the data align across years, or is it inconsistent and needs clarification?*
- What student needs should be prioritized?
  - *Which gaps are most urgent or have the greatest impact on learner success?*
  - *What strengths can be leveraged to improve outcomes for learners?*
  - *Which needs directly connect to improving equity and access?*

Example of a Narrative for Part A

The narrative should explain:

Analysis

- Key performance strengths (reference specific data findings; do not just restate data without interpretation)
- Key performance concerns (which student populations are performing below district/state averages)
- Significant achievement gaps identified (challenges concentrated within specific programs).
- Root cause contributing to performance challenges (discuss trends; are gaps widening, narrowing, or staying the same).
- Factors identified through educators, students, advisory committees, and/or stakeholder feedback.
- Existing supports that are currently in place.
- Why these supports may be insufficient.
- Connections between identified performance challenges and program improvement needs (connect between identified performance challenges and program improvement)

Identified Need

- Specific performance challenges being addressed.
- Student populations affected.
- Barriers contributing to the challenge.
- Resources, supports, or strategies needed.
- Expected impact on student achievement.
- Anticipated outcomes for identified student groups.

PART B: SIZE, SCOPE AND QUALITY

Law:

Sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.

Meaning:

On review, CTE programs offered have the resources, course offerings, and instructional depth and support systems necessary for all students to successfully access and complete a full program of study. This would include ensuring that all CTE programs offered are structured, comprehensive, and aligned to defined career pathways and are accessible to every learner regardless of background or subgroup.

Evidence:

- Disaggregated student performance data
- WVEIS
- CTE Annual Impact Review (AIR) Report (NOCTI) data that captures course enrollment, concentrator status, credential attainment
- Local course credential attainment
- Completion rate
- Stakeholder insights

Questions to ask during the process:

- Program size.
  - *Do programs have sufficient enrollment to sustain a full sequence of courses over multiple years?*
  - *Are class sizes appropriate to deliver hands-on, industry-aligned instruction?*
  - *Are there enough sessions, instructors, and schedule flexibility for all students?*

- Program scope.
  - *Does the program offer a full pathway to completion, with multiple entry and exit points?*
  - *Is there full integration of academic, technical, and employability standards within the program?*
  - *Are there stackable credentials, dual credit opportunities, or clear pathways to postsecondary opportunities?*
  - *Do students have opportunities for WBL, industry certification, and participation in CTSOs?*
- Program quality.
  - *Are curriculum, equipment, and instructional materials aligned to current industry standards?*
  - *Do instructors hold appropriate credentials and have access to ongoing professional learning?*
  - *Are there strong student outcomes (credential attainment, placement in postsecondary, or employment)?*
  - *Are instructional spaces safe, modern, and reflective of real workplace environments?*
  - *Do the programs meet the needs of all student groups, including special populations?*

An example of a Part B narrative:

The narrative should explain:

Analysis

- Program strengths identified through the review process (reference specific program data for performance).
- Areas where enrollment access, resources, or outcomes may be limited for student success (connect findings from multiple data sources).
- Trends in technical skill attainment, credential attainment, completion, or placement data (discuss areas of strength and areas for improvement).
- Whether equipment, facilities, curriculum, staffing, or instructional resources are sufficient to support industry standards.
- Any barriers affecting student participation or achievement.
- Feedback received from instructors, students, employers, or advisory committees (consider workforce and industry needs).
- Root causes contributing to identified concerns.
- How identified concerns may impact the program's ability to meet workforce and student needs (include evidence supporting conclusions).

Identified Need

- Specific area requiring improvement (include equipment modernization or replacement; additional industry credentialing opportunities; expanded work-based learning opportunities)
- Student groups or programs affected (how access for special populations will be increased).
- Barriers that need to be addressed.
- Resources or strategies needed to improve program quality.
- Expected impact on student outcomes.
- Method of evaluating success (improved credential attainment, increased employer engagement [PACs and Partnerships], expanded dual credit and postsecondary transition opportunities).

PART C: LABOR MARKET ALIGNMENT

Law:

Section (ii)(1) states requires a labor market aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate.

Meaning:

Programs must align with state, regional, or local in-demand industries and occupations. These needs should be identified by the appropriate workforce development boards. This alignment should also include clearly defined career pathways, supporting students' journeys into high-skilled, high-paid, and in-demand careers.

Evidence:

- Labor Market Information (LMI):
  - *State workforce development board LMI*
  - *Local or regional workforce development board*
  - *CTE AIR report*
- Industry and employer input:
  - *Employer surveys, interviews, or focus groups*
  - *Letters of support from advisory committees*
  - *Advisory committee meeting minutes*
- Postsecondary and regional partnership data:
  - *Articulation or dual credit agreements showing alignment with postsecondary pathways*
  - *Regional economic development plans*
  - *WBL partnership data*
- Program enrollment and completion rate:
  - *Trends showing whether students are enrolling in and completing programs aligned with in-demand occupations*
  - *Credential attainment linked to industry certification*
- Workforce outcomes:
  - *Graduate placement data in related fields*
  - *Employer feedback on interns, apprenticeships, indicating graduate readiness for industry roles*

Questions to ask during the process:

- Alignment to in-demand sectors:
  - *Which state, regional, or local in-demand industry sectors and occupations have been identified by the state or local workforce development board?*
  - *Do our current CTE programs directly align with those priority sectors and occupations?*
- Program relevance and responsiveness:
  - *Are there programs that do not align with current labor market needs? Do they need to be redesigned, consolidated, or phased out?*
  - *Are there emerging or growing occupations that our programs do not yet address?*
- Employer and industry validation:
  - *What feedback are we getting from employers, advisory committees, and industry partners?*
  - *Are employers reporting skill gaps that our current programming is not addressing?*
- Workforce outcomes:
  - *Do students consistently show successful transitions into employment within related in-demand fields?*
  - *Does placement data backup strong alignment between CTE program training and labor market opportunities?*
- Equity in access to high-demand fields:
  - *Is there equitable access to all student groups to programs aligned with in-demand occupations?*
  - *Are there potential barriers to certain subgroups enrolling in high-demand programs?*

An example of a Part C narrative:

The narrative should explain:

Analysis

- Which programs demonstrate strong alignment with workforce demand (use multiple sources of evidence, state and regional labor market data, projected job growth and occupational demand, local employer hiring needs).
- Which programs may require additional review due to enrollment trends, labor market shifts, or changing workforce needs.
- How labor market information supports conclusions (connections between labor market data and program outcomes).
- What employer and advisory committee feedback revealed (recommendations, feedback, workforce development board input).
- Whether students have access to relevant credentials, work-based learning experiences, and postsecondary transition opportunities.
- The effectiveness of existing industry partnerships (recognition of both strengths and opportunities for improvement).
- How current program offerings support regional economic priorities.
- Areas where curriculum, equipment, credentials, or partnerships may need updating.

Identified Need

- Specific workforce alignment issues identified.
- Programs or student populations affected.
- Evidence supporting this need.
- Resources or actions required to address the issue.
- Expected benefits to students and employers.
- Method for evaluating effectiveness.

PART D: IMPLEMENTING PROGRAMS OF STUDY

Law:

An evaluation of progress toward the implementation of career and technical education programs and programs of study.

Meaning:

The district must evaluate its progress toward the implementation of approved CTE programs and programs of study. This evaluation should examine how well programs are being developed, updated, and delivered.

Evidence:

- Program of study documentation:
  - *Approved program of study frameworks, maps, and/or blueprints*
  - *Curriculum guides showing sequenced, non-duplicative courses aligned to state standards*
- Course and scheduling evidence:
  - *Master schedules showing availability of full programs of study sequences*
  - *Enrollment data demonstrating student progression through foundational, intermediate, and capstone courses*
- Postsecondary and industry alignment materials:
  - *Articulation agreements, dual credit/dual enrollment partnerships, or transition agreements with the college*
  - *Evidence of industry-aligned credentials*
- WBL and career development records:
  - *Student WBL logs from NOCTI showing participation in, community apprenticeships, or on-the-job training (OJT) apprenticeships*

- *Documentation of employer involvement (advisory committee minutes, feedback forms, partnership agreements, etc.)*

» Teacher qualifications and professional learning:
- *Teacher licensure/certification with CTE endorsements*
- *Records of recent professional learning tied to program of study development*

» Program quality and data improvement:
- *Curriculum review reports or program audits*
- *Student outcome data: credential attainment, concentrator, completion, and assessment results*
- *B&I Review reports*

Questions to ask during the process:

» Program of study structure and completion:
- *Do the current offered programs of study include a fully developed, non-duplicative sequence of academic and technical courses that lead to a recognized credential or postsecondary degree?*
- *Can students progress through the entire program of study at a district school or through partner institutions in the area?*

» Curriculum alignment and updates:
- *Is the curriculum aligned with state-approved program of study frameworks and industry standards?*
- *Have programs been reviewed and updated recently to reflect changes in the labor market needs or emerging industry trends?*

» WBL and industry engagement:
- *Are there WBL opportunities (internships, apprenticeships, or clinicals) integrated into each program of study, and are they available consistently?*
- *Have industry partners validated each program of study, stating that the content and skills align with workforce expectations?*

» Student participation:
- *Are all students able to access and complete the full program of study?*
- *Are there any participation, concentrator, and completion gaps revealed that might need to be addressed?*

» Program quality indicators:
- *Does each CTE program meet with state program standards (equipment, facilities, credential opportunities, instructor qualifications)?*
- *Are there programs that demonstrate strong implementation and others that require more support or redesign?*

An example of a Part D narrative:

The narrative should explain:

Analysis

» How effectively each program of study provides students with a clear pathway from enrollment through completion (provide evidence from multiple sources).

» Strengths identified in program sequencing, credential attainment, postsecondary connections, and student transitions (show both strengths and areas for improvement).

» Areas where implementation is inconsistent across programs (consider student progress through the pathway).

» Barriers affecting student progression or completion.

» Gaps in dual credit, articulations, credentialing, or work-based learning opportunities.

» Opportunities to strengthen secondary-postsecondary-industry collaboration.

» How stakeholder feedback supports identified concerns (recommendations from employers, postsecondary partners, and advisory committees).

» Whether students are graduating with the skills, credentials, and experiences needed for success.

Identified Need

The district will focus on expanding dual-credit and articulation opportunities, strengthening postsecondary partnerships, and establishing consistent capstone experiences across all pathways with a focus on both Carpentry and Masonry. These efforts will help ensure that every program provides students with a rigorous and seamless pathway to postsecondary education and high-demand careers.

PART E: RECRUITMENT, RETENTION, AND TRAINING CTE EDUCATORS

Law:

A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Meaning:

Explain how the district will attract, support, and keep qualified CTE teachers and staff. Describe the training and professional learning for all CTE educators, including those from underrepresented groups.

Evidence:

- Recruitment:
  - *Records of the number of applicants for CTE teaching positions*
  - *Vacancy reports on hard-to-fill positions*
  - *Hiring timelines, including unsuccessful recruitment attempts*
  - *Teacher preparation programs*
- Retention:
  - *Data on CTE instructor turnover and summaries of exit interviews*
  - *Years of service data for current CTE staff*
  - *Employee climate surveys*
  - *Contrasting retention across programs*
- Training and Professional Learning:
  - *Professional learning logs*
  - *Industry certifications, industry trainings, and continuing education for instructors*
  - *Mentoring logs and induction program logs*
  - *Documented alignment between professional learning and program needs*
- Workforce Capacity:
  - *Teacher licensing and endorsement records*
  - *Documentation of gaps in required certifications and endorsements*
  - *Evidence of instructor upskilling*

Questions to ask during the process:

- Recruitment:
  - *Are we able to attract enough qualified CTE instructors, paraprofessionals, and counselors to meet program needs?*
  - *Which programs are the hardest to recruit for?*
  - *What partnership strategies are currently being used to bring new educators into CTE?*
  - *Are applicants from underrepresented groups applying or being hired?*
- Retention:
  - *Are educators staying in their positions?*
  - *What are the reasons for educators leaving?*
  - *Are new instructors being onboarded and receiving strong mentoring that helps them stay in the profession?*

- Training capacity:
  - *Do we have enough certified teachers to offer full CTE programs of study?*
  - *Are substitute shortages or part-time staffing affecting program quality?*
  - *Are counselors and support staff trained specifically to guide students effectively through CTE pathways?*

An example of a Part E narrative:

The narrative should explain:

Analysis

- Strengths and challenges related to educator recruitment and retention (include hard-to-fill programs).
- Program areas experiencing staff shortages or difficulty filling vacancies.
- Professional learning needs identified through data and stakeholder feedback.
- Certification or endorsement gaps that may impact program delivery.
- Workforce trends that could affect the long-term sustainability of programs.
- Factors contributing to educator turnover or recruitment challenges.
- Adequacy of current professional development opportunities.
- Impact of staffing challenges on student access and program quality.

Identified Need

- Specific educator workforce challenge identified.
- Programs or students impacted.
- Evidence supporting the identified need.
- Resources, partnerships, or strategies needed.
- Expected outcomes.
- Method for evaluating success.

PART F: PROGRESS TOWARD IMPROVING ACCESS AND EQUITY

Law:

A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:

- strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and
- programs for special populations
- providing programs that are designed to enable special populations to meet the local levels of performance; and
- providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Meaning:

What is the district's progress in ensuring all students have equal access to high-quality CTE programming? What are the strategies used to remove barriers and support student performance goals?

Evidence:

- Enrollment and participation data:
  - *Enrollment, concentrator, and completion rates by disaggregated groups*
  - *Participation rates in advanced CTE courses that have WBL opportunities or lead to dual credit and credentials*
  - *Achievement data showing gaps in assessment results, credential attainment, industry certification pass rates, and post-program placement*
- Barrier analysis:
  - *Transportation availability, scheduling conflicts, prerequisites, and program entry requirements*
  - *Accessibility surveys and review of facilities, materials, and equipment*
  - *Student/parent surveys about perceived barriers*
- Support services:
  - *Documentation showing records of tutoring, counseling, and academic support provided to special populations*
  - *Individualized Education Program (IEP)/504 planning relevant to CTE*

Questions to ask during the process:

- Access and Participation:
  - *Do all student groups have equitable access to CTE programs and programs of study?*
  - *Are there differences in enrollment, concentrator status, or completion rates among special populations and other student subgroups?*
  - *Are students from all groups represented in high-skill, high-wage, and in-demand programs?*
  - *Do participation rates in dual credit, industry credentials, and WBL opportunities differ among student groups?*
- Barrier Identification and Removal:
  - *What barriers may be limiting access to CTE programs for special populations?*
  - *Are facilities, equipment, instructional materials, and learning environments accessible to all students?*
  - *What feedback from students, families, and educators identifies barriers that need to be addressed?*
- Performance and Support Services:
  - *Are performance gaps evident among special populations in credential attainment, technical assessments, graduation rates, or postsecondary placement?*
  - *What support services are currently available to help students meet academic and technical performance expectations?*
  - *Are accommodations and specialized supports being implemented consistently and effectively?*
  - *Which interventions appear to be reducing performance gaps, and which require improvement?*
- Preparation for High-Skill, High-Wage, and In-Demand Careers:
  - *Are special populations participating in WBL, credential attainment, and advanced coursework at rates comparable to other students?*
  - *Do students have equitable access to career exploration, career guidance, and postsecondary transition opportunities?*
  - *Are students from special populations successfully transitioning into postsecondary education, training, military service, or employment?*
  - *What additional strategies are needed to prepare special populations for competitive, integrated employment and self-sufficiency?*

An example of a Part F narrative:

The narrative should explain:

Analysis

- Student groups that are underrepresented in CTE programs or pathways (use multiple years of data).
- Performance gaps identified among student populations (comparisons among student populations).
- Barriers affecting participation, completion, or success.
- The effectiveness of current equity and access initiatives (both strengths and challenges).
- Trends in enrollment and achievement over time.
- Differences in participation across programs and pathways.
- Root causes contributing to identified disparities.
- Evidence obtained from stakeholders and data sources.
- Progress made since previous CTE Analysis reviews.

Identified Need

- Specific equity or access concern identified.
- Student groups affected.
- Evidence supporting the identified need.
- Barriers contributing to the concern.
- Resources, services, or strategies required.
- Expected outcomes.
- Method for evaluating effectiveness.

Unlock Your Potential



The CTE Plan

Perkins V continues the national commitment to building high-quality, future-ready CTE programs. This commitment gives real opportunities for students to thrive when they enter tomorrow's workforce. This is not just meeting standards, but raising the bar so that every learner who participates in CTE is prepared for the high-skill, high-wage, in-demand careers in today's industries as well as the emerging industries of tomorrow. Through the CTE Plan, Perkins V challenges districts to drive academic excellence and strengthen technical mastery with bold innovation. CTE students will walk out of classrooms ready to be leaders, creators, and with the skill sets to enable them to compete.

INDICATOR 1: COMPREHENSIVE LOCAL NEEDS ASSESSMENT: PRIORITIES AND GAPS:

- What are the identified needs?
- What are the identified gaps?

Example Narrative

"The district conducted a comprehensive, data-driven assessment of needs aligned with Perkins V 134. This included quantitative analysis of student performance, enrollment, labor market needs, quality of programming, and accessibility. This was paired with qualitative inputs from students, educators, and business and industry partners. The assessment highlighted several critical priorities and gaps that guide the CTE Plan's strategic use of Perkins Funds.

Stakeholder analysis and regional labor market data confirmed the need for CTE programs that directly prepare students for emerging information technology and cybersecurity sectors, as well as transportation and logistics. Program offerings must be updated to reflect the current industry standards and required credentialing and certification. The assessment also indicated a need to expand these pathways to make them available to all students, especially those from rural, low-income, or historically underserved groups. This expansion would include dual credit/ dual enrollment opportunities and removing scheduling and transportation barriers.

The CTE Analysis revealed a disparity in enrollment from certain student groups, in these fields, including English language learners and economically disadvantaged students. It also showed inconsistency in program quality across the highlighted pathways with some programs demonstrating strong performance while others lacked alignment to current labor market needs."

INDICATOR 2: PROGRAMS OF STUDY (134(B)(2)(A-C)):

- How the CTE Analysis informed the choice of CTE programs and activities that have been selected to be funded
- New CTE programs of study being considered based on the CTE Analysis
- How students will be informed of CTE course offerings

Example Narrative:

"The CTE Plan has a diverse portfolio of CTE courses and programs of study, and the CTE Analysis indicated that they are preparing students for high-skilled, high-wage, in-demand occupations in the region. Each program is aligned to West Virginia's state-approved standards and incorporates academic integration, employability skill development, and industry-recognized credentials, WBL, and postsecondary connections.

The CTE Plan will utilize Perkins V funds to support career and technical education that follow state-approved programs of study while investing in instructional materials, industry-aligned equipment, professional learning, and expanded opportunities for students to engage in career exploration and workplace experiences.

1. *Alignment with high-demand industries: The CTE Plan used labor market analysis and employer feedback to identify significant workforce needs in advanced manufacturing, information technology/artificial intelligence (AI), and cybersecurity. Programs in these fields were prioritized for investment. This ensures that the CTE offering is relevant to the regional employment opportunities.*
2. *Expansion of Access: The CTE Analysis indicated gaps among rural students and students with disabilities. Perkins funds will be used to expand access to these groups by improving schedule flexibility and integrating Universal Design Learning (UDL) practices through professional learning. Activities will also include updating lab environments and building industry partnerships.*
3. *Enhance credentials and skills attainment: Gaps in credential attainment and WBL participation were identified in the CTE Analysis. This led to the decision to prioritize programs that need updated equipment and instructional materials to align with local employer needs and industry credentialing requirements.*
4. *New programs of study being considered based on the CTE Analysis findings that identified a strong regional demand in the cybersecurity fields, as well as information technology, a renewed focus on digital skill development will be achieved through the introduction of Information Management and PC Systems programs of study. The industry partners highlighted a growing need for automation specialists, robotics, and processes aligned to modern manufacturing practices. The CTE Plan is investigating the possibility of adding a Manufacturing: Production and Design program of study."*

INDICATOR 3. CAREER GUIDANCE AND EXPLORATION - 134(B)(3)(A-C)

- How career guidance and exploration will support students in making informed decisions
- How career guidance supports students in setting and achieving academic and career goals

Example narrative:

"The CTE Plan has a coordinated system of career guidance and exploration that begins during the students' middle school career. This system supports students' understanding of their strengths and allows them to explore career interests. Students can make informed decisions about programs of study and academic planning to ensure success after graduation. These activities align with state requirements and are responsive to local and regional workforce needs.

Perkins V funding will be used to help every student to develop and update their academic and career plan. This plan will incorporate their interest inventory, labor market needs, and individual strengths with the goal of helping every student make a well-informed decision about CTE courses and postsecondary goals.

Funding will be utilized to create a range of exploratory opportunities for students in grades 6-8, including career fairs and exploratory courses. Funds will also be used to allow students to engage in guest speaker events and workplace tours with industry partners.

Counselors and CTE teachers will collaborate to ensure consistent messaging about program expectations and career outcomes, ensuring that students receive accurate and timely information."

INDICATOR 4. ACADEMIC AND TECHNICAL SKILLS- 134(B)(4)

- Alignment of academic and technical instruction
- Use of industry standards and credentials
- Strengthening academic and technical integration

Example narrative:

"The district maintains a commitment to ensuring all CTE students develop academic and technical knowledge and skills. Furthermore, the district is committed to ensuring all CTE students graduate with the employment competencies that will bring them success in high-skilled, high-wage, and in-demand careers.

The district intentionally integrates core academic concepts, such as mathematics and literacy, into CTE technical learning to ensure that students not only master the occupational skills but also meet state academic requirements. This, coupled with industry-guided CTE instruction, creates a framework of occupational success through relevant CTE instruction and industry credentialing.

CTE programs utilize the following items to ensure that students are college- and career-ready.

- *State-approved CTE program standards and competencies*
- *Industry-recognized certification*
- *Embedded academic standards*
- *Applied real-world instructional strategies*
- *Performance-based assessment"*

INDICATOR 5. SPECIAL POPULATIONS AND NONTRADITIONAL FIELDS 134(B)(5)(A-D)

- How the district will support special populations in meeting state academic and technical standards
- How the district will prepare special populations for high-skilled, high-wage, and in-demand occupations
- How the district will provide activities that prepare students for nontraditional fields
- How the district will ensure equal access for all

Example narrative:

"The CTE Plan continues to be committed to ensuring equitable access, participation, and success for all students, including those identified as special populations. The CTE Plan utilizes accommodations, differentiated instruction, and supplemental academic support. This is coupled with accessible learning environments to ensure IEPs, 504 plans, and English Learner supports are implemented consistently. Counselors work with students individually to connect them to high-demand pathways that are related to their interests and strengths. Special populations are given additional support for WBL and dual credit preparation to assist in their postsecondary transition. Target interventions are used to reduce barriers such as transportation, scheduling or equipment needs.

CTE information is provided in multiple languages and accessible formats. Enrollment is an inclusive, barrier-free process, nevertheless, data on special populations is monitored regularly to ensure access and actions taken when inequities are identified."

INDICATOR 6. WORK-BASED LEARNING 134(B)(6)

- Expanding access to meaningful WBL opportunities

Example narrative:

"Students are provided with a continuum of WBL opportunities. These include job shadowing, industry visits, internships, clinicals, and co-ops that are aligned with each program of study. Based on the CTE Analysis findings, the CTE Plan is planning to expand partnerships locally to increase access to high-quality placement in high-demand fields, as identified, especially construction and healthcare.

The CTE Plan will use funds to ensure individualized support for students so that all can participate in meaningful WBL. Employers offering WBL opportunities will collaborate with CTE instructors to align WBL tasks with industry standards and safety expectations.

All WBL opportunities are monitored for quality, safety, and relevance. Opportunities are recorded using the WBL Tracker in the NOCTI platform, and there is continuous feedback to guide improvements."

INDICATOR 7. POSTSECONDARY CREDIT 134(B)(6).

Example Narrative:

"The CTE Plan works with West Virginia University (WVU) and Bridge Valley Community and Technical College to provide CTE students with the opportunity to earn dual credit that aligns with state-approved CTE programs of study. Findings in the CTE Analysis, highlight the need to expand these opportunities, especially in the healthcare and advanced manufacturing occupations. Counselors, teachers, and postsecondary partners will collaborate to align curriculum and ensure that students understand available credit opportunities. There will also be family outreach to further expand understanding of these opportunities. Special populations will receive targeted support to ensure equity in access."

INDICATOR 8. RECRUITMENT AND RETENTION 134(B)(8).

Example narrative:

"Target strategies will be used to recruit and retain qualified CTE instructors. Perkins funds will be used to advertise CTE positions at industry events and job fairs, as well as workforce boards, onboarding, and orientation of new instructors will be streamlined and improved to ensure that new instructors are able to navigate their first year comfortably.

New CTE instructors will be paired with experienced CTE mentor teachers, and new instructors will be given release time to observe high-performing CTE classrooms.

The CTE Analysis identified a gap in instructor industry certifications in advanced manufacturing and healthcare. Funding will be used to enable attendance at state-approved professional learning events."

INDICATOR 9. PERFORMANCE GAPS 134(B)(9).

Example narrative:

"The CTE Plan conducts regular reviews of performance data using the WVEIS CTE Summary application to identify and close gaps amongst CTE concentrators, especially students in special populations. The CTE Analysis identified disparities in credential attainment and academic performance among students with disabilities and homeless students. In response, the CTE Plan proposes to provide targeted support, including tutoring and mentoring, to help close these gaps. When performance issues like these are identified, the CTE Plan takes immediate action through instructional adjustments and expanding student supports. The CTE Plan also takes the opportunity to strengthen communications with student families."

Aligning the CTE Budget

CTE funding is not a general support grant. CTE budgets must be intentional, data-driven, and directly tied to the CTE Analysis. The goal of Part Three is to ensure that every dollar in CTE funding supports identified needs, closes gaps, and strengthens program quality, access, and student outcomes in CTE.

LAW

Funds made available to eligible recipients shall be used to support career and technical education programs and activities that are of sufficient size, scope and quality to be effective and that are aligned with the results of the comprehensive local needs assessment.

FURTHER:

- Funding must supplement, not supplant, local and state funds
- Must only be used for allowable, necessary, proportionate and reasonable CTE expenses that are allocable
- Budgets must support program implementation and improvement, not basic operations

MEANING

The CTE Budget must be:

- derived directly from the findings of the CTE Analysis
- justifiable through documented evidence
- focused on implementation and improvement
- reviewed and amended as needed

ROLES AND RESPONSIBILITIES WITH CTE BUDGETING

The CTE director is ultimately responsible for ensuring that the findings and priorities of the CTE Analysis are translated into budget activities. These priorities should align with Perkins or state requirements. It is important that the CTE director coordinates with the district's financial staff to ensure expenses are coded correctly.

The CTE director is also required to ensure that expenses are allowable and do not supplant local or state funds, and that amendments to the budget are submitted if needs or priorities change.

GENERAL GUIDE TO ALLOWABLE BUDGET CATEGORIES (EXAMPLES)

Instructional Support

- Industry-aligned instructional materials
- Consumable supplies required for CTE skill development
- Technical assessment fees tied to program outcomes

Equipment

- Industry-standard equipment aligned with approved programs
- Technology supporting technical skill acquisition
- Accessibility modifications for special populations

Professional Learning

- Industry certification training for instructors
- State-approved CTE conferences or workshops
- Professional learning directly tied to program improvement or standards updates

Work-Based Learning

- Student safety equipment
- Coordination tools and supports
- Transportation supports (when allowable)

Equity and Access Supports

- Adaptive equipment
- Translation or accessibility supports
- Supports that remove documented barriers

Evidence-Based Decision Making

It is important to ensure that budgeting decisions are justified by data-driven evidence. Examples of these types of evidence include:

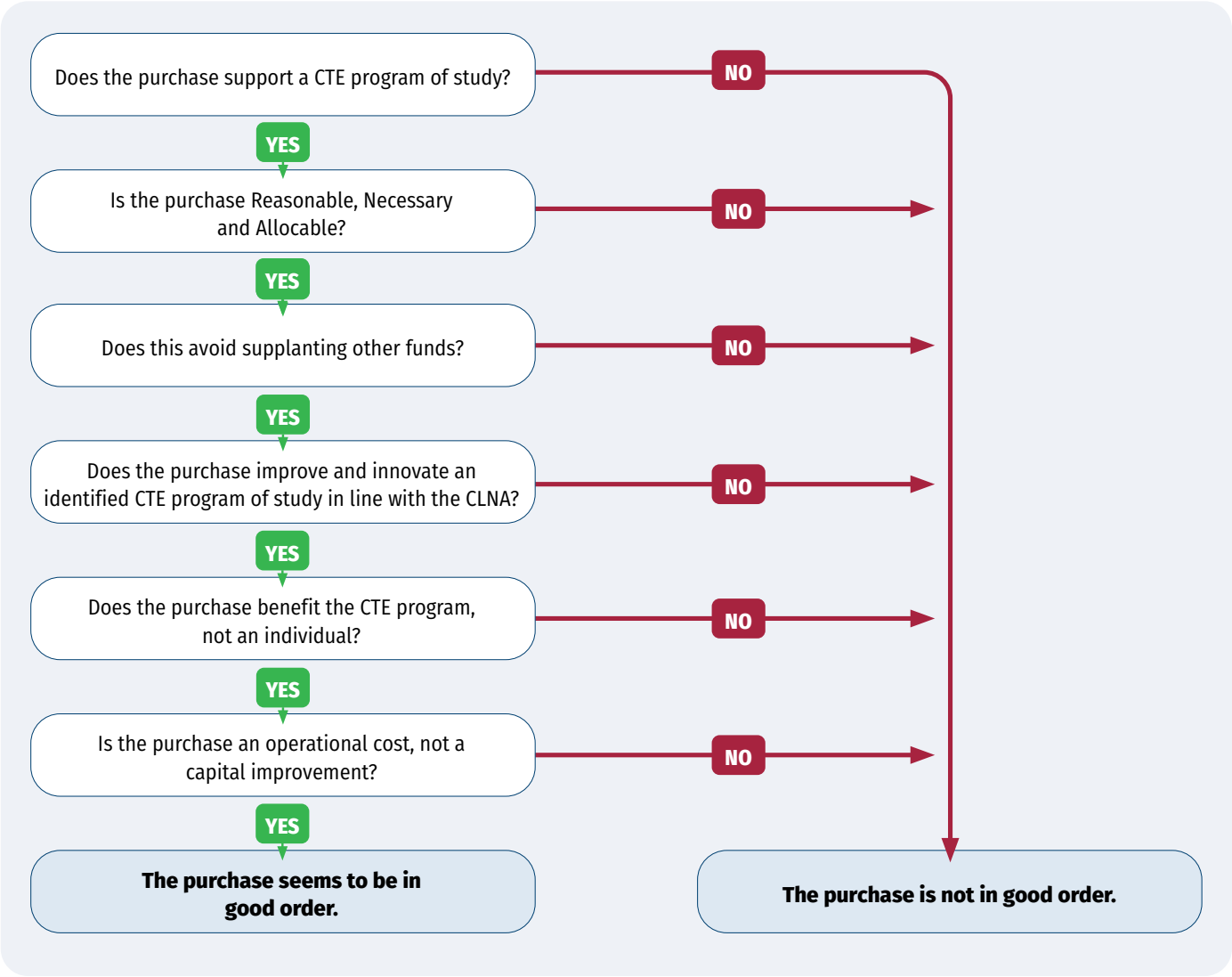
- CTE Analysis findings and priority statements
- Disaggregated performance or access data
- Program reviews or audits
- Labor market validation
- Advisory committee recommendations (reflected in Program Advisory Committee minutes)
- Gap documentation
- Program improvement plans

Budgets and expenses should never exist independently of this evidence.

BUDGETING DECISIONS

This flowchart is designed to help CTE directors in the decision-making process for whether CTE expenses meet the criteria to be allowable under Perkins V.

Guidance for PERKINS V Use of Funds Locally



Making Changes to the CTE Plan

Workforce needs and education priorities evolve over time. As new gaps and priorities emerge, the CTE Plan should review the applicable annual WVEIS copy and amend the Plan as needed during its four-year cycle.

Once the initial plan is completed, it will be duplicated in WVEIS for each remaining year of the four-year planning cycle. Each annual copy becomes that year's working version and may be used as workforce needs, educational priorities, and identified gaps change.

Making amendments as they occur ensures that each annual version remains current, responsive, and transparent and provides a clear record of the Plan's development over time.

RECOMMENDED PRACTICE

Use the applicable annual WVEIS copy as the working version of the plan and document revisions within that version creates a tracked-changes version of the applicable annual WVEIS copy.

This approach creates a clear audit trail by preserving each year's WVEIS version and documenting how the plan changes over the four-year planning cycle.

MINOR CHANGES

Minor administrative updates-such as correcting typographical errors or updating contact information-may generally be made directly in the applicable annual WVEIS copy. The CTE Plan should retain the prior year's version as part of the Plan's record.

CHANGES TO PROGRAM DESIGN, BUDGET, GOALS, OR ACTIVITIES

For substantive changes, the CTE Plan should:

1. Retain each prior annual WVEIS version as part of the plan's official record.
2. Use track changes or a version log to document amendments in the applicable annual WVEIS copy.
3. Date and document each change.
4. Explain how the change aligns with the CTE Analysis and identified needs.

CTE Finances

PERKINS – FORMULA FUNDS

Description

Perkins V is the principal source of federal funding to support CTE programs. It requires that a CTE Plan be written, based on the findings of a formal CTE Analysis. There is also a requirement for a budget to be prepared for the allocation of Perkins funding, that must directly address the findings from the CTE Analysis. The intent of Perkins V funding is to support LEAs with implementing identified strategies to meet the local needs and goals. The Perkins funds received by an eligible recipient must be used to develop, coordinate, implement or improve career education and improve student academic and technical performance. Perkins V cannot be used to maintain career education programs.

Details

Budgeting must be completed based on the CTE Plan, which was derived from the CTE Analysis. It must also align with the Required Uses of Funds outlined in Perkins V legislation.

Funding

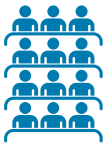
Funding is received at the state level based on a federal formula that considers the number of individuals within specified age groups and the state's per-capita income. The formula places the greatest weight on individuals ages 15-19, with additional weight given to individuals ages 20-24 and 25-65 (Perkins V, Section 111(a)).

Federal Distribution to States



Poverty
Certified Department of Human Services poverty data per district for students K-12.

70%



Enrollment
Certified enrollment for K-12 students per district.

30%

Federal Perkins Dollars **100%**

Local Required Uses of Funds – Perkins V

When creating your budget and spending your approved budget, keep in mind that all costs must meet these criteria:

- Provide career exploration and career development activities (six uses)
- Provide professional learning for educators (nine uses)
- Provide the skills necessary for students to pursue high-skill, high-wage or in-demand occupations or sectors
- Support the integration of academics into CTE (two uses)
- Support implementation of programs resulting in increased student achievement (20 uses)
- Evaluation of activities

Basic Costs Principles

The general principles 2 CFR 200 state that, for costs to be allowable, they must be:

- reasonable and necessary (i.e., sound business practices were followed, and purchases were comparable to market prices);
- allocable to the federal award (meaning that the federal grant program, in this case Perkins, derived a benefit in proportion to the funds charged to the program (i.e., 50% of an instructor's salary is paid with Perkins funds, then that instructor must spend at least 50% of their time on a Perkins program),
- legal under Federal, state, and local law;
- properly documented (and accounted for on a consistent basis with generally accepted accounting principles);
- consistent with the provisions of the grant; and
- not used for cost-sharing or matching any other grant agreement.

Supplanting Prohibited

A presumption would arise that supplanting has occurred if a school used Perkins V funds to provide services that the county:

- was required to make available under other federal, state, or local laws;
- provided with non-federal funds in the prior year; or
- provided with non-federal funds for non-CTE students but charged to Perkins V funds for CTE students.

CTE BLOCK – FORMULA FUNDS

Description

CTE funds are awarded to eligible recipients, school districts and multi-county career centers, to support CTE initiatives. These funds are designated to enhance CTE courses and programs of study as defined by Policy 2520.13, for students in grades 6-12. The allocation of CTE Block funds are determined by a formula that evaluates CTE performance across multiple indicators: within the school district, among districts of similar size (quartile), and across the entire state.

Details

Eligible recipients will have completed a biennial CTE Analysis and have an up-to-date CTE Plan. The eligible recipient will also have a budget in place that specifies the allocation of the Secondary Block Funds, locally. Allocation categories will include:

- **Curriculum**: Electronic resources, curricula (including textbooks), instructional resource materials, CTE related school district memberships in business, technical, and professional organizations.
- **New Program Start-Up/Sustainability:** Salary costs for new program instructor, instructional equipment, and supplies for new program and/or sustainability of existing programs.
- **Professional Learning:** CTE related training for teachers, faculty, administration, and counselors, industry specific trainings and experiences for instructors.
- **Supplies:** CTE instructional equipment, uniforms, Personal Protective Equipment (PPE), CTE instructional supplies (including consumables), maintenance/repair costs for existing CTE equipment.
- **Middle School Initiatives:** Support CTE programs and courses offered at the middle school with equipment, supplies, curriculum, and resources.
- **Special Populations:** Remedial services to include curriculum modifications, equipment modifications, supportive personnel instructional aids and devices, non-traditional student recruitments activities.
- **Assessment and Credentials:** Industry recognized certification tests, industry recognized credential exams, end-of-program performance assessments, state-approved technical assessment retakes.
- **CTE Recruitment:** Publications and advertising, activities to encourage CTE enrollment and awareness, selling and marketing costs.
- **Personnel:** Stipends for educators to conduct CTE related work (after-hours), salaries for CTE instructors, supportive personnel for special populations.
- **Travel and Transportation:** Student transportation to CTE related activities, instructor travel for CTE related professional development, supervise clinicals, and/or meet with business/industry.
- **Drug Testing:** Costs associated with drug testing students in Simulated Workplace courses.
- **Other:** Other CTE related costs not specified on this list. (Requires a description).
- **Work-Based Learning:** Activities and initiatives related to service learning, career preparation, and industry trainings, stipends for site/district coordination, industry tour costs, and student transportation costs.

Funding

The CTE Block formula is based on a statewide allocation formula of CTE performance and enrollment.

CTE BLOCK GUIDANCE

Secondary Block funds are allocated by the state to support eligible recipients who are offering state-approved CTE programs of studies. The eligible recipients are able to use these funds to support, sustain and develop CTE middle school and high school programs that are identified in Policy 2520.13 as long as the expense is reasonable, allowable, and allocable.

Guidance for Allowable Expenses can be found on the Powe BI called *Allowable Expenses*.

EQUIPMENT – FORMULA FUNDS

Description

Equipment grants are funds allocated from the WVDE to eligible recipients in support of maintaining, upgrading, or replacing equipment in existing CTE programs or to purchase equipment for new CTE programs.

Details

Each program of study should be evaluated each year by the instructor, administrator, and especially the advisory board to ensure that all equipment is serviceable, aligned to industry standards, and safe. These evaluations will be used to determine if the equipment within the program needs to be updated, repaired, or replaced. The purchases made must fall in line with both state and local purchasing procedures and reflect the findings of the CTE Analysis and be reflected in the CTE Plan.

Funding

This grant is formula funded. Eligible recipients will have completed a biennial CTE Analysis and have an up-to-date CTE Plan. The eligible recipient will also have a budget in place.

MULTI-COUNTY ADMINISTRATION – FORMULA FUNDS

Description

Multi-County Administration grants are allocated to the fiscal agents of the eligible multi-county career center to offset the administrative costs associated with managing the finances of the multi-county career center.

Funding

The fiscal agent receives a grant award to offset the costs of financial services provided to the multi-county career center. “This amount shall be equal to the county’s current restricted indirect cost rate times the amount of revenue received toward operation of the center from the state foundation program and other state and federal vocational funds.” (Policy 3232 §5.12(d))

CTE ACADEMIC TEACHERS GRANT

Description

Career centers may receive funds to support the personnel cost of an academic English Language Arts (ELA) teacher and/or a mathematics teacher to collaborate with CTE instructors to integrate academics into the programs of study, expand on academic concepts embedded into the technical standards and support academic retention within CTE programs.

Details

This grant is to be used to pay the salaries of the CTE ELA and/or mathematics teachers only. CTE ELA and mathematics teachers are only available to career centers.

Funding

The CTE Academic Teachers grant is based on the total amount requested to support the salaries of these positions.

SPECIAL PROJECT GRANT

Description

Special Project grants are attainable when additional funding becomes available throughout the school year. A Special Project grant, when available, is used to support specific career trainings, purchase or upgrade instructional equipment, provide professional learning, etc.

Details

These funds are used to support initiatives based on a specified industry training need or to further support CTE. Some special project funding includes: Albert Yanni Scholarship and Hospitality Administration.

Funding

Special Project grants are available by application.

ACE ADVANTAGE BLOCK GRANT

Description

Funds will be allocated to county boards of education for each Advanced Career Education (ACE) student enrolled in a program of study based on Full Time Equivalency (FTE). The per pupil allocation will vary by county. These funds will be utilized to reduce tuition costs for program offerings at the institution.

Details

ACE Advantage funds are awarded to institutions to operate and manage ACE programs. This includes salaries/stipends, equipment, curriculum, testing fees, etc. The intent of ACE Advantage funds is to reduce and/or eliminate the overall cost for a student to attend an ACE program. The legislature provides this additional funding to support operational costs. Schools will develop a plan of how the funds will be applied to support the intent of the legislation (lowering the cost). Schools may choose to reduce tuition for all programs, not charge books/fees, eliminate tuition, etc. Schools will submit their ACE Advantage plan to the WVDE annually.

Funding

The ACE Advantage Block is part of the state aid funding formula based on FTE.

ACE PROGRAM BLOCK – FORMULA FUNDS

Details

Eligible recipients receive funding based on enrollment and indicators for the state-approved programs of study that they offer. This data is derived from the certified ACE dashboard that they complete by July 31 each school year. Enrollment is calculated using an FTE of 1080 hours.

FTE Calculation

Calculated FTE
 ***FTE is calculated based on the WVDE minimum required contact hours.***

NOCTI

Overview

NOCTI provides CTE state-approved programs of study with a credible means of verifying the knowledge and skills expected by industry.

NOCTI has been added to *Policy 2340 – "West Virginia Measures of Academic Progress" and Policy 2520.13 – "West Virginia College- and Career-Readiness Programs of Study/Standards for Career and Technical Education"*, thus ensuring all state-approved CTE completers have an opportunity to demonstrate their skill attainment on an equal and consistent assessment across the state and nation.

NOCTI provides schools, counties, and state entities with the ability to accurately assess student and program needs, gaps, growth, and/or strengths, thus creating a high-quality CTE ecosystem across the state.

NOCTI and the WVEIS have developed and implemented a communication tool to assist schools in easily transferring student data and assessment results between platforms, alleviating time management challenges, and duplication of information for school personnel.

STUDENT BENEFITS:

- Find their technical strengths and areas that need improvement
- Receive a score report and/or certificate for their portfolio
- Potential to earn college credit, the *Governor's Workforce Credential (GWC)*, and industry-recognized credentials/certifications

INSTRUCTORS/SCHOOLS BENEFITS:

- Track student growth throughout the program
- Analyze data to identify individual and program strengths and gaps
- Provide instructors with data to support program improvement goals

Technical Assessments

ACCOMMODATIONS

Accommodations are available for students through the WVEIS and can be assigned by site coordinators or instructors. For CTE technical assessments, the WVDE recognizes the following accommodations from a student's current IEP/504 Plan's state assessment accommodations.

- P13 – Text to Speech
- P14 – Human Read Aloud
- P24 – Translator (Human)
- T09 – Separate Setting – small group
- T10 – Separate Setting – one-to-one
- T14 – Flexible Scheduling
- T17 and T19 – 50% Extended Time
- T18 – Simplified Test Directions
- T20 and T22 – 100% Extended Time

However, only P13, T17, T19, T20, and T22 can be sent to NOCTI via WVEIS. If testing accommodations change after students have been sent to NOCTI, they must be manually updated.

PRE-TESTS

Pre-tests are optional, online assessments designed to provide a baseline measurement of student knowledge and skills prior to instruction.

Administrators and instructors may collaborate with student leadership teams to analyze pre-test results, establish instructional goals, and guide classroom planning. Pre-tests also allow instructors to identify specific standards that require emphasis before post-testing.

Pre-tests are administered during the school year in which the student will complete the post-test. The WVDE will pay for one pre-test per student per program of study.

POST-TESTS

Post-tests are online technical assessments are used to measure skills attainment within a program of study and progress toward earning an industry-recognized credential. While the WVDE establishes assessment requirements, districts retain local flexibility and make the final decisions regarding when students are ready to be assessed.

Once a student completes a post-test, the CTE applications in WVEIS verify that the required coursework has been properly transcribed before the student is counted as a completer for the program of study. If coursework is complete, the student will carry over.

Students enrolled in multiple state-approved programs of study must complete a post-test for each program of study unless the required post-tests are identical. When assessments are identical, the single test score will be applied to both programs of study.

The WVDE pays for one post-test per program of study; retakes are the responsibility of the school or district.

Post-test results determine student eligibility for:

- Governor's Workforce Credential (GWC)
- Workforce Competency Credential
- College credit on qualifying assessments
- Certifications on approved partner tests

For information on required assessments by program of study, visit *wvde.us*. Questions regarding assessment alignment should be directed to the appropriate WVDE program of study coordinator at 304-558-2389.

Proctoring Requirements for Pre-tests and Post-tests

Tests may not be administered by the classroom teacher or an instructor in a related field. Tests must be proctored by an instructor in an unrelated field or other school personnel (e.g., counselor or administrator)

Session Options:

- Tests may be administered in one, two, or three sessions.
- Session length is determined by dividing the total time by the number of sessions.
- Once a session begins, it must be completed.

Testing Location:

- Tests must be administered onsite at the school or through NOCTI remote proctoring for students not physically present.

Scheduling:

- Test Window: September 1 – June 30
- Schools determine specific date and time for each session.
- Post-test may be administered at a minimum of 30 calendar days after the pre-test.

PERFORMANCE TESTS

Performance tests are hands-on, onsite assessments that allow students to demonstrate technical skills in real-world scenarios.

- Tests are conducted and evaluated by local business and industry representatives.
- Students rotate through a series of skill-based stations.
- NOCTI recommends evaluating four to six students per evaluator at one time.
- Performance test results are NOT used by the WVDE for reporting, but must be entered into the NOCTI system for scoring and credentialing.

Performance tests are optional and must be purchased by the school or district. To receive discounted pricing ($8.00), performance tests must be ordered at the same time as post-tests. Schools or districts are responsible for all associated costs, including materials. Additional guidance is available in the NOCTI Site Administrator How-to Guide.

RETAKES

Students may retake a NOCTI post-test once before completing their program of study. The retake is paid for by the school/district.

- A five-day waiting period is required after the initial test before a retake can be ordered.
- For reporting and credentialing purposes, a student's highest score is retained and used.

Workforce Entry Score

The Workforce Entry Score, also referred to as the Criterion-Referenced Cut Score, represents the minimum level of competency required for entry-level employment in a specific field. This score is considered NOCTI's passing score.

- Cut scores are determined by groups of 10-15 subject matter experts (SMEs) from across the United States.
- SMEs include educators and industry professionals with at least three years of current experience.
- When an assessment is revised, the cut score is also re-established.
- Cut score development begins when an assessment is released in September and is finalized in July.
- Final passing scores are determined by the SMEs based on assessment difficulty.

Governor's Workforce Credential Score

The GWC score is the cut score for the top 10% of all test takers (past and present) on a specific NOCTI assessment. GWC scores are recalculated annually to reflect new assessment data.

Resources

NOCTI provides a wide range of technical assessment resources designed to support student workforce readiness and success in future careers or postsecondary education. These resources help administrators, instructors, and students prepare for assessments, document achievement, and track progress toward credentials.

Available resources include assessment blueprints, digital study guides, micro-credentials, remote proctoring, student certificates, and work-based learning tools.

BLUEPRINTS

NOCTI blueprints provide an overview of the skills measured on each post-test aligned to a state-approved program of study. Each blueprint identifies:

- The standards and competencies assessed.
- The percentage of the test dedicated to each standard.

Blueprints are optional instructional resources and are not required for testing. Instructors may use them to guide instruction and better prepare students for post-tests. Blueprints for all state-approved CTE programs of study are available on the WVDE website.

DIGITAL STUDY GUIDES

Digital study guides are available for NOCTI-developed post-tests and include:

- 30 practice questions per guide
- A teacher dashboard to monitor student progress

Please note that assessments from partner organizations may not include a study guide. Digital study guides are accessible anywhere students have internet access.

Study guides must be ordered by the NOCTI site administrator or co-coordinator. However, only the instructor can retrieve the assigned username (token) and password (PIN).

REMOTE PROCTORING

NOCTI remote proctoring is available when students are unable to test onsite at school. This option:

- Costs $25.00 per student per assessment
- Must be ordered through Shop NOCTI
- Is not paid for by the WVDE

STUDENT CERTIFICATES

Students who achieve qualifying scores on NOCTI assessments may earn the following certificates:

West Virginia Workforce Entry Certificate

Awarded to students who score at or above the Workforce Entry Score on their program of study state-approved technical assessment.

Workforce Competency Credential

Awarded to students who score at or above the Workforce Entry Score on a NOCTI-designed post-test.

College Credit

NOCTI partners with the National College Credit Recommendation Service (NCCRS) to offer college credit equivalencies for qualifying assessments.

- Students scoring 70% or higher on eligible post-tests may earn college credit, subject to acceptance by the postsecondary institution.
- NOCTI provides a College Credit Report to qualifying students.

STUDENT LOCKER

The Student Locker serves as a centralized portal where students can access:

- Assessment reports
- Certificates and credentials
- College credit report
- Work-based learning timecards and certificates

WORK-BASED LEARNING (WBL)

Work-based learning connects classroom instruction with real-world job experience. Its purpose is to provide students with authentic, hands-on learning opportunities that may lead to entry-level employment.

West Virginia uses a statewide WBL tracking system within NOCTI, which includes opportunities in Community Apprenticeship and/or On-the-Job Training (OJT) apprenticeships.

Students create timecards to document activities, which are approved by instructors. Certificates are generated to verify participation and commitment.

System

The NOCTI system supports multiple user roles, including site coordinators, instructors, proctors, and students. Account functionality varies by role and may include:

- Ordering assessment
- Assigning accommodations
- Viewing reports
- Accessing instructional and testing resources

ROLES AND RESPONSIBILITIES

Site Coordinators

Site coordinators (administrators or designees) are responsible for overseeing and managing the NOCTI assessment process at the school. This role ensures that assessments are implemented correctly, that data is accurate, and that testing practices support continuous program improvement.

Key responsibilities include:

- Setting up and maintaining the NOCTI system for the school/district
- Coordinating the NOCTI technical review and entering required school data
- Ordering pre-tests, post-tests, digital study guides, and other assessment resources
- Providing the test codes to the proctor
- Scheduling pre-tests and post-tests administration dates
- Coordinating make-up testing, late arrivals, and early dismissals
- Assigning and managing testing accommodations

Site coordinators also monitor assessment results and generate reports to evaluate individual, program, and school-level performance. These reports are used to identify strengths, gaps, and opportunities for improvement and to support data-driven decision-making.

Co-Coordinators

The Co-Coordinator supports the administration and management of the NOCTI assessment system and has the same system access and permissions as the Site Coordinator. This role ensures continuity of assessment operations and provides additional support for testing logistics and system management.

Co-Coordinator accounts must be reactivated annually. This yearly reactivation ensures appropriate system access, data security, and role alignment with current school or district assignments.

Instructors

Instructors prepare students for pre-tests and post-tests by delivering meaningful instruction aligned to workplace expectations. Through their NOCTI accounts, instructors can access reports, practice questions, and assessment data to support continuous program improvement and track student growth.

PROCTORS

All NOCTI assessments must be administered by a proctor who is not the classroom instructor or an instructor in a related field. Proctors are responsible for:

- Distributing assessment and user codes
- Reading test instructions
- Monitoring test security
- Collecting materials
- Completing required documentation

STUDENTS

Students use assessment results to understand their technical strengths and areas of growth. Test data can help students set performance goals for their Simulated Workplace companies.

Through NOCTI, students can access reports and certificates for personal portfolios and may earn:

- Governor's Workforce Credential (GWC)
- Workforce Competency Credential
- College credit
- Industry-recognized certifications

Business & Industry Reviews

All Simulated Workplace stakeholders complete Business & Industry (BI) Reviews to ensure participating companies maintain high-quality standards and to identify areas where technical assistance may be needed. These reviews are conducted through the NOCTI platform by directors and administrators, instructors, student leaders, advisory or craft committee members.

B&I Reviews are designed to be supportive, not punitive, and serve as structured checkpoints to guide continuous program improvement. They help ensure programs remain responsive, aligned with industry expectations, and focused on student success.

Each role is responsible for completing a specific number of reviews per company per year.

Role	Annual Frequency (per company)
Director/Administrator	1
Instructor	2
Student Leader	2
Advisory Board	1

Through consistent, role-based participation in B&I Reviews, stakeholders collectively uphold program quality, strengthen industry alignment, and support meaningful technical assistance where needed.

Data Reports

NOCTI provides a variety of reporting tools to help students, instructors, schools, and districts analyze performance and support continuous improvement. Available reports include Standard Reports, Competency Reports, and WVDE-customized Site/Instructor Summary Reports.

B&I REPORT

The B&I Reports display a comprehensive summary of all reviews completed. This report is accessible through the NOCTI system and can be reviewed by administrators, instructors, and students.

CTE ANNUAL IMPACT REVIEW

The CTE Annual Impact Review Report provides a high-level overview of school and district performance, including:

- number of high school participants
- number of middle school participants
- number of concentrators
- number of completers
- number of students meeting/exceeding the workforce entry score
- average attendance rate; graduation rate, and placement after graduation
- number of B&I Reviews completed
- work-based learning data (hours, students, and business partners);
- workforce data pertinent to your area

The report also includes a program of study overview, highlighting:

- Year-over-year growth
- Top-performing students (GWC and college credit earners)
- Standards and competencies assessed on the NOCTI post-test, including the average number of correct responses for each standard or competency

SITE/INSTRUCTOR SUMMARY REPORTS

Site/Instructor Summary Reports are WVDE-customized, easy-to-read reports that highlight key performance indicators.

- The top section compares average student pre-test and post-test performance to the workforce entry score, state average, national average, and the GWC.
- The bottom section provides a standards-based analysis, comparing student performance on individual standards to state and national averages.

STANDARD/COMPETENCY REPORTS

Standard/Competency Reports offer detailed student-level and classroom-level data. These reports allow educators to closely examine proficiency in specific standards and competencies measured by each assessment.

WORK-BASED LEARNING REPORT

Work-Based Learning Reports offer a comprehensive review of student participation in WBL experiences, including documentation hours, placement, and partners.

FAQ

WILL NOCTI ASSESSMENTS BE USED AS A FINAL GRADE?

The WVDE does not require NOCTI post-test results to be used as a final grade. Schools and/or districts may decide locally how assessment results are applied.

HOW ARE THE OUTCOMES OF NOCTI USED BY THE WVDE?

The results are used

1. to fulfill the state technical assessment requirements
2. by the WVDE for the accountability system
3. to serve as one of the GWC criteria

DO ADULT STUDENTS HAVE TO PARTICIPATE IN THE NOCTI POST-TEST?

Adult students enrolled in the secondary programs (grade 14) must complete all secondary program requirements, including but not limited to participating in the NOCTI post-test. Students enrolled in ACE programs (Grade 18, adults-only) are not required to take the NOCTI post-test. All students seeking to sit for the Electrical Journeyman License must complete the NOCTI assessment and meet the identified cut score per Policy 2520.13.

WILL NOCTI AFFECT MY SCHOOL'S COMPLETER NUMBERS?

Policy 2520.13 defines a "CTE Completer" as a student who completes the following state-approved requirements:

- **four courses as defined within a CTE program of study, and**
- **career/industry specific technical assessment.**

Post-test scores do not affect completer status. WVEIS verifies coursework completion after the post-test is taken.

IS THERE A MINIMUM SCORE A STUDENT MUST ATTAIN?

Each NOCTI post-test has a Workforce Entry Score (Criterion-Referenced Cut Score) established by industry professionals and SMEs. While this score represents the competency level for entry into the workforce and is considered NOCTI's passing score, students are encouraged, but not required, to meet this benchmark.

ARE THE ASSESSMENTS TIMED?

Yes. Each assessment has a defined time limit listed in the program's blueprint. Schools may administer assessments in one to three sessions..

HOW OFTEN ARE THE NOCTI ASSESSMENTS REVIEWED AND UPDATED?

Most NOCTI assessments are reviewed every three years to ensure alignment with current industry practices. Information technology assessments are reviewed annually. Minor updates are made as needed, while major revisions involve nationwide business and industry experts and typically take one year to complete.

IS THE NOCTI TEST THAT TEACHERS TAKE TO EARN THEIR WEST VIRGINIA TEACHER CERTIFICATION CREDENTIALS THE SAME AS THE NOCTI STUDENT TEST?

Teacher certification exams are more in-depth. NOCTI has updated its assessments to better align teacher and student tests while ensuring both reflect current industry standards.

DOES THE STATE COVER ADULT STUDENT TESTING?

The WVDE covers adult testing only for the electrical technician program of study, as passing the NOCTI assessment is required to sit for the Journeyman licensing exam. Other adult testing costs must be arranged directly with NOCTI.

WHAT TO DO IF A STUDENT DOES NOT APPEAR IN THE NOCTI SYSTEM?

Students must be enrolled in a state-approved CTE course to be sent to NOCTI through WVEIS.

CAN MOBILE DEVICES SUCH AS IPADS BE USED TO TAKE THE NOCTI ASSESSMENT?

Yes. NOCTI supports Chromebooks and most Android tablets and iPads manufactured since 2010, provided browser requirements are met. Schools must test devices using NOCTI's online practice assessment before deploying them on a large scale.

WHY DO I NOT HAVE ANY STUDENTS IN THE CTE SNAP SCREEN?

Students must be enrolled in a CTE course before they are populated to the CTE SNAP screen.

A STUDENT IS SHOWING THAT A TEST CODE HAS BEEN ORDERED FOR THEM, BUT THE STUDENT DID NOT TEST. HOW DO I GO ABOUT GETTING THIS STUDENT A TEST CODE?

The test code was ordered in the previous school year and has expired. Contact the Office of CTE to request an expiration extension.

Work-Based Learning

Overview

Classroom 2 Career (C2C) is a work-based learning initiative launched by the WVDE to provide students with authentic work experiences related to technical instruction and academic competencies. Work-based learning:

- builds in-depth technical and employability skills,
- strengthens student interview skills and competencies,
- establishes industry relationships,
- increases employment rates postsecondary,
- raises passage rates on industry credential/certification exams,
- promotes job commitment and engagement rates,
- creates a strong and more diverse talent pipeline,
- promotes more robust community engagement in the schools and CTE programs, and
- provides realistic expectations of work experiences.

The *C2C Navigator website* is a resource dedicated to the initiative. The project is an ongoing collaboration between K-12 and higher education that highlights college and career options for West Virginia students. Counselors, students, families, and the broader community can access helpful information about colleges, the military, entrepreneurship, work-based learning, and other resources to guide postsecondary decisions and career options beyond high school.

Opportunity Categories

There are two categories of work-based learning opportunities: community apprenticeship, and on-the-job training apprenticeship.

COMMUNITY APPRENTICESHIP – CLASSROOM DRIVEN

Opportunities that connect community experiences with classroom and civic responsibilities while implementing Simulated Workplace protocols. These opportunities are group activities that students are completing for a Simulated Workplace community partner.

Opportunity Attributes:

Finance: Unpaid
Location: Classroom
Partner: Simulated Workplace

ON-THE-JOB TRAINING APPRENTICESHIP – EMPLOYER DRIVEN

Opportunities that are established by a CTE course, that blends classroom instruction with work experience, where students work with an employer for a specific period. These opportunities are typically individual and on-the-job.

Opportunity Attributes:

Finance: Unpaid or paid
Location: Worksite
Partner: Include a partnership and formal agreement between the school and the participating business.

Partnerships

The WVDE offers a variety of resources to help administrators/coordinators/instructors with their WBL programs.

HOW DOES WBL BENEFIT A COMPANY

This one-page document can be used to share how a company may benefit from a WBL partnership.
How Does WBL Benefit My Company?

TRAINING AGREEMENT

The training agreement allows all parties (student, teacher, school/county, and employer) to identify their roles and responsibilities in creating a successful WBL experience. The training agreement may contain the following:

- contact information for the student, school/county, and employer;
- whether the opportunity is paid or unpaid;
- the job title;
- dates of employment;
- the date of the safety training and who provides it;
- the hours the student works;
- the roles and responsibilities of the student, the school/county, and the employer; and
- the signature of all parties.

Sample WBL Training Agreement

TRAINING PLAN

The training plan identifies the skills and academic/technical competencies the student will learn while employed.

Sample WBL Training Plan

WORKSITE EVALUATION

The worksite evaluation is a site review before a student is placed with an employer. This evaluation would be performed during your initial discussion with a worksite.

Sample WBL Worksite Evaluation

STUDENT EVALUATION

The student evaluation is performed by the employer and the work-based learning coordinator/instructor to evaluate the career-readiness skills the student is learning through their experience.

Sample WBL Student Evaluation

FINAL EXIT SURVEYS

The student, parent, and employer complete the final exit survey to obtain feedback on the WBL program. The feedback from this survey may be used to improve WBL experiences, provide guidance to employers, and improve student skills.

Sample final exit survey for:

- *Employer*
- *Parent*
- *Student*

BEST PRACTICES

Many schools already have work-based learning opportunities. However, over the years, CTE standards and partnerships have changed. By taking an inventory of current opportunities, you can build a database and evaluate the opportunities for relevancy.

- Are these opportunities still relevant to your students?
- Do students have a good experience with this opportunity?
- What standards and/or workplace skills are the students learning?
- Can you categorize the opportunities into programs of study and career opportunity categories?
- How does the employer evaluate your student's career skills?
- Are the opportunities being offered to students equally and fairly?
- Are there any programs of study that do not currently have an opportunity available?
- Are all federal, state, and local laws and policies being followed?

When evaluating your WBL opportunities, it is important to distinguish between trackable and instruction-based activities. Trackable work-based learning involves students providing a product or service to an a third party as part of an authentic, real-world work experience. Activities that are solely instructional or classroom-based do not qualify as trackable WBL. By taking stock of your current WBL opportunities, you can identify areas where experiences may be enhanced to better prepare students for employment and create pathways to full-time careers. This process also helps uncover gaps in WBL placements and supports the development of new partnerships that can expand meaningful learning opportunities for students.

Exploring Career Options

Students should explore careers based on their interests, skills, and work values. *Career One Stop* is a site students can use to take assessments to explore careers based on the assessment results. The assessment results align with O*NET, allowing students to view information about that career. This career information includes knowledge, skills, ability, personality, technology, educational requirements, and job outlook.

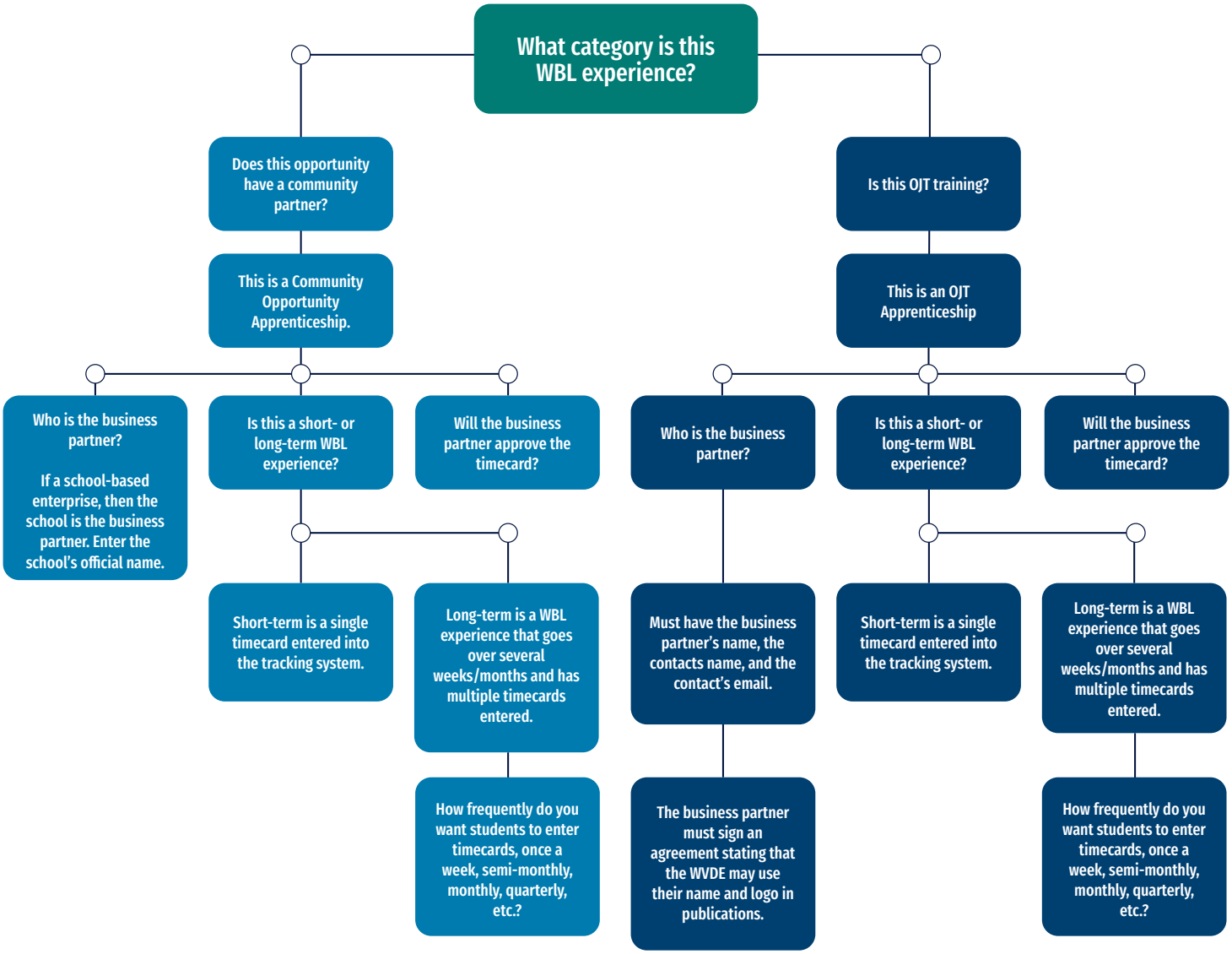
- *Interest Assessment* – This assessment asks a series of questions about your interests.
- *Skills Assessment* – This assessment explores your ability to perform specific tasks.
- *Work Value* – This assessment evaluates what you consider the most important and least important of your work values.
- *My Next Move* – Another way to explore what to do for a living.

Tracking System

The tracking system allows students to document WBL experiences.

CREATING A WBL EXPERIENCE – INSTRUCTOR

When creating a WBL experience, consider this chart:



CREATE A TIMECARD – STUDENT

The tracking system is designed to mimic the real-life submission of a timecard. Students must enter the timecards and submit to the instructor for approval.

Students will need to know the following information:

- WBL experience
- Name and preferred method of date entry (clock-in/clock-out or bulk entry)
  - *if required to enter a description of activities performed*
- How frequently the timecards must be submitted

Students will create a timecard and enter the time as directed.

MANAGE AN OPPORTUNITY IN THE WORK-BASED LEARNING TRACKING SYSTEM

Timecard Submission/Approval – Instructor

Students will need to know the frequency at which the timecards must be submitted and if the opportunity requires a single timecard or multiple.

If only a single timecard is submitted, students will submit it for their instructor's review.

If there are multiple timecards, students will submit the timecard for their instructor's review and, upon the approval of the timecard, create a new one until the opportunity is complete.

The tracking system does not generate an email when a student has submitted a timecard. The instructor will need to periodically check the system or designate a day/date when the timecard will be submitted.

Instructors have three options for processing the timecard.

- **Deny** – This returns the timecard to the student for correction. Instructions may be given by the instructor on the issue and why the timecard was denied.
- **Approve and Send to Business** (OPTIONAL) – The instructor approves the timecard and sends the timecard to the business partner (on the timecard, this is the supervisor's name and email).
- **Approve and Finalize** – The instructor approves the timecard. If the opportunity is over, then the opportunity can be sent for certification. If not, then additional timecards may be entered.

Timecard Submission/Approval – Student

Students will submit timecards based on the instructor's desired submission deadlines. To submit the timecard, the student will click the submit timecard button. A message is displayed stating that the status of the timecard is pending the instructor's approval.

Students will need to check the submitted timecard to be notified if the timecard was "approved" or "denied" and returned to the student for editing.

Certificates

Certificates are generated after the student's first timecard has been approved. Certificates are updated with the school year, the opportunity name, and the number of hours each time a timecard is approved by the instructor.

Archive Opportunities – Instructor

In preparation for the next school year, instructors will be able to archive any opportunities that are not continuing the following year.

BEST PRACTICES

How do students enter time onto a timecard?

The tracking system simulates the process of entering a weekly or biweekly timecard. Students will submit a timecard for approval, whereas if they were employed, they would send it to their payroll office for processing. The WVDE recommends that a process is put in place for entering time, reviewing the timecard, and submitting the timecard. This process can be defined depending on which method you want students to enter time on the timecard. The work-based learning tracking system offers two methods of time entry: clock in/clock out and bulk.

Method 1: Clock in/Clock out Time Entry

Clock in/clock out allows the student to enter the start and stop time to the timecard. Then, the system will automatically calculate the time to the minute.

Example 1: A student is working in a simulated workplace restaurant/bakery. The restaurant/bakery has received a catering request. The student will be helping prepare food for the catering event. The student will enter the time they started and stopped preparing food into the timecard.

Method 2: Bulk Time Entry

Bulk time entry allows the student to enter the hours and minutes spent on a specific task.

Example 2: A student participates in classroom observations for their Early Childhood Classroom Assistant Teacher (ECCAT) program. They go to Ms. Smith's third-grade class every Friday for four hours. Once a month, the student is required to enter the dates and hours the observation occurred. So, the student will have one time entry showing 16 hours (four hours each Friday for four weeks).

FAQ

HOW FREQUENTLY SHOULD A STUDENT ENTER A TIMECARD FOR APPROVAL?

If students are to be given a genuinely simulated experience, timecards should be either weekly or biweekly. However, the system allows for flexibility, and instructors may require their students to submit the timecard once a month, once every nine weeks, once a semester, or once a year. The WVDE recommends that a date/day is set for the submission, as the system does not notify you when a timecard is pending approval. You must log into the system to check for timecards or certificates pending your approval.

IS THE TIMECARD REQUIRED TO BE APPROVED BY THE BUSINESS PARTNER?

No, this is optional.

If you send the timecard for business partner approval, the business partner will receive an email. The email will contain all the information the student has submitted on their timecard for the partner to review. The partner will select approve or deny in the email, and the system will log the response. The business partner can perform this approval without a NOCTI account.

ARE THERE HOW-TO GUIDES THAT DEMONSTRATE HOW TO USE THE TRACKING SYSTEM?

Yes. How-to guides are accessed within the NOCTI system once the user logs into the system.

Notes



Michele L. Blatt
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