

2018-20 Strategic Plan

Department of Education, Central Office Operations [201]

Mission

The mission of the Virginia Department of Education is to lead and facilitate the development and implementation of a quality public education system that meets the needs of students and assists them in becoming educated, productive, responsible, and self-reliant citizens.

Vision

The vision of the Virginia Department of Education, in collaboration with the Governor, the Secretary of Education, the General Assembly, the Virginia Board of Education, local school boards, and education stakeholders and parents, is to create an excellent system of public education that prepares every Virginia for success.

Values

As employees of the Virginia Department of Education we will:

1. Dedicate our efforts toward excellence in public education through continuous improvement.
2. Earn the respect, trust, and confidence of elected and appointed officials, those with whom we work, and the public in every day interactions by being a positive role model and treating all persons in an evenhanded and courteous manner.
3. Commit to the highest ideals of honesty, integrity, and the stewardship of public resources by protecting the department's assets and ensuring their proper and efficient use.
4. Comply with all applicable laws, regulations, and policies.
5. Promote policies and programs in accordance with the Department's Statement of Non-Discrimination and the Commonwealth's EEO policy, supporting the rights and recognizing the needs of all citizens regardless of race, sex, age, religion, creed, country of origin, or disability.
6. Maintain the confidentiality of information entrusted to us by preventing unauthorized disclosure.
7. Expose through appropriate means and channels any discovered evidence of corruption, misconduct, or neglect of duty.
8. Strive for professional excellence of the highest caliber by enhancing professional knowledge, skills, and abilities for ourselves and our colleagues.
9. Adhere to the principle that the public's business should be conducted in the public view by observing and following both the letter and the spirit of the Virginia Freedom of Information Act.
10. Abide by Department of Education policies, Virginia's Standards of Conduct for Employees, and related regulations.
11. Avoid the appearance of conflict of interest by not engaging in activities that may be inconsistent with the State and Local Government Conflict of Interest Act or the Public Procurement Act.
12. Uphold these principles in adhering to this Code of Ethics.

Finance

Financial Overview Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium	61,297,187	46,317,981	61,297,187	46,317,981
Changes to Initial Appropriation	650,000	400,000	3,222,415	10,300,948

(Changes to Initial Appropriation will be 0 when the plan is created. They will change when the plan is updated mid-biennium.)

Customers

Anticipated Changes to Customer Base

While the Department of Education serves a number of customers on a daily basis, the main customers are the 132 local school divisions in the Commonwealth, and the families of students in k-12 public schools in Virginia. There are no major anticipated changes to the Department's customers.

Current Customer List

Predefined Group	User Defined Group	Number Served Annually	Potential Number of Annual Customers	Projected Customer Trend
State Agency(s),	Board of Education (members)	9	9	Stable
General Assembly	General Assembly members and staff	140	140	Stable
Governor	Governor/Governor's Office	1	1	Stable
Governor	Secretary of Education	1	1	Stable
Resident	Families of K-12 Students	2,054,416	2,054,416	Increase
Taxpayer	General Public	8,470,020	8,470,020	Stable
Local or Regional Government Authorities	Public school divisions	132	132	Stable
Local Government Employee	Division Superintendents	132	132	Stable
Local Government Employee	Instructional Personnel in public schools	99,188	99,188	Stable
Local Government Employee	Principals and Assistant Principals in public schools	4,487	4,487	Stable
Local Government Employee	Public school division staff	1,000	1,000	Stable
Local or Regional Government Authorities	Public school boards	132	132	Stable
Consumer	K-12 Public schools	1,809	1,809	Stable
Student	K-12 Public school students	1,293,049	1,293,049	Increase
Consumer	Private schools for students with disabilities licensed by VDOE	124	124	Stable
Student	Students with disabilities in public schools	168,943	168,943	Increase
Higher Education Institutions	Virginia colleges and universities who receive special education grant funding to provide technical assistance	11	11	Stable
Local Government Employee	Licensed special education teachers	11,658	11,658	Stable
Higher Education Institutions	Virginia colleges and universities approved to offer programs to prepare instructional personnel	36	36	Stable
Organization	Virginia Career Switchers Program Providers	4	4	Stable
Consumer	Out of state educational agencies (public schools, non-public schools, institutions of higher education, other Department's of Education, etc.)	0	0	Increase
State Government Employee	Virginia Department of Education (VDOE) Salaried and Wage Employees	334	334	Stable
Federal Agency	U.S. Department of Education (USED)	1	1	Stable

Partners

Name	Description
Institutions of Higher Education	Work collaboratively to provide approved programs to prepare instructional personnel.
Private Organizations	Work collaboratively to offer services and products to school divisions.
Professional Organizations	Attend meetings on a regular basis and respond to requests for information and guidance. Work collaboratively to offer services and products to school divisions.
State and Federal Agencies	Respond to formal and informal requests for information. Work collaboratively to offer services and products to educators, parents, students, and citizens.

Agency Goals

• Accountability for Student Learning

Summary and Alignment

The Board of Education and the Department of Education will support accountability for all public schools by establishing policies that help schools increase the academic success of all students, especially those who are at-risk or in underperforming school systems. Incorporating student academic progress and narrowing the achievement gap into the accountability system will provide for a more comprehensive identification of student achievement. Using improved longitudinal data systems, the Board and Department will monitor schools' progress in closing achievement gaps among groups of students.

In 2018, the Department of Education implemented the Board of Education's revised Standards of Accreditation that set forth new graduation requirements and school accreditation ratings based on multiple school quality indicators. In 2019, the Department of Education launched Virginia is for Learners, the Commonwealth's commitment to make sure every public school student is ready to thrive after graduation. The Board and Department also redesigned the School Performance Report Card to make it more effective in communicating to parents and the public the status and achievements of the public schools and local school divisions. The Board also revised their comprehensive plan for 2018-2023, citing equity in our schools, teachers and school leaders and implementation of the recent revisions state's accreditation system, including accountability and graduation requirements, as priority areas moving forward.

Objectives

» Support school divisions in the interpretation of state assessment data and in the use of local assessment practices to inform instruction

Description

The Student Assessment Office manages the various statewide assessment programs. These programs currently include the Standards of Learning testing program, the Virginia Alternate Assessment Program, the ACCESS for ELLs test that is used to measure the progress of Limited English Proficient students in learning English, and the National Assessment of Educational Progress. In addition, the Office supports school divisions in the interpretation of test data and in the implementation of local assessment practices to inform instruction.

Objective Strategies

- Manage test development, administration, scoring and reporting of results
- Support school divisions in the interpretation of test data and the implementation of local assessment practices to inform instruction

Measures

- ◆ Number of training sessions for school division staff on SOL test data interpretation and the implementation of local assessment practices to inform instruction.

» Increase the number of schools rated Accredited.

Description

The Office of School Quality promotes student learning and achievement by assisting low-performing schools and school divisions in the implementation of effective instructional strategies and best practices. The responsibilities of the Office of School Quality include school-level and division-level academic reviews, school improvement planning, and innovative programs.

Objective Strategies

- Assist with school improvement planning
- Implement school-level and division-level academic reviews
- Provide support to low-performing schools and school divisions in implementing effective strategies to improve student outcomes

Measures

- ◆ Percentage of high-poverty schools identified for state intervention that are provided state-directed technical assistance and support
- ◆ Percentage of schools rated fully accredited
- ◆ Percentage of schools fully accredited in the Governor's designated high-poverty communities

» Provide targeted technical assistance to school divisions that have schools with the greatest needs and student subgroups at risk, based on indicators established by the Department of Education.

Description

The Office of School Quality promotes student learning and achievement by assisting low-performing schools and school divisions in the implementation of effective instructional strategies and best practices.

Objective Strategies

- School improvement planning
- School-level and division-level academic reviews
- Provide support to low-performing schools and school divisions in implementing effective strategies to improve student outcomes

Measures

- ◆ Percentage of critical-need divisions receiving technical assistance and targeted professional development

» **Increase the high school graduation rate.**

Description

The Virginia On-Time Graduation Rate is based on four years of longitudinal student-level data in the Commonwealth's Educational Information Management System. The Virginia On-Time Graduation Rate takes into consideration student mobility, changes in student enrollment, policy and instructional practices such as 9th-grade retention. The formula also recognizes that some students with disabilities and limited English proficient (LEP) students are allowed more than the standard four years to earn a diploma and are still counted as "on-time" graduates.

Objective Strategies

- Assist with school improvement planning
- Implement school-level and division-level academic reviews
- Provide support to identified high schools in implementing strategies to increase the number of on-time graduates

Measures

- ◆ Percentage of high school students who exit high school with a diploma

• **Rigorous Standards to Promote College and Career Readiness**

Summary and Alignment

The Board of Education and the Department of Education will continue to raise the bar on standards for public schools in Virginia to ensure global competitiveness. Our schools will lead the nation in rigor and quality and our students will compete and excel in postsecondary education and/or in the global workplace. Building on the success of the Standards of Learning (SOL) program and to better prepare students to compete in today's global economy, more rigorous and relevant standards and expectations are being and will continue to be implemented that meet national and international benchmarks for college and career readiness. Particular emphasis will be placed on supporting the attainment of literacy and mathematics skills for all students, pre-Kindergarten through grade 12.

To advance rigorous standards and promote college and career readiness, the Board of Education, in conjunction with the Department of Education, will:

- Review and revise the Standards of Quality (SOQ) and the Standards of Accreditation (SOA);
- Review and revise the Standards of Learning (SOL);
- Adopt rigorous cut scores for state assessments;
- Adopt list of recommended textbooks;
- Approve substitute tests for verified credit;
- Approve lists of industry certification examinations, occupational competency assessments, and licenses;
- Approve additional courses to satisfy graduation requirements; and
- Review and approve increased graduation requirements from local school divisions.

Objectives

» **Increase the number of students receiving Computer Science education in all grades**

Description

Knowledge of the basic concepts and practices of Computer Science in addition to the development of workplace skills needed in Computer Science-related jobs enable students to be eligible for educational opportunities in college and in postsecondary work.

Legislation approved by the 2016 General Assembly requires that the Standards of Learning include computer science and computational thinking, including computer coding. Computer Science education, which includes computational thinking provides students opportunities to acquire knowledge and develop skills that are useful in several subjects such as Mathematics, Science, English, History and Social Science, and more. Computer Science Standards of Learning for grades K-12 will provide guidance to local school divisions on instruction, assessment, and more.

Objective Strategies

- Develop Computer Science Standards of Learning
- Develop Computer Science Curriculum Framework to support the Standards
- Coordinate teacher professional development in Computer Science integration and computational thinking through partnerships with higher educational agencies and non-profit organizations

Measures

» Increase the number of children reading proficiently by the third grade.

Description

Research shows that by age 7, most children are reading. Some take longer than others, and some need extra help. Staff from the Department of Education provide technical assistance and training to local division personnel to help ensure that children receive the right kind of help in their early years, so reading difficulties that can arise later in their lives can be prevented. Reading is essential for success in school, and the impact of reading failure on academic achievement has been well established. Legislation from the 2012 General Assembly revised the Standards of Quality to ensure local school divisions use funds appropriated for prevention, intervention, and remediation to create reading intervention services to students in grades 3 and 4 who demonstrate reading deficiencies prior to promoting the student from grade 3 to 4 or grade 4 to 5. The budget for the Early Intervention Reading Initiative was increased to serve 100% of students in grades kindergarten through 3 who are identified for services.

Objective Strategies

- Early Intervention Reading Initiative

Measures

- ◆ Percentage of third graders passing the third grade reading Standards of Learning test

» Increase the proportion of high school students earning an Advanced Studies Diploma.

Description

While both the Standard Diploma and the Advanced Studies Diploma prepare students for post-secondary education and the career readiness required by the Commonwealth's economy, the Advanced Studies Diploma shall be the recommended diploma for students pursuing baccalaureate study. To graduate with an Advanced Studies Diploma, a student must earn at least 24 or 26 standard units of credit, depending on when he or she entered ninth grade, and at least nine verified units of credit: • Students who entered ninth grade for the first time during and after 2011-2012 must earn at least 26 standard units of credit. • Students who entered ninth grade before 2011-2012 must earn at least 24 standard units of credit. Beginning with students entering ninth grade for the first time in 2013-2014, a student must successfully complete one virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma.

Objective Strategies

[Nothing Entered]

Measures

- ◆ Percentage of high school students earning the Advanced Studies Diploma

• Expanded Opportunities to Learn

Summary and Alignment

The Board of Education and the Department of Education will put in place policies and guidelines for initiatives that expand learning opportunities for all children. These policies relate to high-quality charter schools, college partnership laboratory schools, online learning programs, and additional Governor's Science, Technology, Engineering, and Mathematics (STEM) academies, which can provide options for parents and students while allowing communities and educators to create innovative instructional programs that can be replicated elsewhere in the public school system.

To expand opportunities to learn, the Board of Education, in conjunction with the Department of Education, will:

- Review and approve innovative programs;
- Revise the criteria, application and procedures for charter school applicants;

- Revise the criteria, application and procedures for college partnership laboratory school applicants;
- Review charter school applications and determine if they meet the Board's criteria;
- Review and approve college partnership laboratory school applications;
- Review and revise criteria for multidivision online providers;
- Approve the establishment of Governor's Science, Technology, Engineering and Mathematics (STEM) Academies; and
- Approve the establishment of Governor's Health Sciences Academies.

Objectives

» Increase the number of technology-based resources available to schools

Description

The Office of Technology Innovation identifies, develops, and disseminated high-quality resources in a variety of media and formats for students, parents, teachers, and school leaders. These technology-based resources help schools improve teaching, learning, and school management.

Objective Strategies

- Develop and disseminate high-quality digital content and resources to address statewide needs and priorities
- Provide tools and systems to promote digital content production, use, and sharing among students, educators, and families
- Provide exemplars to model the development and use of high-quality digital resources for students and teachers

Measures

- ◆ Number of resources disseminated to education stakeholders to enable them to effectively use technology to improve teaching, learning, and school management.

» Increase the number of students offered opportunities to learn about Computer Science.

Description

The Office of Technology and Virtual Learning in collaboration with the Office of Science, Technology, Engineering, and Mathematics; the Office of Career and Technical Education, and other offices will provide opportunities for students to learn about Computer Science. Learning opportunities will include non-traditional approaches that may include performance-based assessments, internships, externships, and more. Objective Strategies • Develop Computer Science Standards of Learning • Consideration for increased teacher certification or endorsement opportunities • Consideration for Increased student credentialing or certification opportunities • Increased Computer Science education professional development opportunities Increased communication to students and communities related to Computer Science career opportunities

Objective Strategies

[Nothing Entered]

Measures

» Increase the number of students served by Virtual Virginia

Description

The Distance Learning and Electronic Classroom Service Area (Virtual Virginia) expands student access to high-quality, rigorous online courses and provides instructional resources for educators. Virtual Virginia offers Advanced Placement, world language, core academic, and elective courses to students across the Commonwealth through a secure, Web-based environment.

Objective Strategies

- Develop a searchable course platform that includes information about Virtual Virginia courses, courses offered by local school boards, instructional resources for educators, and courses made available to Virginia students by approved multidivision online providers
- Provide Economics and Personal Finance course hosting services and professional development for divisions

Measures

- ◆ Number of students enrolled in Virtual Virginia courses

» Expand the General Educational Development (GED) program.

Description

The Tests of General Educational Development (GED) are developed by the GED Testing Service (GEDTS) to enable persons who have not graduated from high school to demonstrate the attainment of abilities normally associated with completion of a high school program of

study. The new GED 2014 battery of four tests measures the skills considered to be the major outcomes of a high school education and purports to prepare adult learners for college and careers. The tests are based on adult education college and career readiness standards for adult learners and require test takers to use computer technology to take the test.

Objective Strategies

- Use state Race to GED funds to offer additional GED classes in regional adult education and literacy programs, contact and counsel students needing to complete testing or to retest, through outreach initiatives, recruitment and retention of students, and the establishment of additional Pearson VUE computer-based testing centers.
- Conduct GED professional development for adult education teachers
- Provide technical assistance to adult education and literacy programs

Measures

- ◆ Number of High School Equivalency (HSE) test takers that earn a certificate

» **Increase the number of students enrolled in Advanced Placement, International Baccalaureate, or dual enrollment courses.**

Description

The Department of Education provides leadership in encouraging school divisions to provide expanded access to high-quality, rigorous courses.

Objective Strategies

[Nothing Entered]

Measures

- ◆ Percent of students enrolled in one or more Advanced Placement, International Baccalaureate, or dual enrollment courses

» **Increase the career readiness of high school students enrolled in Career and Technical Education programs.**

Description

The Career and Technical Education Office provides leadership for implementation of rigorous and comprehensive programs designed to reflect the workplace in a global economy and prepare students to succeed in post-secondary education and careers.

Objective Strategies

- Partner with business and industry to design and provide high quality, dynamic programs that adapt and respond to technology, workforce needs, and elevate the economy.
- Implement rigorous comprehensive programs of study that are aligned to the Standards of Learning, delivered by highly qualified instructors, and resulting in industry-recognized portable credentials.
- Provide a results-driven system that demonstrates a positive fiscal, societal, and economic impact.

Measures

- ◆ Percentage of career and technical education completers graduating with an Advanced Studies Diploma
- ◆ Percentage of students passing the Board of Education-approved skills assessments, industry credentialing examinations, and state licensure examinations

• **Nurturing Young Learners**

Summary and Alignment

The Board of Education and the Department of Education will work cooperatively with partners to promote new and innovative partnerships to help ensure that all young children are ready to enter kindergarten with the skills they need for success. To ensure all young children are ready to enter kindergarten with the skills they need, the Board of Education, in conjunction with the Department of Education, will:

- Collaborate with education partners;
- Support the Virginia Preschool Initiative (VPI), the Title I Preschool Program, the Early Childhood Special Education Program, the Smart Beginnings Local Coalitions, Virginia Quality Initiative, and the Head Start programs;
- Review and revise Virginia's Foundation Blocks For Early Learning: Comprehensive Standards for Four-Year-Olds and associated tools and aligned curricula;
- Strengthen the quality of instruction and interactions in VPI and Early Childhood Special Education Program classrooms;
- Support coordination and alignment between pre-Kindergarten programs and the k-12 school system;
- Collaborate with UVA and the Kindergarten Readiness Initiative as the 2018 General Assembly has mandated all school divisions to assess kindergarten students by the 2019-2020 school year;
- Collaborate with UVA to implement CLASS observations in all VPI classrooms by the end of the 2019-2020 school year;
- Support the Preschool Development Birth-Five Grant by collaborating with sub-grantees and early childhood communities.

Objectives

» **Increase the number of at-risk four-year-olds who are being served by the Virginia Preschool Initiative.**

Description

The Division of School Readiness provides technical expertise and leadership for the Virginia Preschool Initiative. This initiative provides quality preschool programs for at-risk four-year-olds who are not served by Head Start. Sixty percent of school divisions use 100% of their allocated slots. There are school divisions that use 100% of their allocated slots and have additional children on the waiting list. Funds need to be reallocated to school divisions that can use the funds to serve additional students.

Objective Strategies

- Reallocate unused slots

Measures

- ◆ Number of at-risk children served in the Virginia Preschool Initiative

• **Properly Licensed and Effective Educators**

Summary and Alignment

The Board of Education and the Department of Education will establish policies and standards that strengthen the preparation, recruitment, and retention of the best and brightest of Virginia's educational personnel, including their meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools.

To advance this goal, the Board of Education, in conjunction with the Department of Education, will:

- Approve education programs offered by Virginia's colleges and universities;
- Maintain a Licensure Website that provides directions on how to apply for or renew a license; as well as contact information for approved programs and career switcher representatives;
- Properly license and endorse educators according to the Virginia's Licensure Regulations for School Personnel; and
- Provide technical assistance to school personnel in local school divisions, Institutions of Higher Education, Department of Education employees and to the general public.

Objectives

» **Increase the pool of teachers entering the profession through the career switcher program to teach in general and critical shortage areas.**

Description

The Career Switcher Program providers are all certified by the Department of Education. The program provides an alternative pathway to teaching for individuals interested in teaching who have not completed a teacher preparation program but who have considerable life experiences, career achievements, and academic backgrounds that are relevant for teaching in pre-Kindergarten through grade 12.

Objective Strategies

- Provide guidance, technical assistance, and oversight to the Career Switchers Programs
- Process state mentor funds to support career switchers in the first year of teaching

Measures

- ◆ Number of individuals enrolled in and who have completed the career switcher programs each year

» **Enhance the quality of Virginia's teaching force by promoting and encouraging teachers to seek National Board Certification (NBC).**

Description

The National Board for Professional Teaching Standards improves teaching and student learning. National Board Certified Teachers are accomplished educators who meet high and rigorous standards. Teachers who achieve National Board Certification have met rigorous standards through intensive study, expert evaluation, self-assessment and peer review.

Objective Strategies

- Support Virginia's National Board List Serve
- Provide state incentives for National Board Certified teachers

Measures

- ◆ Number of teachers who become nationally board certified each year

• Sound Policies for Student Success

Summary and Alignment

The Board of Education and the Department of Education will provide leadership to develop and implement the provisions of state and federal laws and regulations in effective and efficient ways to improve and expand opportunities for all of Virginia's schoolchildren to excel academically.

To advance sound policies, the Board of Education, in conjunction with the Department of Education, will:

- Develop, submit, and implement the state's federal accountability plan under the Every Student Succeeds Act of 2015;
- Continue to monitor progress of schools, divisions, and the state in meeting accountability requirements;
- Publically report status of Virginia public schools;
- Respond to the increased demand for data related to ESSA programs;
- Conduct periodic review and revision of Board of Education regulations that have not undergone such review in significant years; and
- Review and revise guideline documents to update as necessary to comport with state or federal legislative changes.

Objectives

» Improve the success of special education students enrolled in state-operated programs and private schools for students with disabilities.

Description

The Office of Specialized Education Facilities and Family Engagement (SEFFE) is responsible for educational services in state-operated programs, including hospitals, juvenile detention centers, mental health facilities, and the Wilson Workforce and Rehabilitation Center. The office also monitors state-licensed private schools for students with disabilities for compliance with state and federal requirements. The office includes a parent ombudsman and a family engagement specialist who help parents and advocates work collaboratively with school divisions to resolve concerns and navigate special education processes. SEFFE also provides leadership and guidance to the State Special Education Advisory Committee (SSEAC) and to local advisory committees (LAC). To accomplish its mission, SEFFE provides technical assistance and monitoring of the educational programming provided to students enrolled within the state-operated programs and private schools for students with disabilities. SEFFE conducts site visits of its educational facilities to ensure adherence to the requirements of the Individuals with Disabilities Education Improvement Act (IDEA 2004), Section 504 of the Rehabilitation Act of 1973, Section 22.1-7 of the Code of Virginia, the Regulations Governing Special Education Programs for Children with Disabilities in Virginia (the Virginia Regulations), and the Regulations Governing the Operation of Private Schools for Students with Disabilities. The purpose of the technical assistance and monitoring framework is provide a focus on improving educational results and outcomes for students with disabilities through the use of results driven accountability and to provide greater supports to the educational facilities, the local education agencies from where these students come from and return to, and the students' families so as to improve outcomes for children and youth placed in non-traditional educational settings

Objective Strategies

- Develop effective methods to monitor compliance with federal and state education and civil rights laws
- Monitor and administer licensing of private schools for student with disabilities
- Review and approve request for changes to licensing of an established private school for students with disabilities
- Review and approve request for licensing of a new private school for students with disabilities
- Investigate complaints filed against private schools for student with disabilities and work collaboratively on a corrective action plan to address and remediate any noncompliance
- Provide technical assistance to educational facilities, local education educational agencies, and families
- Ensure that the education facilities are providing ongoing parent consultation
- Provide workshops, webinars, conferences, and etc. targeted to local educational agencies, educational facilities, and families on how to work collaboratively to improve student outcomes
- Promote the use of mediation as the means to resolve disputes that cannot be resolved at the local level

Measures

» **Maximize the use of federal education funding in the state education agency (SEA).**

Description

The Department of Education's Office of Fiscal Services is responsible for disbursing payments to school divisions, including entitlement payments and state and federal reimbursement requests; enhancing and providing technical support for the Online Management of Education Grant Awards (OMEGA) system; reporting required state and federal financial information; and providing technical assistance related to payments, reports and compliance to locality and Virginia Department of Education employees. For grants awarded under the Every Student Succeeds Act of 2015, the Office of ESEA Programs is responsible for: • Determining annual sub-grantee allocations for each award in accordance with formula or competitive grant requirements; • Reviewing and approving federal program applications, revisions, and amendments at levels 5 and 6 in the OMEGA system; • Reviewing and approving budget transfer requests at levels 5 and 6 in the OMEGA system; • Reviewing and approving reimbursement requests at level 5 in the OMEGA system; • Monitoring spend-down requirements and reallocating funds for program as necessary and allowable; • Providing sub-grantees with periodic spend-down reminders and to minimize occurrences of unspent funds; • Periodically monitoring sub-grantee processes for budgeting and spend-down during the federal program monitoring process; and • Providing annual training and individualized technical assistance as needed on these processes.

Objective Strategies

- Providing technical assistance related to payments, reports, and compliance to school divisions
- Reporting required state and federal financial information

Measures

» **Provide excellent fiscal and human resource management of the agency.**

Description

The Department of Education's administrative goal is to provide excellent customer service when delivering or completing statutory and regulatory requirements or discharging supervisory responsibilities. The agency provides the staff and logistical support services necessary to implement the policies and regulations of the Board of Education, to keep the Board informed of its constitutional and statutory obligations, and to assist the Board in meeting those obligations. The services are viewed as an important component for the organization's performance management that results in (1) delivery of ever-improving value to internal and external customers, ultimately contributing to improved education quality and student learning; and (2) improvement of overall organizational effectiveness, efficiency, and capabilities.

Objective Strategies

- • Conduct sound policy and regulatory analysis
- • Conduct training
- • Provide technical assistance and on-site monitoring
- • Coordinate resources

Measures

» **Improve the success of special education students enrolled in the public schools.**

Description

The Division of Special Education and Student Services provides technical expertise and leadership in the areas of professional development, parental involvement, and the interpretation of federal and state initiatives, policies, regulations and guidelines. The division provides workshops and other training opportunities for educators and works collaboratively with public and private agencies, associations, foundations and consortia to address educational needs and concerns. The division provides technical assistance regarding laws and regulations, federal IDEA monitoring and accountability, due process procedures and hearings, interagency agreements (such as the Comprehensive Services Act), school health programs, Medicaid reporting and parent information programs.

Objective Strategies

- Provide technical assistance regarding laws and regulations, federal monitoring and accountability, and due process procedures and hearings
- Provide local incentive grants to improve teacher use of evidence based education practices

Measures

- ◆ Percentage of special education students who pass statewide assessment tests
- ◆ Percentage of youth with disabilities graduating from high school with an Advanced or Standard Diploma

» **Implement the programmatic, regulatory, and fiscal requirements of federal and state programs that promote student achievement.**

Description

The Every Student Succeeds Act (ESSA) provides federal funds to school divisions to support a broad array of local activities to enhance student achievement through one or more of the following programs: (1) Title I programs for disadvantaged students; (2) Title II programs to prepare, recruit, and retain high quality teachers; (3) Title III programs to support language instruction for English learners and immigrant students; (4) Title IV, Part A, programs to support a well rounded education, safe and healthy students, and the effective use of technology; (5) Title IV, Part B programs to provide student support and academic enrichment grants, and to provide afterschool programs that extend learning for students; and (6) Title V to provide support for rural schools.

Objective Strategies

- Review and revise funding applications to comply with ESSA requirements
- Conduct an annual application submission and approval process, including review of each grant funding application
- Monitor application changes and grant reimbursements through the state OMEGA system
- Conduct annual training on program, regulatory, and fiscal requirements
- Conduct periodic federal program monitoring for all programs to ensure compliance with grant requirements
- Provide individualized technical assistance to grantees as needed

Measures

- ◆ Percentage of all students meeting federal graduation indicator benchmark
- ◆ Percentage of all students meeting federal mathematics benchmarks
- ◆ Percentage of all students meeting federal reading benchmarks

» **Enhance the quality of services provided to students with disabilities through monitoring and complaint investigations.**

Description

The Office of Special Education Program Improvement provides guidance and oversight to the development of successful programming for students with disabilities in public school settings. This office is responsible for the collection and submission of all State Performance Plan/Annual Performance Report (SPP/APR) special education data. In collaboration with the Office of School Improvement this unit supports low-performing schools and divisions to implement research based effective practices for students with disabilities with an emphasis on increasing success for students while in school and in post-school outcomes. The Office of Special Education Program Improvement also oversees the evaluation and compliance of programming for students with disabilities through Results Driven Accountability (RDA) as identified through the Individuals with Disabilities Education Act (IDEA). This monitoring framework is intended to balance focus on improving educational results and outcomes for students with disabilities. By doing so, it provides greater supports to local education agencies in improving results for children and youth with disabilities, and their families. The Office of Dispute Resolution and Administrative Services provides and manages the following activities required by IDEA: • Conducts special education complaint investigations regarding alleged violations of federal or state law or regulations. This includes ensuring that any findings of noncompliance are corrected within the mandated time frame. • Manages the special education mediation system for special education disputes. • Manages the due process hearing system for special education disputes. In addition, the Office of Dispute Resolution and Administrative Services performs the following functions: • Provides training to school division personnel on special education compliance. • Provides technical assistance to stakeholders, including parents and local school division personnel on special education compliance issues. • Develops guidance documents on issues related to special education compliance, both internally and in conjunction with other SESS staff. • Provides guidance on FERPA and FOIA. • Assists with the development of regulations and with legislative matters. • Coordinates with other state agencies on Children's Services Act matters.

Objective Strategies

- Develop effective methods to monitor student results and compliance with federal laws
- Provide technical assistance to local education agencies
- Create a report to the public on critical state performance plan targets for results and compliance
- Coordinate the development and implementation of the State Systemic Improvement Plan

Measures

- ◆ Percentage of noncompliance findings corrected within the federally required timelines

» **Improve the post-school opportunities for students with disabilities.**

Description

The Office of Special Education Instructional Services assists school divisions in the implementation of instructional programs and practices for students with disabilities, early childhood (preschool) through high school graduation, and related services. The unit provides statewide technical assistance on a regional basis as well as disability-specific services. Additionally, leadership is provided in the area of assistive technology and for special education programs in local and regional jails. The Office also manages the state's Training/Technical Assistance Centers, Accessible Instructional Materials Center, Autism Center for Excellence, Deaf/Hard of Hearing Center. The Office also provides overall leadership and technical assistance to programs for children with high-incidence and low-incidence disabilities. This unit will also serve as the Virginia Department of Education's liaison to the Virginia School for the Deaf and Blind.

Objective Strategies

- Assistive technology for special education programs
- Technical assistance on a regional basis and disability-specific services
- Provide local grants to promote innovative instruction and transition practices that promote school completion, employment and post-secondary training
- Create high quality employment and post-secondary programs in under-served parts of the state
- Promote professional development for teachers, parents, paraprofessional, related service and transportation providers

Measures

- ◆ Percentage of youth with disabilities graduating from high school with an Advanced or Standard Diploma

• **Safe and Secure Schools**

Summary and Alignment

The Board of Education and the Department of Education will provide leadership to create safe and secure school environments.

To create safe and secure school environments, the Board of Education, in conjunction with the Department of Education, will:

- Conduct periodic review and revision of Board of Education regulations that have not undergone such review in significant years;
- Review and revise guideline documents to update as necessary to comport with state or federal legislative changes; and
- Continue collaborations for prevention programs in schools.

Objectives

» **Implement a pupil transportation service that informs school division transportation personnel of federal and state requirements.**

Description

The Support Services office provides technical assistance to local school divisions on pupil transportation and school facilities issues. Pupil Transportation Services develops school bus specifications, conducts trainer certification, division staff training, and updates pupil transportation regulations. Facilities Services provides technical assistance on matters of school planning, construction, maintenance, and school security.

Objective Strategies

- Conduct trainer certification
- Develop school bus specifications
- Provide technical assistance and training to local school divisions
- Update pupil transportation regulations
- Conduct bus fleet assessments
- Collect and maintain informative data

Measures

» **Fully utilize School Nutrition funds.**

Description

The School Nutrition Programs office administers the following United States Department of Agriculture programs: National School Lunch, School Breakfast, Afterschool Snack, Summer National School Lunch and Summer School Breakfast, seamless summer option, Summer Food Service Program, the At-Risk afterschool meal component of the Child and Adult Care Food Program, Fresh Fruit and Vegetable grant programs (FFVP) and the Virginia Farm to School program. Federal reimbursement funds are distributed through the Virginia Department of Education to participating school divisions, private schools, residential child care institutions and non-school child nutrition program sponsors for meals and snacks served to children. VDOE school nutrition program staff conducts ongoing training, provides resources, technical assistance and on-site monitoring to ensure regulatory compliance and program improvement. The guiding vision is to assure that every Virginia child has access to good, healthy food at school and the resources to make healthy choices that will enhance academic success, physical performance and promote lifelong wellness.

Objective Strategies

- Conduct training
- Provide technical assistance and on-site monitoring
- Coordinate resources

Measures

- ◆ Percentage of school divisions that increased their reimbursements from federal school nutrition program funds

» **Promote safe and supportive environments in Virginia's public schools.**

Description

The Office of Student Services provides on-going technical assistance, written guidance, and evidence-based professional development to school divisions to: increase the safety and well-being of students and staff ; enhance the teaching and learning environment; promote the healthy social, emotional and physical development of children and youth; and achieve academic and personal success for students, in concert with families and the community. The Virginia Tiered Systems of Supports (VTSS), which serves as the organizational framework for the programs and supports provided by this office, aligns academics, behavior, and social-emotional wellness into a single decision-making framework to establish the supports needed for schools to be effective learning environments for all students. Programs support the alignment and integration of the instruction of academics, positive social and emotional behaviors, appropriate student discipline and interventions, and addresses disproportionately of student gap groups while promoting daily attendance and preventing truancy and dropout. Students experiencing child abuse and neglect, foster care placement and/or homelessness, and living in military families efforts are supported by this office. Also included in this office are school health services, family life education, mental health promotion, trauma informed services, school psychology, school social work, and school counseling. Staff members also provide technical assistance for issues related to the Children's Services Act and Medicaid reimbursement to local school divisions, school/community awareness of drug use prevention and intervention, school health advisory boards, homebound services, the Superintendents-Judges Liaison Committee, and the Attendance Advisory Council and the Student Conduct and Support Services Committee.

Objective Strategies

- Oversee programs that directly support students
- Provide technical assistance

Measures

- ◆ Number of schools that receive training, technical assistance and/or coaching to support their implementation of the Virginia Tiered Systems of Supports (VTSS).
- ◆ Percentage of school divisions that receive technical assistance training on creating a positive school climate, attendance promotion and truancy intervention, career and academic planning, physical and mental health promotion and intervention services
- ◆ Percentage of schools in their third year of Virginia Tiered Systems of Supports (VTSS) implementation that are implementing universal (schoolwide) VTSS with fidelity.

Major Products and Services

The staff of the Department of Education focus efforts on promoting leadership and service among administrators and educators who teach the children enrolled in Virginia's public schools. The department also provides resources and services that directly impact children and their schools, including:

- Distributing funds and providing assistance to school divisions in accounting, budget, pupil transportation, school nutrition programs, facilities and energy and procurement.
- Assisting school divisions in the design and implementation of instructional programs.
- Assisting the Board, the Governor and the General Assembly in the development of legislation, regulations and policies that promote

student achievement.

- Providing timely and accurate information about public education.
- Providing expertise and leadership regarding special education in professional development, parental involvement, and the interpretation of federal and state initiatives, policies, regulations and guidelines.
- Managing test development, administration, scoring and reporting of results for the various statewide assessment programs, including enhancements to the state assessment program.
- Implementing regulations governing Virginia's approved education preparation programs and regulations for the licensure of school personnel.
- Providing a program of training, consulting services and current information to educators to enhance the use of educational technology and adult and career education.
- Providing training workshops, professional development and technical assistance related to school finance, facilities, pupil transportation, school nutrition, special education, instruction, assessment, teacher education and licensure, student support, school health, career and technical education, and technology issues.
- Reporting required data and information to state and federal officials.
- Managing and analyzing education data and making it publicly available.
- Providing technical assistance to schools that do not meet the accreditation benchmarks and/or federal accountability requirements.
- Providing comprehensive and ongoing technical assistance and professional development to division-level staff responsible for *Every Student Succeeds Act (ESSA)* program implementation, monitoring, and support. Monitoring division-level program implementation and providing support as needed.

In 2018, the Department of Education implemented the Board of Education's revised Standards of Accreditation that set forth new graduation requirements and school accreditation ratings based on multiple school quality indicators. Currently, the Board of Education is developing recommendations to the Standards of Quality, with a focus on more equitable distribution of resources. The Board also revised their comprehensive plan for 2018-2023, citing equity in our schools, teachers and school leaders and implementation of the recent revisions state's accreditation system, including accountability and graduation requirements, as priority areas moving forward. In 2019, the Department of Education launched Virginia is for Learners, the Commonwealth's commitment to make sure every public school student is ready to thrive after graduation.

Performance Highlights

Updates to the Standards of Accreditation, which are the regulations setting the expectations for education programs, graduation requirements, and school effectiveness, include the development of the *Profile of a Virginia Graduate* and reforms to school accreditation.

The *Profile* describes the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them "life-ready," and prepared to succeed in the evolving economy. The *Profile* articulates four broad areas that are key to preparing students for life after high school – *content knowledge, workplace skills, community engagement and civic responsibility, and career exploration*. It also includes increased career exposure, exploration, and planning beginning in the elementary grades. In the high school grades, there is an emphasis on increased opportunities for internships, and work and service-based learning experiences to achieve workplace and citizenship skills.

In addition, each school will be held accountable for attainment on multiple school quality indicators, based on performance benchmarks. Performance benchmarks measure actual performance or improvement or decline in performance over time, or a combination of the two, for each school quality indicator. Based on achievement and school improvement, schools and divisions will receive differential levels of oversight and support from the Virginia Department of Education to ensure continuous improvement toward the goal of a quality education for all students.

Staffing

Authorized Maximum Employment Level (MEL)	334
Salaried Employees	294
Wage Employees	44
Contracted Employees	12

Key Risk Factors

Several factors will have a significant impact on the agency over the next several years.

The demographic of the aging state work force provides challenges in maintaining institutional knowledge and expertise within the agency. School divisions also face challenges in hiring qualified educators in certain critical subject areas, and to work in hard-to-staff schools. Additionally, the agency has limited staff and budget resources; however, expectations by stakeholders, federal mandates, and the need for technical assistance to school divisions, continues to increase.

Continued investment of resources is integral to improving student performance, especially given the high expectations reflected in increasingly rigorous Standards of Accreditation and efforts to close achievement gaps among student groups. Many local school systems find it difficult to stretch existing resources to serve higher percentages of students who are from low-income backgrounds, or who have limited English proficiency. While resources are not increasing in many localities, our expectations are high and continue to increase for all students.

While most Virginia schools continue to show overall student academic growth, the Board recognizes the constitutional and shared responsibility to ensure that all children in the Commonwealth, regardless of their circumstances, have access to a quality education that prepares them for a successful, healthy, and fulfilling life. To reach this goal, based on feedback from public hearings and written correspondence, the Board established the following priorities through its *Comprehensive Plan: 2018-2023*:

- To promote equitable access to high-quality, effective learning environments for all students;
- To advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders; and
- To ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system for school quality as embodied in the revisions to the *Standards of Accreditation*.

Management Discussion

General Information About Ongoing Status of Agency

In addition to the day-to-day services provided by the Department of Education, the agency provides for implementation of many of the Governor's and General Assembly's priorities related to K-12 education.

The Department also assists the Board of Education in addressing its goals as articulated in the Board's Comprehensive Plan. To ensure that all children in the Commonwealth have access to a high-quality education that prepares them for successful, healthy, and fulfilling lives, the Board developed the following priorities as outlined in the comprehensive plan:

- Priority 1: Provide high-quality, effective learning environments for all students
- Priority 2: Advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders
- Priority 3: Ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system for school quality as embodied in the revisions to the *Standards of Accreditation*

Information Technology

A significant function of the Virginia Department of Education includes the collection, analysis, and communication of information about Virginia's public schools, students, and educators. As a result, the agency has a strong information management process that allows for the efficient transfer and analysis of data, while maintaining the highest level of quality and data security possible.

The Office of Education Information Management (EIM) is responsible for collecting valid, reliable student data necessary for calculating and reporting state and federal accountability results and other educational statistics as required by state code, federal law or regulation. EIM also provides support to school divisions for the collection, storage, and use of local education data.

The Office of Systems Development and Databases develops and maintains software solutions that enable all other offices within the agency to perform regulatory duties effectively and efficiently. Additionally, the group provides the tools and interface with local school divisions to meet Federal, State, and Board of Education reporting requirements and measurements.

The Office of Research conducts objective analyses and scientifically-sound research in support of the agency's strategic goals and objectives. They also work to strengthen relationships with a diverse group of research partners, translating research findings into actionable information for policymakers, educators, parents and students, and serves as the liaison for key research centers and activities. The Office of Research serves as the agency's administrator for the Virginia Longitudinal Data System.

Estimate of Technology Funding Needs

Workforce Development

The demographic of the aging agency work force provides challenges in maintaining institutional knowledge and expertise within the agency. Effective July 1, 2018, approximately 11.2 percent of the Department of Education's work force was eligible to retire with unreduced benefits. Approximately 23% of the workforce is retirement eligible within five years. Many of these employees are in supervisory or management roles. This challenge is compounded by position reductions and the hiring approval process in place for many state agencies. With limited staff and increasing expectations due to federal and state mandates and initiatives, the agency is stretched to capacity.

As a strategy to manage reduced staff resources, the Department of Education's Risk Management and Internal Controls Program stresses that managers cross-train for critical business functions by developing up-to-date written documentation to support critical functions and to adequately train backup personnel. In some situations it is difficult to schedule time for training backup personnel because staff time is spent on keeping workload current.

Physical Plant

The Department of Education leases several floors of office, utility, and storage/warehouse space in the James Monroe Building from the Department of General Services. The agency has reduced non-office space the last several years as part of its budget reductions. Most employee office, storage, and utility spaces are smaller than those of other agencies in state government. Many of the office cubicles are over 35 years old, and carpet and other furnishings need replacement. Efforts will be made to provide improved space for employees as resources allow. Any improvements are funded with unexpended agency balances saved for this purpose. The agency has modernized its teleproduction studio with new Web-enabled equipment that requires less space than older production equipment. The agency has installed security doors on each floor to secure employees and secure records.

Supporting Documents

Title	File Type
VDOE Vision, Mission and Code of Ethics	Link
Virginia Board of Education Comprehensive Plan 2018-2023	Link
Virginia Board of Education Annual Report 2017	Link

Public Education Instructional Services [18101]**Description of this Program / Service Area**

The Public Education Instructional Services service area assists local school divisions in the design and implementation of instructional programs with emphasis on the implementation of high academic standards designed to increase student achievement. The division provides technical expertise and leadership in the areas of professional development, parental involvement, positive educational environments and the interpretation of federal and state initiatives, policies, regulations and guidelines. The division provides workshops and other training opportunities for educators and works collaboratively with public and private agencies, associations, foundations and consortia to address educational needs and concerns.

Instruction in Virginia's public schools is guided by the Standards of Learning. The standards describe the commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history and social science, technology, computer technology, computer science, the fine arts, world language, health and physical education and driver education. Another major component of instructional programs is Career and Technical Education (CTE) which is driven by technology, changes in the workforce, and workforce and labor market needs. It is delivered through comprehensive programs of study based on the nationally-recognized career cluster framework. CTE is results-driven with emphasis on the application of academic, technical, and employability skills for program completers that lead to industry-valued credentials. The CTE curriculum is designed in collaboration with business and industry to provide high-quality, dynamic, relevant programs that prepare students to succeed in further education and careers.

Mission Alignment

This service area directly aligns with the Department's mission of leading and facilitating the development of a high-quality public education system that meets the needs of students and assists them in becoming educated, productive, and responsible citizens. The key elements of standards, assessments, resources, training, technical assistance, and student programs are the core of this high-quality system. This service area provides the leadership for rigorous and relevant programs designed to reflect the workplace in a global economy and prepare students to succeed in postsecondary education and careers.

Products and Services**Description of Major Products and Services**

- Provides technical assistance in setting and reviewing academic learning standards and career and technical education competencies;
- Provides technical assistance in the development and review of the state assessment program;
- Provides assistance for schools and divisions failing to meet targeted levels of student achievement;
- Provides instructional resources and training to school division personnel to assist them in delivering high-quality educational programs in an effective manner;
- Develops programs and materials and serves as a clearinghouse of information to promote best practices and professional development; and
- Provides a limited number of programs and opportunities at the student level.

Instructional services products can be found at several locations on the Department of Education Web page. These include academic standards and career and technical education competencies, numerous curriculum support documents, curriculum supplements, Web sites, posters, maps and other materials useful for providing high quality instruction. Many K-12 general education resources are located at: www.doe.virginia.gov/about/instruction/index.shtml, and include the following key documents and resources: Virginia Standards of Learning (SOL) for all subjects and grade levels; Standards of Learning Sample Scope and Sequence Guides for English and Science. English, Science, Mathematics, History and Social Science provide SOL Instructional and Training Materials. Also included are links to instructional Web-based resource pages to assist teachers and students. A sample of links include: Mali: Ancient Crossroads of Africa, Virginia Indian History and Social Science Web Site: An Online Resource for the Classroom, Virginia Studies: Ready Resources for the Classroom. NCS Mentor Graduation regulations and related high school support materials are found at: www.doe.virginia.gov/instruction/graduation/index.shtml.

CTE Planning, Administration, and Accountability Unit: Provides vision, leadership, and management of and oversight for implementation of the following:

- State and Federal Regulations
- State Plan for Secondary CTE Programs (grades 5-12)
- Local CTE Plans and Budget
- Oversight for Postsecondary CTE Programs administered by the Virginia Community College System
- Oversight for Correctional Education and Juvenile Justice CTE Programs
- Budget Management of Perkins IV and Perkins V Grant Awards
- Data collection and reporting
- Implementation of Perkins V Core Standards and Performance Measures
- Federal Program Monitoring
- CTE Civil Rights Review
- State-approved CTE program equipment list
- CTE Completer Follow-up System
- Virginia's Pathway to Industry Credentials Initiative
- Workplace Readiness Skills for the Commonwealth and assessment (CTECS test provider)

- Industry Credentials for teachers seeking an initial Virginia license with endorsement(s) in an area of CTE
- STEM-H teacher professional development and student credentials
- Comprehensive Local Needs Assessment
- Special Projects/Initiatives such as Governor’s STEM and Health Sciences Academies

CTE Curriculum and Instruction Unit: Provides vision, leadership, and management of and oversight for implementation of the following:

- Framework for state-approved CTE curriculum based on the nationally recognized 16 Career Clusters and 79 Career Pathways
- Military Science – Junior Reserve Officers’ Training Corps (JROTC)
- Curriculum development/revisions by teacher teams and industry panels
- Economics and Personal Finance Standards of Learning Review
- Career Connections (career planning K-12)
- Academic and Career Plans/Programs of Study
- Virginia Education Wizard
- Work-based learning methods of instruction
- CTE Work-Based Learning Guide Revision (HB2018 and SB1434)
- Establish the 17th Energy Career Cluster (HB2008 and SB1348)
- Dual Enrollment, Advanced Placement, International Baccalaureate, and College Level Examination Programs
- Project Lead the Way
- SCED Codes for CTE courses/programs
- Teacher licensure requirements for CTE endorsements areas
- Special Projects/Initiatives such as Microsoft IT Academy for all public high schools and CTE centers; and SREB Project-Based Learning

Both Units provide leadership, management, and oversight for the following:

- CTE Resource Center
- Career and Technical Student Organizations (8)
- Workforce labor market data and research (University of Virginia’s Weldon Cooper Demographics & Workforce Group)
- Professional development and training for CTE administrators and teachers
- Technical assistance to school divisions, VDOE staff, and general public
- Virginia CTE Advisory Committee
- Virginia Association of Career and Technical Education (Virginia ACTE)
- Virginia Association of Career and Technical Education Administrators (VACTEA)
- Professional organizations for the CTE Programs

Career and Technical Education materials can be found at: www.doe.virginia.gov/VDOE/Instruction/CTE/ and specific course competencies are located at: www.cteresource.org/tasklists/index.html.

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
Administer the Strengthening Career and Technical Education for the 21st Century Act	Perkins V Act (effective 7/1/2019)		Required	0	28,310,494
Administer the Carl D. Perkins Career and Technical Education Act	Perkins Act of 2006 (effective 07/01/07; sunset 2020); Code of Virginia §§22.1-16 and 22.1-227		Required	0	0
Develop the four -year State Career and Technical Education Plan with annual revisions . (The plan must be submitted and approved by the U.S. Department of Education). The submission deadline is April 30, 2020.	Perkins V Act (effective 07/01/19); Code of Virginia §§22.1-16 and 22.1-227		Required	0	0
Manage allocation and reimbursement of State Career and Technical Education Entitlement for Occupational Preparation and Adult Education to school divisions and regional centers	8 VAC 20-120-30 – State/Federal Financial Assistance		Required	0	7,382,548

Maintain a state equipment list and manage allocation and reimbursement of State Career and Technical Education Entitlement for Equipment to school divisions and regional centers.	8 VAC 20-120-30 – State/Federal Financial Assistance; 8 VAC 20-120-80 – Management of Equipment Inventory		Required	0	1,800,000
Manage allocation and reimbursement of State Career and Technical Education additional State funding to upgrade equipment to industry standards and to award funding through an innovative competitive grant application.	8 VAC 20-120-30 – State/Federal Financial Assistance; 8 VAC 20-120-80 – Management of Equipment Inventory; 8 VAC 20-120-30 – State/Federal Financial Assistance; 2016 Virginia Acts of Assembly – Section 20.c.3) Vocational Education Instruction Payments (pa		Required	0	2,000,000
Manage allocation and reimbursement of State Career and Technical Education Industry Certification Examinations, Licensure Tests and Occupational Competency Assessments Entitlement to school divisions and regional centers.	8 VAC20-120-30 – State/Federal Financial Assistance		Required	2,140,119	500,000
Monitor, approve, and process expenditures reimbursement requests for State Career and Technical Education Industry Certification Examinations, Licensure Tests and Occupational Competency Assessments Entitlement to school divisions and regional centers.	8 VAC 20-120-30 – State/Federal Financial Assistance		Required	0	0
Administer incentive funds for the State Jobs for Virginia Graduates initiative.	2017 Virginia Acts of Assembly - Chapter 836, amendment to Chapter 780 of the 2016 Acts of Assembly		Required	573,776	0
Administer allocation of State Career and Technical Education Resource Center funds	8 VAC 20-120-30 – State/Federal Financial Assistance		Required	298,021	0
Review and approve local career and technical education (CTE) plans and budgets annually	Perkins Act of 2006, Sections 134 and 135; 8 VAC20-120-40 – Local Career and Technical Education Plan		Required	0	0
Each local education agency or region shall establish a general CTE advisory committee.	8 VAC20-120-50 – Career and Technical Advisory Committee		Required	0	0
Serve as the VDOE liaison to the State Career and Technical Education Advisory Committee	8VAC 20-120-50 – Career and Technical Advisory Committee		Required	0	0

Manage data collection and reporting for secondary enrollment demographics; student, school, and employer completer demographics; and the Perkins accountability system.	8 VAC20-120-70 – Reporting Requirements; Perkins Act of 2006, Section 113		Required	0	0
Ensure local education agencies provide data on CTE for federal and state accountability requirements.	8VAC 20-120-70 – Reporting Requirements		Required	0	0
Ensure construction of CTE facilities comply with all federal and state regulations. (Refer to Education Department General Administrative Regulations [EDGAR])	8 VAC 20-120-90 – Construction of Facilities		Required	0	0
Ensure local CTE program receiving federal or state education funds are equally available and accessible to all persons and specifically prohibits discrimination on the basis of race, sex, color, national origin, religion, sexual orientation, gender ident	8 VAC 20-120-100 – Access to Career and Technical Education Programs; Governor’s Executive Order Number One (2018)		Required	0	0
Ensure CTE programs are competency based and meet required criteria.	8 VAC 20-120-120 – Program Requirements		Required	0	0
Review approved credentials for the student-selected verified credit option, and the Career and Technical Education and Advanced Mathematics and Technology diploma seals.	8 VAC 20-120-120.D – Program Requirements; 8VAC20-131-50. B. and C. Requirements for the Standard Diploma and Advanced Studies Diploma (effective for students entering ninth grade prior to the 2018-2019 school year); 8VAC20-131-51.B and C – Profile of a		Required	0	0
Monitor local Automotive Technology programs to ensure they are National Automotive Technicians Education Foundation (NATEF) accredited and the instructors are certified by the National Institute for Automotive Service Excellence (ASE).	Second enactment of Chapter 388 of Virginia Acts of Assembly of 2011, effective 2013-2014.		Required	0	0
Develop and maintain documentation and reference materials for all credentials	8 VAC 20-120 - Program Requirements		Required	0	0
Provide technical assistance to school divisions for compliance with Virginia State Code. the following: · Beginning	Code of Virginia §22.1-253.13:4 (D) (2); Code of Virginia §22.1-298.1 C.7		Required	0	0

with first-time ninth-grade students in the 2013-2014 school year, the standard diploma shall include a requirement to earn a car					
Monitor and ensure CTE programs comply with the state requirements · Individualized programs for students with disabilities · Cooperative education and other work-based learning experiences for students, as applicable · Maximum cla	8 VAC 20-120-130 – Individualized Programs for Students with Disabilities; 8 VAC 290-120-140 – Cooperative Education; 8VAC 20-120-150 – Maximum Class Size; 8 VAC 20-120-160 and Perkins V Act , Section 124 (c)(4); 8VAC 20-120-170 – Student Safety: Code of Virginia §22.1-253.113:1. Standard 1.D.3.b.: 8 VAC 20-131-90 Instructional Program in Middle Schools		Required	0	718,281
Coordinate annual collection of data for credentials earned by students to include in the School Quality Profile Report	Perkins Act of 2006, Section 113 (b) (2) (A) (ii)		Required	0	0
Provide technical assistance and staff development to Career and Technical Education teachers and administrators	Perkins Act of 2006, Section 124(b) (3)		Required	0	0
Develop competency based instructional materials that promote the integration of academic and career and technical education standards	Perkins Act of 2006; 8 VAC 20-120-120 – Program Requirements		Required	0	0
Review and monitor Virginia’s career resource network, including all career-related agencies, higher education institutions (public and private), and associations: · Virginia Education Wizard · Trailblazers · Dual/concurrent enroll	Perkins Act of 1006 2006, Section 118		Required	0	0
Provide leadership and support for the academic and career plan and college and career preparation programs that provide opportunities for postsecondary credit.	8VAC 20-131-140 – College and Career Readiness; Career Exposure, Exploration, and Planning; and Opportunities for Postsecondary; Perkins Act of 2006, Sections 122 and 124		Required	0	0
Provide leadership and support for new career and technical education courses and initiatives, including career clusters, career academies that prepare individuals academically and technically for high-skill, high-wage and/or high-demand occupations in	8 VAC 20-120-110 – New Career and Technical Education Programs; Perkins Act of 2006, Section 124; 8 VAC 20-120-120 – Program Requirements		Required	0	0

a					
Ensure CTE programs are based on student interest and labor market needs	8 VAC 20-120-110 – New Career and Technical Education Programs		Required	0	0
Administer the Governor’s Science, Technology, Engineering, and Mathematics (STEM) Academies	8 VAC 20-120-110 – New Career and Technical Education Programs; Perkins V Act , Section 124; (Perkins V Act - Planning Grants)		Required	0	0
Administer the Governor’s Health Sciences Academies	8 VAC 20-120-110; (Perkins V Act - Planning Grants)		Required	0	0
Administer the statewide Information Technology (IT) Industry Certifications Program for high schools and technical centers	8 VAC 20-120-120 – Program Requirements; Perkins V Act Section 124		Required	0	1,300,000
Provide leadership for the Virginia Teachers for Tomorrow and coordinate regional training	Perkins V Act , Sections 122 and 124		Required	0	0
Represent the VDOE on related professional CTE Boards on the state and national levels	Code of Virginia § 2.2-2471		Required	0	0
Serve as liaison for VDOE for Virginia’s Workforce Development System and with other workforce state agencies and the Virginia Career Education Foundation	Code of Virginia § 2.2-2471		Required	0	0
School divisions may choose to administer the High Schools That Work (HSTW) school improvement initiative; the Making Middle Grades Work (MMGW) program; or the HSTW and MMGW professional development initiatives for administrators and teachers to raise stu	Perkins V Act , Sections 135		Required	0	65,000

Anticipated Changes

Recent revisions to the Standards of Learning in English, mathematics, science, and history and social science and the accompanying assessments have required updates to existing instructional resources and creation of new resources.

The statutory requirement, effective with students entering the ninth grade for the first time in the 2013-2014 school year, that students must earn a Board of Education-approved credential to graduate with a Standard Diploma will likely increase the demand for technical assistance and training.

The statutory requirement for implementation of the Academic and Career Plan (ACP) effective in 2013-2014, beginning in middle school, all students must have an ACP that is reviewed before a student enters the ninth and eleventh grades will likely increase the demand for technical assistance and training of school counselors, administrators, and CTE teachers.

Factors Impacting

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
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Initial Appropriation for the Biennium	5,691,465	5,952,038	5,691,465	5,952,097
Changes to Initial Appropriation	-200,000	0	178,818	0

Supporting Documents

Title **File Type**

Program Administration and Assistance for Instructional Services [18102]

Description of this Program / Service Area

The Program Administration and Assistance for Instructional Services service area is responsible for interpreting and administering federal and state grants and policies related to general instruction, and providing technical assistance in the implementation of these grants and policies to all school divisions in the Commonwealth.

Mission Alignment

Through administering federal and state grants, interpreting policies and regulations, and providing technical assistance for all school divisions in the Commonwealth, this service area meets the agency mission of the development and delivery of a quality public education system that meets the needs of students and assists them in becoming educated, productive, and responsible citizens.

Products and Services

Description of Major Products and Services

- Standards of Learning and curricular resources
- Instructional technical assistance
- Summer Residential Governor’s Schools and Foreign Language Academies
- Grant applications and guidance documents
- Policy Documents
- Grant Awards
- Contracts
- Financial Reports
- Data systems and tools
- Technical Assistance for grant and contract management

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
Determine annual sub-grantee allocations for each award in accordance with ESEA formula or competitive grant requirements including funding revisions due to award changes or reallocations as necessary and allowable	Elementary and Secondary Education Act, as amended	Education Department General Administrative Regulations (EDGAR) 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards Section 200.302	Required	0	23,800
Develop, review, and approve federal ESEA program applications, revisions, and amendments at levels 5 and 6 in the OMEGA system	Elementary and Secondary Education Act, as amended Section 8304 and 8306 (Assurances)	Education Department General Administrative Regulations (EDGAR) 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards Section 200.302 and 200.308	Required	0	952,171
Review and approve ESEA program budget requests at levels 5 and 6 in the OMEGA system and reimbursement requests at level 5 in the OMEGA system	Elementary and Secondary Education Act, as amended Section 8304 and 8306 (Assurances)	Education Department General Administrative Regulations (EDGAR) 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards Section 200.302 and 200.308	Required	0	595,000

Monitor spend down requirements including providing sub-grantees with periodic spend down reminders to minimize occurrences of unspent funds	Elementary and Secondary Education Act, as amended Section 8304 and 8306 (Assurances)	Education Department General Administrative Regulations (EDGAR) 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards Section 200.302 and 200.308	Discretionary	0	47,600
Conduct programmatic and fiscal federal program monitoring of sub-grantees	Elementary and Secondary Education Act, as amended Section 8304 and 8306 (Assurances)	Education Department General Administrative Regulations (EDGAR) 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards Section 200.328	Required	0	357,000
Provide annual training and individualized technical assistance on programmatic and fiscal compliance requirements	Elementary and Secondary Education Act, as amended Section 8304 and 8306 (Assurances)		Required	0	190,400
Develop and submit to the U.S. Department of Education the SEA's consolidated application for ESEA programs and submit amendments as necessary or required	Elementary and Secondary Education Act, as amended Section 1111 (State Plans) and 8302 (Consolidated State Plans)		Required	0	119,000
Collect, submit, and certify the Consolidated State Performance Report (CSPR) to the U.S. Department of Education as required on an annual basis	Elementary and Secondary Education Act, as amended Section 1111 (State Plans) 8303 (Consolidated Reporting)		Required	0	71,400
Collect and publish teacher effectiveness data as required by the U.S. Department of Education and update the SEA's Teacher Equity plan as required	Collect and publish teacher effectiveness data as required by the U.S. Department of Education and update the SEA's Teacher Equity plan as required		Required	0	23,800

Anticipated Changes

Revisions to state and federal implementing regulations lead to numerous administrative and judicial decisions interpreting new requirements. Department of Education staff must provide up-to-the minute information on this evolving area of school law and help school personnel and parents understand the implications of the changes in state and federal laws that impact public schools.

Factors Impacting

The Department of Education assists local school divisions with implementation of the requirements under the federal Every Student Succeeds Act through professional development, technical assistance and program monitoring activities.

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
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Initial Appropriation for the Biennium	2,140,496	6,817,371	2,140,496	6,817,465
Changes to Initial Appropriation	-300,000	0	-500,000	0

Supporting Documents

Title **File Type**

Compliance and Monitoring of Instructional Services [18103]

Description of this Program / Service Area

The Compliance and Monitoring of Instructional Services service area is responsible for ensuring that all school divisions in the commonwealth comply with federal and state laws, regulations, and policies in implementation educational programs, particularly the Every Student Succeeds Act of 2015 (P.L. 114-95), the Carl D. Perkins Act of 1998, and the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)(P.L. 112-74). DOE staff collaborates with school divisions and personnel to interpret policy and monitor compliance with requirements of laws and regulations.

Mission Alignment

Through ensuring that all school divisions in the commonwealth implement federal and state laws, regulations, and policies, this service area meets the agency mission of the development and delivery of a quality public education system that meets the needs of students and assists them in becoming educated, productive, and responsible citizens.

Authority:

State requirements and authority for federal program compliance, including reporting, uses of state funds, requirements as a pass-through agency, and monitoring and audit requirements, are primarily found in:

[The Elementary and Secondary Education Act, as Amended through P.L. 114-95](#)

[Education Department General Administrative Regulations \(EDGAR\) 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#)

Products and Services

Description of Major Products and Services

Products and services include monitoring documents, policy guidance documents, and federal and state reports.

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
State requirements and authority for federal program compliance, including reporting, uses of state funds, requirements as a pass-through agency, and monitoring and audit requirements	The Elementary and Secondary Education Act, as Amended through P.L. 114-95	Education Department General Administrative Regulations (EDGAR) 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards	Required	0	0

Anticipated Changes

The Every Student Succeeds Act of 2015, which replaced the No Child Left Behind Act of 2001, required states to develop and implement new federal accountability systems. The new systems were implemented during the 2018-2019 school year. The U.S. Department of Education will continue to issue new guidance, and revise existing guidance, to comport with the new law. This will result in significant changes over the coming years.

Factors Impacting

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium				
Changes to Initial Appropriation				

Supporting Documents

Title

File Type

Adult Education and Literacy [18104]

Description of this Program / Service Area

The Adult Education and Literacy service area supports workforce development by implementing educational programs that improve adult literacy levels and increase basic education attainment in the adult population (ages 18 and older). This service area oversees educational programs for adults without a secondary education; youth, ages 16-18, who require an alternative educational program to maintain their participation in secondary education; and non-native adults for whom English is a second language.

Mission Alignment

Adult Education and Literacy, Title II of the Workforce Innovation and Opportunity Act (WIOA) leads and facilitates the development, implementation, evaluation of quality adult and alternative education programs that assist adults and youth in receiving a secondary education becoming literate in the English language, or earning an industry-recognized credential to help them become productive and responsible citizens. This program is aligned with other state agencies and programs funded through WIOA

Products and Services

Description of Major Products and Services

Product: Policy documents, such as adult assessment policies

Product: College and Career Readiness Standards for Adult Education

Product: Requests for proposals

Product: Grant application packets

Product: Grant awards

Product: Contracts

Product: Superintendent's memos

Service: Technical assistance to local programs, such as visits to help programs develop improvement plans, workshops on regulations, or phone responses to questions

Service: Staff development, such as training in using data for decision making

Service: Testing Eligibility and Administration of HSE Tests

Product: Curriculum guides for integrated education and training

Service: Professional development, such as training in grant writing

Service: Management of the statewide data system

Service: Policy interpretation

Service: Solicitation of private funding to support initiatives

Service: Collaboration with state partners for required services and new initiatives

Service: Financial management, grant management, and reimbursement of funds

Services: Support to legislative committees and commissions

Service: Guidance provided to HSE test takers

Product: Policy documents, such as adult assessment policies

Product: College and Career Readiness Standards for Adult Education

Product: Requests for proposals

Product: Grant application packets

Product: Grant awards

Product: Contracts

Product: Superintendent's memos

Service: Technical assistance to local programs, such as visits to help programs develop improvement plans, workshops on regulations, or phone responses to questions

Service: Staff development, such as training in using data for decision making

Service: Testing Eligibility and Administration of HSE Tests

Product: Curriculum guides for integrated education and training

Service: Professional development, such as training in grant writing

Service: Management of the statewide data system

Service: Policy interpretation

Service: Solicitation of private funding to support initiatives

Service: Collaboration with state partners for required services and new initiatives

Service: Financial management, grant management, and reimbursement of funds

Services: Support to legislative committees and commissions

Service: Guidance provided to HSE test takers

Product: Data systems and tools, such as the Web-based adult education data system

Product: HSE certificates and transcripts produced by credentialing service

Product: Reports - Informational, data, financial, legislative, evaluation, monitoring

Product: Combined State Plan for Workforce Innovation and Opportunity Act adult education components

Product: Title II Adult education components of the Commonwealth of Virginia Workforce Innovation and Opportunity Act Combined State Plan

Product: Alternative educational program for youth (16-18)

Product: Guidance on using the data system

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
Policy documents, such as adult assessment policies	WIOA, Title II		Required	0	0
Requests for proposals	WIOA, Title II		Required	0	0
Grant application packets	WIOA, Title II		Required	0	0
Grant awards	WIOA, Title II		Required	3,306,800	14,270,027
Contracts, Coop Agreements	WIOA, Title II		Required	0	1,503,758
Superintendent's memos	WIOA, Title II		Required	0	0
Technical assistance to local programs, such as visits to help programs develop improvement plans, workshops on regulations, or phone responses to questions	WIOA, Title II		Required	0	0

Staff development, such as training in using data for decision making	WIOA, Title II		Required	0	0
Testing Eligibility and Administration of HSE Tests	Code of Virginia, Sec. 22.1-254-2.		Required	0	0
Curriculum guides for integrated education and training	WIOA, Title II		Required	0	0
Professional development, such as training in grant writing	WIOA, Title II		Required	0	0
Management of the statewide data system	WIOA, Title II and Sec. 116		Required	0	0
Policy interpretation	WIOA, Title II		Required	0	0
Collaboration with state partners for required services and new initiatives	WIOA, Title II		Required	0	0
Financial management, grant management, and reimbursement of funds	WIOA, Title II		Required	0	0
Guidance provided to HSE test takers	Code of Virginia, Sec. 22.1-254-2.		Required	0	0
Data systems and tools, such as the Web-based adult education data system	WIOA, Title II and Sec. 116		Required	0	0
Marketing and recruitment materials, such as GED testing information	Code of Virginia, Sec. 22.1-254-2.		Required	0	0
HSE certificates and transcripts	Code of Virginia, Sec. 22.1-254-2.		Required	1,300	0
Reports - Informational, data, financial, legislative, evaluation, monitoring	WIOA, Title II		Required	0	0
Title II Adult education components of the Commonwealth of Virginia Workforce Innovation and Opportunity Act Combined State Plan	WIOA, Title II		Required	0	703,305
Guidance on using the data system	WIOA, Title II		Required	0	0
Alternative Educational Program for Youth (16-18)	Code of Virginia, Sec. 22.1-254E		Required	0	2,247,581

Anticipated Changes

The federally-required Combined State Plan for the Workforce Innovation and Opportunity Act (WIOA) titles is required to be updated by an anticipated March 2020 date. This Plan update is coordinated through the Governor's Office.

Factors Impacting

The Combined State Plan will drive high-level priorities for all WIOA title programs for the next four years. The adult education unit will conduct an open competition for another round of three-year grants in 2020; this competition will reflect the priorities set in the Combined State Plan.

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium	585,069	1,086,974	585,069	1,086,987
Changes to Initial Appropriation	0	0	0	0

Supporting Documents

Title **File Type**

Special Education Instructional Services [18201]

Description of this Program / Service Area

The special education instructional services area plans and implements technical assistance and professional development for the provision of special education and related services to students with disabilities age 2 through 21.

Mission Alignment

This service area aligns directly with the Virginia Department of Education (VDOE) mission to lead and facilitate the development and implementation of a quality public education system that meets the needs of students and assists them in becoming educated, productive, and responsible citizens. Specifically, this service area seeks to ensure that these outcomes are realized by students with disabilities.

From 2016 Virginia General Assembly session, House Bill 842. Dyslexia Legislation in the VA Code, <http://lis.virginia.gov/cgi-bin/legp604.exe?161+ful+CHAP0649>

Relevant Excerpts:

22.1-298.1.D.8. Every person seeking initial licensure or renewal of a license shall complete awareness training, provided by the Department of Education, on the indicators of dyslexia, as that term is defined by the Board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia

22.1-298.4. Teacher preparation programs; learning disabilities.

The Department of Education shall collaborate with the State Council of Higher Education for Virginia to ensure that all teacher preparation programs offered at public institutions of higher education in the Commonwealth or otherwise available convey information on the identification of students at risk for learning disabilities, including dyslexia, other language-based learning disabilities, and attention deficit disorder. That the provisions of this act shall become effective on July 1, 2017.

Products and Services

Description of Major Products and Services

This service area provides the following products – technical assistance documents, training modules/curricula/online professional development/websites, and other teacher resources. The following services are provided – long term on the job embedded technical assistance in select school division, training events, online data reporting systems, review/approval of local applications and plans, information dissemination, broker/link to resources, consulting, and grants/contract management.

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
Dyslexia Training Modules	2016 Virginia General Assembly session, House Bill 842		Required	64,835	64,835
Training and Technical Assistance on Autism	IDEA 2004		Discretionary	0	1,839,261
Training and Technical Assistance on Transition	IDEA 2004		Required	200,000	0
Training and Technical Assistance on Virginia Tiered Systems of Support	IDEA 2004		Required	0	0

Anticipated Changes

Significant shifts in accountability have impacted the need to help school divisions close the achievement gap between students with disabilities and their non-disabled peers. Many of the 132 school divisions will need assistance to meet the state performance benchmarks for students with disabilities, as well as the annual targets under ESSA.

Factors Impacting

Federal IDEA allocation was similar to previous year's allocation, and has not increased relative to costs in recent years thereby affecting the amount and scope of products or services offered in special education to constituents.

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium	257,000	8,771,627	157,000	8,771,684
Changes to Initial Appropriation	0	0	0	0

Supporting Documents

Title

File Type

Special Education Administration and Assistance Services [18202]

Description of this Program / Service Area

The Special Education Administration and Assistance Services service area implements the federal and state data collection/reporting requirements and the requirements for management and disbursement of federal and state dollars for special education programs.

Mission Alignment

This service area directly aligns with the Virginia Department of Education’s (VDOE) mission to lead and facilitate the development and implementation of a quality public education system that meets the needs of students and assists them in becoming educated, productive, and responsible citizens by ensuring data reporting and disbursement of funds are accurate and timely.

The Uniform Guidance (2 CFR § 200) streamlines and consolidates government requirements for receiving and using federal awards so as to reduce administrative burden and improve outcomes. It was published in the Federal Register (79 Fed. Reg. 75871) on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014. Please note the new regulations do not affect grant funds awarded prior to December 26, 2014, unless funds made available under those grants are carried forward into a new Federal fiscal year or a continuation grant.

Products and Services

Description of Major Products and Services

Finance and Budget Services review and approve applications for special education subgrants (federally funded). Technical assistance to local education agencies (LEAs) in developing and managing federal special education funding. Administer program of state assistance to LEAs providing services to children with disabilities in approved regional programs. Manage internal budget for Office of Special Education and Student Services. Provide required state and federal financial reports pertinent to special education funding. Responsible for sub-recipient monitoring, including onsite and desk reviews, and review and follow-up of local audits of special education funding accounts. Review and approval of all claims for reimbursement under special education subgrant assistance programs. The Unit is also responsible for receiving IDEA fiscal data in the areas of maintenance of financial support, LEA maintenance of effort, excess cost calculations and proportionate set aside calculations.

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
PART 300—ASSISTANCE TO STATES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES Subpart G—Authorization, Allotment, Use of Funds, and Authorization of Appropriations	20 U.S.C. 1411-1419	§300.705 Subgrants to LEAs	Required	0	0
PART 300—ASSISTANCE TO STATES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES	20 U.S.C. 1411-1419	34 CFR Subpart C—Local Educational Agency Eligibility	Required	0	0
PART 200—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS	80 FR 67261	2 CFR § 200	Required	0	0

Anticipated Changes

Factors Impacting

Federal IDEA allocation was similar to previous year’s allocation, and has not increased relative to costs in recent years thereby affecting the amount and scope of products or services offered in special education to constituents.

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium	0	793,459	0	793,459
Changes to Initial Appropriation	0	0	0	0

Supporting Documents

Title

File Type

Special Education Compliance and Monitoring Services [18203]

Description of this Program / Service Area

The Special Education Compliance and Monitoring Services service area monitors the implementation of the Individuals with Disabilities Education Act and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

Mission Alignment

This service area aligns with Virginia Department of Education's mission by providing monitoring systems, complaint investigations, due process, and mediation to ensure that all eligible children with disabilities are provided a free appropriate public education, including children with disabilities who have been suspended or expelled from school.

Individuals with Disabilities Education Act (IDEA) and its implementing regulations, Code of Virginia, and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

Products and Services

Description of Major Products and Services

Development of special education regulations

Development of guidance documents to implement special education regulations

Special education guidance and technical assistance documents for parents, school personnel, hearing officers, mediators, and other customers

Professional development, training, and technical assistance

Listing of free and low cost legal and advocacy resources

Special education self-assessment instruments

State Plan for implementing Section 504 of the Rehabilitation Act of 1973

Complaints resolution

Procedures and mechanisms such as dispute resolution, due process hearings, and mediation to resolve disagreements between a parent and a local educational agency;

Monitoring systems to ensure compliance with the federal and state requirements in school divisions, state-operated programs and private schools for children with disabilities.

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
Regulations on Restraint and Seclusion	2015 statute (HB 1443/SB 782)	In process	Required	492,755	0
IEP Facilitators for LEAs	IDEA 2004	8 VAC 20-81-20	Discretionary	0	124,686

Anticipated Changes

Draft regulations on restraint and seclusion are in the executive level review process and will begin final phases when that review is completed. Significant training and technical assistance will be required to implement the regulations. IEP facilitators have been trained and now ready for deployment when requested by both parents and local school divisions when contentious IEP meeting might occur. This is done using federal IDEA resources.

Factors Impacting

Federal IDEA allocation was similar to previous year's allocation, and has not increased relative to costs in recent years thereby affecting the amount and scope of products or services offered in special education to constituents.

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium	0	2,101,237	0	2,101,269
Changes to Initial Appropriation	0	0	0	0

Supporting Documents

Title

File Type

Student Assistance and Guidance Services [18204]

Description of this Program / Service Area

The Office of Student Services provides information, training, and technical assistance that promotes student academic success, healthy physical, social and emotional development and positive behaviors as well as physical and mental health intervention services and the removal of barriers to learning for all students, including those with disabilities. Barriers to learning can include ineffective instruction and discipline practices, unsafe or unhealthy school environments, risky behaviors, truancy, inappropriate or unlawful student behavior at school, physical and mental health problems, and learning difficulties related to social environments.

Mission Alignment

This service area directly aligns with the Virginia Department of Education’s (VDOE) mission to lead and facilitate the development and implementation of a quality public education system that meets the needs of students and assists them in becoming educated, productive, and responsible citizens by addressing barriers to learning and academic success, by promoting responsible student behavior, and by providing support to parents.

Products and Services

Description of Major Products and Services

The Department of Education provides the following products to all 132 school divisions: informational materials, including manuals, handbooks, guidelines, videos; and CDs Training Modules Resources for parents, teachers, and school specialists reports.

The Department provides the following services to all 132 school divisions: consultation, technical support, training and institutes, information dissemination, grants/contract management, collection of required data from school divisions and state operated programs, reporting required data to U.S. Department of Education; and providing information to school divisions and to the public.

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
Student Code of Conduct Policy Guidelines	Code of Virginia Section 22.2-279.6		Required	0	0
Model Policy to Address Bullying in Virginia’s Public Schools	Code of Virginia Section 22.1.291.4		Required	0	0
Suicide Prevention Guidelines	Code of Virginia Section 22.1.272.1		Required	0	0
Training and Technical Assistance for the Virginia Tiered Systems of Supports		Item 129.D. GA Budget	Discretionary	447,416	0

Anticipated Changes

Updates and revisions to existing products will be made as a result of legislative changes.

The Suicide Prevention Guidelines are currently under the revision to reflect recommendations made by the Governor’s Children’s Cabinet Student Safety Workgroup.

Factors Impacting

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium	318,598	1,583,503	318,598	1,583,503
Changes to Initial Appropriation	0	0	-121,182	0

Supporting Documents

Title

File Type

Test Development and Administration [18401]

Description of this Program / Service Area

The Test Development and Administration service area coordinates the development and administration of the tests that comprise the Virginia Assessment Program and that are administered to public school students across the Commonwealth.

Mission Alignment

The mission of the test development and administration service area is directly related to the mission of the Department of Education to lead and facilitate the development and implementation of a quality public education system that meets the needs of students and assists them in becoming educated, productive, and responsible citizens.

Authority: § 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.

C. With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed.

Assessments in reading/language arts, mathematics, and science are also required under the Elementary and Secondary Education Act of 1965

Products and Services

Description of Major Products and Services

This service area oversees the development and administration of the Standards of Learning tests in both web-based and paper/pencil formats, the alternate assessments for students with disabilities, and the English language proficiency assessment use to measure the progress of Limited English Proficient students in learning English. In this capacity, this service area oversees the development of tests delivered to public school students in the Commonwealth, the administrative manuals used by school division staff in administering Virginia's tests, practice test items, and training materials. In addition, this service area supports school division personnel in administering the tests that comprise the Virginia Assessment Program and responds to inquiries regarding test development and administration from policy makers and the general public.

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
Manage the development and administration of the statewide assessments in mathematics, reading, science, and history/social science and the administration of the English language proficiency assessment for English Learners	Authority: § 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from state regulations. ESSA: SEC. 1111. ø20 U.S.C. 6311¿ STATE PLANS. PP.20-21		Required	27,275,245	8,242,440
Collaborate with staff from the Department of Learning to support school divisions in the interpretation of test data	Authority: § 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.		Discretionary	0	100,000

and the implementation of local assessment practices to inform instruction.					
Manage the administration of the National Assessment of Educational Progress.	Authority: § 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation. P. 40; Every Student Succeeds Act posted August 15, 2018 ELEMENTARY AND SECONDARY EDUCATION ACT As Amended Through P.L. 115-224, Enacted July 31, 2018 https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf		Required	0	190,000

Anticipated Changes

New mathematics tests that measure the Standards of Learning adopted by the Virginia Board of Education in 2016 were administered for the first time in 2018-2019. New reading tests measuring the English Standards of Learning adopted by the Virginia Board of Education in 2017 will be administered for the first time in 2019-2020.

Factors Impacting

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium	30,848,716	10,758,838	29,048,716	10,758,857
Changes to Initial Appropriation	0	0	0	0

Supporting Documents

Title	File Type
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School Improvement [18501]

Description of this Program / Service Area

The School Improvement service area provides support at both the division and school level for those institutions that fail to meet either state accreditation standards as established in the Regulations Establishing Standards for Accrediting Public Schools in Virginia or the federal accountability requirements of the Every Student Succeeds Act (ESSA). Support is provided through the academic review process, the division-level review process, and technical assistance designed to assist school divisions in implementing effective strategies to improve student outcomes. Differentiated assistance and interventions are provided based on the needs of the school division.

Mission Alignment

The service delivery area, through the technical assistance provided to schools that do not meet the accreditation benchmarks or federal accountability requirements, supports the agency’s mission to develop and implement a quality public education system for all students.

Authority:

The Standards of Quality

http://doe.virginia.gov/administrators/superintendents_memos/2016/176-16a.pdf

Regulations Establishing Standards for Accrediting Public Schools in Virginia

http://doe.virginia.gov/boe/accreditation/regulations_establishing_soa.pdf

The Every Students Succeeds Act

<https://www2.ed.gov/documents/essa-act-of-1965.pdf>

Products and Services

Description of Major Products and Services

The academic review process provides an in depth review of schools that are not fully accredited and of divisions that meet the criteria for a division level review. Extensive differentiated technical assistance is provide to schools and school divisions based on identified needs.

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
Identification of schools for improvement under federal accountability requirements	Every Student Succeeds Act https://www2.ed.gov/documents/essa-act-of-1965.pdf		Required	0	0
Academic review of schools	Regulations Establishing Standards for Accrediting Public Schools in Virginia https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/		Required	185,131	0
Division level review of certain school divisions	The Standards of Quality http://www.doe.virginia.gov/boe/quality/index.shtml		Discretionary	0	0
Technical Assistance for schools not meeting state accreditation standards	The Standards of Quality http://www.doe.virginia.gov/boe/quality/index.shtml		Discretionary	229,787	0
Technical Assistance for schools not meeting state accreditation standards	Regulations Establishing Standards for Accrediting Public Schools in Virginia https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/		Required	309,696	0

Anticipated Changes

Factors Impacting

The Virginia Board of Education is in the process of revising the Standards for Accrediting Public Schools. These revisions will impact the work of the School Improvement service area. Additionally, the Elementary and Secondary Education Act of 1965 was reauthorized as the Every Student Succeeds Act (ESSA) and signed into law in December 2015. The Virginia Department of Education is in the process of developing a plan to implement ESSA for submission to the United States Department of Education. The components of this plan will also affect the work of this service area.

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium	2,032,302	0	2,032,302	0
Changes to Initial Appropriation	0	0	-121,181	0

Supporting Documents

Title **File Type**

School Nutrition [18502]

Description of this Program / Service Area

The School Nutrition service area provides oversight and technical assistance to public school divisions, private schools, and public residential child care institutions (RCCI) by administering the regulatory requirements of the Richard B. Russell National School Lunch Act (as amended), the Child Nutrition Act of 1966 and Board of Education regulations intended to establish and maintain high quality, nutritious, accessible, cost effective school nutrition programs. Child Nutrition Programs administered by the Office of School Nutrition Programs include the Summer Food Service program (SFSP) and the At Risk Afterschool Meal component of the Child and Adult Care Food Program (CACFP) to public school divisions, private schools, and public residential child care institutions (RCCI) and eligible non-school sponsors. The service area conducts federally mandated administrative reviews and procurement reviews to ensure compliance with federal and state regulations; develops and implements professional development initiatives for school nutrition professionals, school nutrition directors, division staff, and eligible non-school sponsors of child Nutrition Programs to support the nutritional and educational goals of the child and school nutrition programs; provides technical assistance to schools and RCCIs in the implementation of the school nutrition programs; and, administers an electronic system to collect operational and financial data, provide data reports for program analysis, and facilitate payment of federal and state reimbursement to school divisions and RCCIs, and non-school sponsors of Child Nutrition Programs. Approximately 5 percent of the funding for this service area is derived from state funds while the remaining 95 percent is from federal sources. A minimum state funding requirement is mandated by federal regulation for participating states.

Mission Alignment

This service area aligns with the Department of Education mission to facilitate a quality public education system that meets the needs of students by providing leadership in the implementation of federal and state laws and regulations; by implementing on-going professional development and technical assistance; and, by ensuring program accountability so that local program personnel may deliver high quality school nutrition programs that contribute to the nutritional well-being and academic achievement of their students, with particular emphasis on the implementation of the strengthened federal nutrition standards.

Products and Services

Description of Major Products and Services

The school nutrition service area annually conducts regulatory compliance reviews for all programs and procurement reviews of 33 percent of the total number of school divisions, private schools, and RCCIs (known collectively as school food authorities or SFA) that participate in the USDA school nutrition programs, as well as non-school sponsors of the CACFP and SFSP. Regulatory compliance reviews for 100 percent of participating SFAs are completed on a three-year cycle as required by federal regulation. An annual report of the compliance reviews conducted and the results of the reviews is produced and reported to USDA and posted on the VDOE website per the federal transparency requirement. Quarterly reports of the number of meals claimed by SFAs for reimbursement and the amount of reimbursement paid by meal program and eligibility category are produced and reported to USDA. An annual report of the number of students eligible for free and reduced price meals is compiled and posted to the Virginia Department of Education website for use by local, state, and federal agencies to determine the number and percentage of economically disadvantaged students by school and school division. The data are used to determine funding levels and to determine eligibility for federal, state, and local initiatives. The service area provides technical assistance to 100 percent of the participating SFAs by conducting on-site needs assessments, analyzing data reported through the School Nutrition Program Web system, and developing and distributing technical resources. Nine regional school nutrition program specialists and four regional child nutrition program specialists conduct semi-annual regional workshops for division level school nutrition program coordinators to provide regulatory information and to facilitate regional cooperation among school divisions to enhance the operational effectiveness of the programs. The service area provides professional development opportunities in nutrition, food service operations, procurement, food safety and sanitation, farm-to-school implementation, and other topics to school nutrition managers, school nutrition division level coordinators, and other division staff through annual summer workshops and, as requested, to individual school divisions during the school year. Significant resources are being dedicated to procurement training and local wellness policy implementation.

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
Meal claims for reimbursement for School and Child Nutrition Programs administered by the Virginia Department of Education	Food and Nutrition Services, United States Department of Agriculture (FNS, USDA) for federal reimbursement and Virginia Commonwealth Appropriations for state reimbursement		Required	173,492	101,550

Federal Programs Administrative reviews for School and Child Nutrition Programs administered by the Virginia Department of Education	Food and Nutrition Services, United States Department of Agriculture (FNS, USDA)		Required	0	1,465,096
Federal Program Procurement reviews for School and Child Nutrition Programs administered by the Virginia Department of Education	Food and Nutrition Services, United States Department of Agriculture (FNS, USDA)		Required	0	388,470
Professional Development for Child Nutrition and School Nutrition programs administered by the Virginia Department of Education	Food and Nutrition Services, United States Department of Agriculture (FNS, USDA)		Required	0	699,814
Technical assistance for Child Nutrition and School Nutrition programs administered by the Virginia Department of Education	Food and Nutrition Services, United States Department of Agriculture (FNS, USDA)		Required	0	634,346
Administer Virginia Farm to School program	Food and Nutrition Services, United States Department of Agriculture (FNS, USDA)		Discretionary	0	101,550
Federal program reporting	Food and Nutrition Services, United States Department of Agriculture (FNS, USDA)		Required	0	101,550
Administer competitive federal grants awarded to the Office of School Nutrition Program – Team Nutrition. Farm to School, Child and Adult Care Food Program training grant	Food and Nutrition Services, United States Department of Agriculture (FNS, USDA)		Required	0	188,840
Administer non-competitive federal grants awarded to the Office of School Nutrition Program – Fresh Fruit and Vegetable Grant, Equipment Assistance Grant	Food and Nutrition Services, United States Department of Agriculture (FNS, USDA)		Required	0	203,100

Anticipated Changes

The transition of the Summer Food Service Program and the At Risk afterschool meals program component of the Child and Adult Care Food program from the Virginia Department of Health to the Virginia Department of Education provided ample opportunity for streamlining program administrative burden for the agency and the local school divisions. Program consolidation requires an emphasis on staff development for both program staff and the provision of training at the local school division level. Federal funding is utilized to increase program staff with subject matter expertise in the areas SFSP, At Risk component of CACFP, technology, financial management, training and marketing, farm-to-school, and policy and technical assistance to provide training and support.

Factors Impacting

Federal funds are allocated to program objectives to support compliance with federal programming requirements.

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
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Initial Appropriation for the Biennium	142,760	4,334,336	142,760	4,334,336
Changes to Initial Appropriation	0	0	0	0

Supporting Documents

Title

File Type

Pupil Transportation [18503]

Description of this Program / Service Area

The pupil transportation service area is responsible for developing and implementing services to school divisions that support and promote: interpretation and application of state and federal laws and regulations relative to pupil transportation; approved standards and practices for transporting students; a well-trained cadre of school bus drivers; and high quality school bus maintenance procedures. These services are designed with the purpose of promoting high quality, safe, and efficient transportation of public school students to and from school and school-related activities. These goals are met through certification, training, technical assistance, and development of regulations and bus specifications.

Mission Alignment

This service area aligns with and supports the Board of Education's and the Superintendent of Public Instruction's mission to increase student learning and academic achievement by administering federal and state pupil transportation program requirements designed to ensure that students arrive safely at school and school-related activities each day.

Pupil Transportation:

Code of Virginia Title 22.1, Chapter 12, and Title 46.2;

Code of Virginia Administrative Code 8 VAC 2-70;

Federal Code P. L. 103-272 and P.L. 109-20.

Products and Services

Description of Major Products and Services

The pupil transportation service area provides support and assistance to local school divisions to promote the safe and efficient transportation of public school students to and from school and school-related activities. These goals are met primarily through certification, training and technical assistance. They are also accomplished through setting equipment specifications for school buses and assisting the Board of Education in the development of regulations governing pupil transportation operations. Training is provided for both required programs and topical programs to assist school divisions and to increase their knowledge of routine and emerging transportation issues. The pupil transportation service area provides all school divisions with access to training that meets the regulatory requirements for having certified school bus driver trainers. In-service training for school division staff is offered throughout the year. Curriculum guides and materials are developed and classes are held each year. Information is also distributed through workshops, symposiums, and conference activities. The pupil transportation service area researches the availability of new training materials and classes that can be offered including those conducted by department staff and also by other agencies such as the Departments of State Police and Motor Vehicles. This information is regularly shared with local school divisions. Beyond training, the pupil transportation service area also provides technical assistance to school divisions related to the operation and management of their school bus and vehicle fleets. The staff periodically conducts on-site school vehicle and transportation program assessments and evaluations. The pupil transportation service area works with school division staff and school bus manufacturers to identify unique and persistent school bus technical problems or component failures so that they may be analyzed and corrected. Each year, a school bus specifications list is produced to ensure that the school bus manufacturers and school divisions are aware of the equipment that is required on school buses in Virginia. Other activities of the pupil transportation service area include providing a safe driver awards program to recognize drivers who have not had any accidents during the school year. The pupil transportation service area also collects important data on the operation of local pupil transportation systems, including the number of students transported, miles covered, cost of operation, and collisions from crashes and incidents, and also conducts transportation efficiency studies to assist school divisions. Data on school bus accidents is analyzed for local use. Specifications for school buses are reviewed each year and updates are made to reflect new technology and equipment.

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
Technical assistance and training of division staff, including development of training materialsList	Code of Virginia 22.1-181	Board of Education regulations 8VAC20-70-350	Required	150,000	5,000
Certification of division staff	Code of Virginia 22.1-181	Board of Education regulations 8VAC20-70-350	Required	75,000	15,000
Local bus fleet assessments	Code of Virginia 22.1-181	Board of Education regulations 8VAC20-70-130	Required	75,000	10,000
Development of bus specifications and regulations	Code of Virginia 22.1.177	Board of Education regulations 8VAC20-70-460	Required	78,198	0

Collection of cost and crash data	Code of Virginia	Board of Education regulations 8VAC20-70-140 8VAC20-70-180	Required	25,000	0
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Anticipated Changes

New bus vehicle designs and technologies; training needs to respond to transportation of special needs students; increased focus on efficiency of pupil transportation programs; on-going training of division pupil transportation staff

Factors Impacting

Industry-driven innovations and changes; number of special needs students; local budget pressures; shortages and turnover of division pupil transportation staff; actions of the federal government, General Assembly and Board of Education.

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium	403,198	30,000	403,198	30,000
Changes to Initial Appropriation	0	0	0	0

Supporting Documents

Title **File Type**

Instructional Technology [18601]

Description of this Program / Service Area

The Instructional Technology service area functions within the Office of Science, Technology, Engineering, and Mathematics in the Division of Instruction. It provides leadership, consultation, and technical assistance to K-12 schools to improve teaching, learning, and school management through the appropriate and effective use of technology. In this capacity, this service coordinates the development and implementation of the state educational technology plan and facilitates development of local school division plans; coordinates the review and revision of the Computer Technology Standards of Learning and assists school divisions in implementing these standards; plans, implements, and evaluates state educational technology initiatives and programs; manages reimbursements requested through the proceeds of the Virginia Public School Authority (VPSA) Educational Technology Grants; and disseminates information about new and emerging educational technologies and research-based technology integration and training best practices to school division personnel, including implementation and best practices of virtual learning approaches and use of digital learning resources.

Mission Alignment

The mission of Virginia's public education system is to educate students in the fundamental knowledge and academic subjects that they need to become capable, responsible, and self-reliant citizens. The Instructional Technology service area supports this mission by assisting schools in effectively using technology to improve teaching, learning, and school management. Technology proficiency is fundamental to academic and career success in a knowledge economy.

Products and Services

Description of Major Products and Services

Technology Planning: The Educational Technology Plan for Virginia 20187-20232 presents a vision for the use of technology in schools and classrooms, and it serves as a blueprint for school divisions by identifying the necessary components of an effective instructional technology program. The office provides technical assistance to local school divisions on local technology plans.

Standards: The service coordinates the review and revision of the Computer Technology Standards of Learning. Resources are developed to assist schools in implementing the standards.

Technical Assistance and Professional Learning: Resources to assist schools in effectively using teaching and learning technologies to improve teaching, learning, and school management are developed and disseminated in a variety of media and formats including recorded webinars, information briefs, online courses, guidance documents, reports, rubrics, and other print and digital products and services.

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
Educational Technology Plan for Virginia	Code of Virginia § 22.1-253.13:6		Required	100,000	0
Computer Technology Standards	Code of Virginia § 22.1-253.13:1			100,000	0
Technical Assistance and Professional Learning	Code of Virginia § 22.1-175.6.		Required	257,012	155,276

Anticipated Changes

- Educational Technology Plan for Virginia – Design and development of a school and division level surveys to assist in determining the effectiveness and impact of the Educational Technology Plan for Virginia.
- Computer Technology Standards – Revisions expected in 2019 based upon the DOE SOL Review Schedule.

Factors Impacting

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium	457,012	155,276	457,012	155,276
Changes to Initial Appropriation	0	0	0	0

Supporting Documents

Title

File Type

Distance Learning and Electronic Classroom [18602]

Description of this Program / Service Area

Distance Learning and Electronic Classroom service area manages the Department of Education's virtual initiative and Web-based courses and digital resources. The initiative includes Virtual Virginia, the Commonwealth's online learning program.

It also includes: 1) Web-based multimedia digital content and resources including eMediaVA, the Share the Skies Internet telescope, and the Infinite Learning Lab; 2) technical assistance and professional development to agency personnel and school divisions; and 3) the process for application, approval, and monitoring of multidivision online providers that may provide approved online courses to schools in Virginia.

Mission Alignment

Distance learning through both Virtual Virginia and approved multidivision online providers offers access to Advanced Placement, world language, and core courses to schools where there are too few students to justify hiring a full-time teacher, a qualified teacher is unavailable, or student schedule conflicts require additional course sections.

These options enable schools the opportunity to increase the number and variety of course offerings. In addition, Virtual Virginia develops and offers courses to address specific statewide needs. The Economics and Personal Finance course provides school divisions in the Commonwealth with the resources necessary to enable students to meet the graduation requirement of one standard unit credit in Economics and Personal Finance. The Distance Learning and Electronic Classroom Service Area also develops and delivers Web-based multimedia content and resources aligned to the Standards of Learning to provide rich, appropriate content and experiences for students and teachers that would otherwise be unavailable.

The Code of Virginia provides the requirements of the Virtual Virginia (§ 22.1-212.2) and Multidivision Online Providers (§ 22.1-212.23) programs and the products and services of this service area.

Products and Services

Description of Major Products and Services

The Virtual Virginia Program will offer over 80 individual courses and blended learning resources during the 2019-2020 school year. Course are provided with three basic options: 1) a school-based allotment of courses that enhance local school divisions course offerings with courses not offered locally, 2) full-time course enrollments that enable students to earn all high school course credits required for graduation, and 3) expanded course enrollments for schools requiring course enrollments beyond the school-based allotment of courses. The program also provides online and/or blended learning resources for use by students and teachers. Professional learning in the use of online resources in an online and/or blended instructional approach is also provided.

Digital Content: Since 2012, the General Assembly has appropriated funds for the development of statewide digital content, online learning, and related support services through contracts with the Department of Education. The office will oversee the procurement, development, and dissemination of the resulting products and services. Currently contracts support eMediaVA, a digital content distribution platform with more than 159,000 learning objects which provides teachers and students with an online authoring platform to create, share, and customize interactive timelines and sequences, interactive graphs, and interactive images. Current contract also support GoOpenVA, an open education resource platform that provides educators, administrators, educational organizations, and other education stakeholders with opportunities to create, share, recreate, and distribute digital content for use by students, educators, and administrators. The Infinite Learning Lab provides Web-based lessons for younger learners in mathematics, science, English, and life skills.

Technology Initiatives and Professional Learning: This service area provides the eLearning Backpack Initiative along with guidance and allows for collaboration with agency offices in the effective use of learning and teaching technologies in the various instructional areas (English, Science, Mathematics, Humanities, World Languages, CTE, etc.) and special education. In collaboration with agency offices, information is disseminated to school divisions in a variety of media and formats including recorded and live webinars, online courses, information briefs, guidance documents, reports, rubrics, and other print and digital products and services that improve teaching, learning, and school management.

Multidivision Online Learning Reporting: Board of Education Annual Report - Include information regarding multidivision online learning during the previous school year. The information shall include but not be limited to student demographics, course enrollment data, parental satisfaction, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews.

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
Virtual Virginia	Code of Virginia § 22.1-212.2			338,013	0
Digital Content: eMediaVA	Budget Bill - HB5002 (Enrolled) Item 132			1,000,000	0
Technology Initiatives and Professional Development	Budget Bill - HB5002 (Enrolled) Item 132			0	579,563

Multidivision Online Learning Reporting	Code of Virginia § 22.1-212.25(C)			0	100,000
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Anticipated Changes

- Virtual Virginia: During the 2018-2019 school year the Virtual Virginia Economics and Personal Finance course will be updated to include newer content along with more engaging interactives and other resources. Additional blended learning courses, modules, and related professional development in the content areas of Mathematics and Science will be developed for educators to use during in-person instruction in Algebra I, Algebra II, Geometry, Earth Science, Biology.
- eMediaVA – Increased and improved collaboration between the DOE and the contracted digital content provider(s).
- Technology Initiatives and Professional Development – Improved resources related to the Profile of a Virginia Graduate developed by the State Board of Education.
- Multidivision Online Learning Reporting – Streamlined reporting and monitoring process for approved online providers.

Factors Impacting

The statutory requirement that students successfully complete one virtual course to earn a Standard or Advanced Studies Diploma has increased demand for products and services in this service area.

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium	1,238,488	279,559	1,238,488	279,563
Changes to Initial Appropriation	-100,000	0	-100,000	0

Supporting Documents

Title **File Type**

Administrative and Support Services [199]

Description of this Program / Service Area

The Administrative and Support Services service area is intended to provide the management and services necessary for the Superintendent of Public Instruction, the Board of Education, and the Department of Education to carry out constitutional, statutory, and regulatory responsibilities. The Administrative and Support Services provided by the agency consist of four service areas: General Management and Direction; Accounting and Budgeting Services; Policy, Planning, and Evaluation Services; and Information Technology Services. Within the Department of Education, the following administrative divisions and units are included in the Administration and Support Services area:

Agency Head: Superintendent of Public Instruction
Agency management and oversight

Information Security
Business and Risk Management

Division of Budget, Finance, and Operations (in part) – Offices of Budget, Finance, Procurement, and Support Services (Facilities, Pupil Transportation, and Internal Support Services)

Department of Policy – Offices of Policy, Board Relations, Media Relations, and Equity and Community Engagement
Department of Data – Offices of Research, Education Information Management, and System Development and Databases

Office of Human Capital

Mission Alignment

This service area aligns to the Department of Education's mission by establishing the overall administrative direction and support services necessary to provide excellent customer service when delivering or completing statutory and regulatory requirements or discharging supervisory responsibilities. The agency provides the staff and logistical support services necessary to implement the policies and regulations of the Board of Education, to keep the Board informed of its constitutional and statutory obligations, and to assist the Board in meeting those obligations. The services are viewed as an important component for the organization's performance management that results in (1) delivery of ever-improving value to internal and external customers, ultimately contributing to improved education quality and student learning; and (2) improvement of overall organizational effectiveness, efficiency, and capabilities.

Authority: Article VIII, Sections 4, 5, 6, 8, Constitution of Virginia; Sections 22.1-8 through 20.4, 22.1-21 through 24 and 22.1-360 through 361, *Code of Virginia*; P.L. 114-62, Federal Code.

Products and Services

Description of Major Products and Services

Superintendent of Public Instruction: Overall agency management and supervision; advise Board of Education and implement relevant policies and regulations.

Business and Risk Management: ARMICS internal controls program, Fraud Waste and Abuse Hotline staffing, and subrecipient monitoring.

Information Security: develop, implement, manage, and maintain agency information security program in accordance with state information security standards.

Office of Research: conduct high-quality actionable research in support of agency strategic goals and objectives.

Division of Finance and Operations (in part):

Office of Finance: accounts payable and receivable, payroll certification, travel reimbursement, fixed assets administration, state and federal payment processing, grants reporting and compliance, OMEGA system administration, financial analysis and reporting.

Office of Budget: development of the biennial budget; distribution of state funds appropriated for public schools; development and calculation of public education funding formula; calculation of payments and entitlements; enrollment and target population projections and reporting; execution of central office and direct aid budgets; fiscal impact analysis; required local effort analysis; Annual School Report – financial section; financial data collections and reporting; Literary Fund and, Virginia Public School Authority grant programs; support to the General Assembly; technical assistance to school divisions.

Office of Support Services: Literary Fund application review; guidelines for school buildings; new school construction cost data; facilities assessments and efficiency reviews; administer school security equipment grants.

Pupil Transportation: Provide services to school divisions to support safe transportation of students; interpretation of state and federal laws and

regulations; implement high quality school bus maintenance procedures and conduct fleet assessments; provide training, certification, technical assistance, review and update bus specifications.

Internal Support Services: manage internal office space; mail/copying; shipping/receiving; vehicle fleet; emergency management; telephones; office supplies inventory.

Office of Procurement: Administration of education tax credit programs; contracting for purchase of goods/services; contract administration; small purchase charge card program administration; technical assistance on Virginia Public Procurement Act.

Offices of Education Information Management and System Development and Databases: web-based data collection systems and databases; web-based reporting; response to ad-hoc data requests; required state and federal reporting; Virginia Longitudinal Data System; AITR (VITA); SSWS portal for agency business applications; systems development and database management; identification and implementation of administrative technology innovations.

Office of Human Capital: recruitment and selection; Equal Employment Opportunity services; training and development services; performance management services; compensation planning services; employee benefit services; reporting.

Department of Policy:

Office of Policy: General Assembly liaison; state and federal legislation monitoring and tracking; Board of Education regulatory policy development and dissemination.

Office of Media Relations: News releases and media relations.

Office of Board Relations: Board of Education meeting agendas and logistics, background materials, and minutes of meetings; Board of Education regulations and official papers, including correspondence; on-going staff support to Board.

Office of Equity and Community Engagement: conduct community outreach and engagement among various stakeholders in support of public education. publications and graphic design; agency Web site management and upkeep; social media utilization and management; promotion of key reforms of the agency.

Anticipated Changes

Increased focus on outreach and engagement of external stakeholders; new policy and funding initiatives of the Board of Education, Governor, and the General Assembly, including focus on student equity and changes to the Standards of Quality; further implementation of innovative approaches and reforms contained in the revised Standards of Accreditation and Virginia Profile of a Graduate; continued expansion of the School Quality Profile (school report cards); increased research activity due to available of new accountability indicators data that may impact new accountability systems; continuing changes in state IT security and fiscal requirements; increased social media presence by the agency; succession planning of aging agency workforce retirement or near retirement eligible; increased focus on school security and statewide school constructions needs; increasing special needs students transportation issues; and demand for modernized administrative technology applications.

Factors Impacting

Initiatives and policies actually proposed by the Board of Education, Governor, and General Assembly and other state agencies; availability of budgetary and staffing resources; changes to administrative mandates in the Code of Virginia and other agency regulations.

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium	17,294,254	3,225,602	17,294,254	3,225,602
Changes to Initial Appropriation	0	0	0	0

Supporting Documents

Title **File Type**

Teacher Licensure and Certification [56601]

Description of this Program / Service Area

The Teacher Licensure and Certification service area is responsible for the process of licensing school personnel required by state statute and the Board of Education. The process is intended to establish and maintain a properly licensed and endorsed workforce for the public schools in Virginia through both traditional and alternate routes to licensure. The service area issues licenses for instructional personnel on behalf of the Virginia Board of Education; provides technical and analytical services to teachers, administrators, and others in accordance with the *Code of Virginia, Virginia's Licensure Regulations for School Personnel* and Department of Education policies; provides accurate advice to local school divisions of prospective employee's eligibility for licensure, communicates strategies to personnel in local school divisions to assist them in building their capacity to provide consistent and accurate licensure information to their employees; implements assessment requirements for licensure; facilitates the review and approval of career switcher programs; serves as staff to the Advisory Board on Teacher Education and Licensure; administers the National Board Certification incentive program; assists with the coordinat the collection of instructional personnel information for state and federal reporting; coordinates the Science, Technology, Engineering, and Mathematics (STEM) grant; and processes the mentor teacher career switchers funds. Teacher Licensure also provides technical assistance for the *Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents*. Licensure fees are used to support personnel and operations in the unit. The state has a high level of control over this service area and its outcomes because of its regulatory authority over the teacher licensure process.

Mission Alignment

The mission of the Department of Education is to lead and facilitate the development and implementation of a quality public education system that meets the needs of students and assists them in becoming educated, productive, and responsible citizens. The purpose of the service area is to establish and maintain a high quality workforce in public schools. The licensure process maintains professional competence by ensuring that teachers and other school personnel meet requirements stipulated by the Board of Education to prepare them for their respective educator positions.

Authority: *Code of Virginia* and Licensure Regulations for School Personnel

Products and Services

Description of Major Products and Services

Products: Licenses for instructional personnel, Instructional Personnel and Licensure (IPAL) collection of licensed instructional personnel employed in school divisions on Oct 1; a licensure Website containing resources for licensure (i.e. applications, assessments for Virginia licensure, guidelines, regulations, etc.); the *Licensure Regulations for School Personnel*, the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents*; a document on the licensure Website with the assessment requirements for licensure; certification of Career Switchers Program Providers; grants for selected individuals who teach science, technology, engineering, or mathematics (STEM) subjects; funds for mentor teachers for career switchers; and incentives for National Board Certification.

Services: Implementation and issuance of licenses for instructional personnel and provides evaluations to school divisions for individuals seeking additional endorsements or initial licensure; reviews and approves career switcher programs; processes the funds for mentor teachers for career switchers; administers the STEM retention and recruitment grant; issues grants to teachers who possess an active initial National Board Certificate or a renewed National Board Certificate; provides leadership for the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria*; maintains the on-line educator query for the general public and the on-line query for school divisions (password protected system); issues on-line renewal licenses for school divisions personnel; provides technical assistance to school divisions, institutions of higher education and the general public regarding licensure matters. Serves as staff liaison to the Advisory Board on Teacher Education and Licensure (ABTEL) committee, which advises the Board of Education and submits recommendations on policies applicable to licensing instructional personnel and approving teacher education programs, and recommends assessment requirements for licensure.

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
Licensure Regulations for School Personnel	Code of Virginia, Section 22.1-298.1. Regulations governing licensure		Required	0	0
Licenses for Instructional Personnel	Code of Virginia, Section 22.1-299. License required of teachers; provisional licenses; exceptions; Licensure Regulations for School Personnel, 8VAC20-23-30. Purpose and Responsibility for Licensure		Required	0	0

Implementation and issuance of licenses for instructional personnel and provides evaluations to school divisions for individuals seeking additional endorsements or initial licensure.	Code of Virginia, Section 22.1-299. License required of teachers; provisional licenses; exceptions; Licensure Regulations for School Personnel, 8VAC20-23-30. Purpose and Responsibility for Licensure		Required	0	0
Instructional Personnel and Licensure (IPAL) collection of licensed instructional personnel employed in school divisions on Oct 1.	Code of Virginia, Section 22.1-299. License required of teachers; provisional licenses; exceptions; Licensure Regulations for School Personnel, 8VAC20-23-30. Purpose and Responsibility for Licensure		Required	0	0
A licensure Website containing resources for licensure (i.e. applications, assessments for Virginia licensure, guidelines, regulations, etc.).	Code of Virginia, Section 22.1-298.1. Regulations governing licensure; Licensure Regulations for School Personnel, 8VAC20-23-30. Purpose and Responsibility for Licensure.		Required	0	0
Provides technical assistance for the Board of Education's Guidelines for Uniform Performance Standards and Evaluation Criteria	Code of Virginia, Section 22.1-295. Employment of teachers.		Required	0	0
Assessments for Virginia licensure	Code of Virginia, Section 22.1-298.1. Regulations governing licensure; Licensure Regulations for School Personnel, 8VAC20-23-40. Conditions for Licensure.		Required	0	0
Certification of Career Switchers Program Providers.	Code of Virginia, Section 22.1-298.1. Regulations governing licensure; Licensure Regulations for School Personnel, 8VAC20-23-90. Alternate Routes to Licensure		Required	0	0
Reviews career switcher programs	Code of Virginia, Section 22.1-298.1. Regulations governing licensure; Licensure Regulations for School Personnel, 8VAC20-23-90. Alternate Routes to Licensure		Required	0	0
Funds for mentor teachers for career switchers	FY2020; 2019 Virginia Acts of Assembly, (Chapter 854).		Required	0	0
Processes the funds for mentor teachers for career switchers	FY2020; 2019 Virginia Acts of Assembly, (Chapter 854).		Required	0	0
Grants for selected individuals who teach science, technology, engineering, or mathematics (STEM) subjects.	FY2020; 2019 Virginia Acts of Assembly, (Chapter 854).		Required	0	0

Administers the STEM retention and recruitment grant.	FY2020; 2019 Virginia Acts of Assembly, (Chapter 854).		Required	0	0
Incentives for National Board Certification and other Board of Education regulations	FY2020; 2019 Virginia Acts of Assembly, (Chapter 854).		Required	0	0
Issues grants to teachers who possess an active initial National Board Certificate or a renewed National Board Certificate.	FY2020; 2019 Virginia Acts of Assembly, (Chapter 854).		Required	0	0
Maintains the on-line educator query for the general public and the on-line query for school divisions (password protected system).	Code of Virginia, Section 2.2-3700. Short title; policy.		Required	0	0
Provides an online process for license renewal for school division personnel	Code of Virginia, Section 22.1-295. Employment of teacher; Licensure Regulations for School Personnel, 8VAC20-23-110. Requirements for Renewing a License.		Required	0	0
Provides technical assistance to school divisions, institutions of higher education and the general public regarding licensure matters.	Code of Virginia, Section 22.1-298.1. Regulations governing licensure; Licensure Regulations for School Personnel, 8VAC20-23-30. Purpose and Responsibility for Licensure		Required	0	0
Serves as staff to the Advisory Board on Teacher Education and Licensure (ABTEL) committee which advises the Board of Education and submits recommendations on policies applicable to licensing instructional personnel and approving teacher education	Regulations Governing the Review and Approval of Education Programs in Virginia, 20-543-20. Accreditation and Administering This Chapter.		Required	0	0

Anticipated Changes

The 2019 general assembly implemented the following legislation related to licensure:

1. Requires the Board of Education to develop guidelines that establish a process to permit a school board or any organization sponsored by a school board to petition the Board for approval of an alternate route to licensure that may be used to meet the requirements for a provisional or renewable license or any endorsement. The bill also requires the Board of Education, in its regulations providing for licensure by reciprocity, to grant special consideration to individuals who have successfully completed a program offered by a provider that is accredited by the Council for the Accreditation of Educator Preparation.
2. Requires the Board of Education to issue a license to an individual seeking initial licensure who has not completed the professional assessments prescribed by the Board, if such individual (i) holds a provisional license that will expire within three months; (ii) is employed by a school board; (iii) is recommended for licensure by the division superintendent; (iv) has attempted, unsuccessfully, to obtain a qualifying score on the professional assessments prescribed by the Board; (v) has received an evaluation rating of proficient or above on the performance standards for each year of the provisional license, and such evaluation was conducted in a manner consistent with the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents; and (vi) meets all other requirements for initial licensure. The bill removes the requirement that the Board of Education prescribe an assessment of basic skills for individuals seeking entry into an approved education preparation program and establish a minimum passing score for such assessment.
3. Permits the Department of Education to establish a microcredential program for the purpose of permitting any public elementary or secondary school teacher who holds a renewable or provisional license or any individual who participates in any alternate route to licensure program to complete additional in-person or blended coursework and earn microcredentials in science, technology, engineering, and

mathematics (STEM) endorsement areas, including computer science, for which there is a high need for additional qualified teachers. The bill requires the Department of Education to direct the Advisory Board on Teacher Education and Licensure to convene a workgroup including pertinent education stakeholders to determine how any microcredential awarded pursuant to any such program will be used to award add-on endorsements and certifications for teachers in such STEM endorsement areas. The bill provides certain conditions in which in-person coursework in a microcredential program not contributing to an endorsement is eligible for professional development points towards the renewal of a teaching license.

4. Requires the Board of Education to include, in its regulations that prescribe the requirements for the licensure of teachers and other school personnel required to hold a license, procedures for the written reprimand of such license holders. The bill permits the Board of Education to issue written reprimand to any such license holder who knowingly and willfully commits a certain enumerated act relating to secure mandatory tests administered to students. The only express disciplinary actions that are permissible under current law in such a scenario are suspension or revocation of such individual's license. The bill also permits a school board or division superintendent to issue written reprimand to a teacher who breaches his employment contract after the school board or division superintendent declines to grant such teacher's request for release from such contract on the grounds of insufficient or unjustifiable cause. The only express disciplinary action that is permissible under current law in such a scenario is revocation of such teacher's license.
5. Grants to the Chancellor of the Virginia Community College System voting privileges as an ex-officio member of the Advisory Board on Teacher Education and Licensure. The bill requires the Advisory Board to report to the Board of Education and the Chairmen of the House Committee on Education and the Senate Committee on Education and Health no later than December 1, 2019, recommendations relating to licensure qualifications for individuals (i) to teach career and technical education courses in a high school setting and (ii) to teach dual enrollment courses in a high school setting. The bill also requires the Board of Education to provide for the issuance of a three-year license to solely teach career and technical education courses or dual enrollment courses at public high schools in the Commonwealth to any individual who is employed as an instructor by an institution of higher education that is accredited by a nationally recognized regional accreditation body, is teaching in the specific career and technical education or dual enrollment subject area at such institution in which the individual seeks to teach at a public school, and complies with certain additional requirements.

August 23, 2019, the new *Licensure Regulation for School Personnel* will be the sole regulations for licensing teachers and other school personnel.

Factors Impacting

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium	219,697	1,587,029	219,697	1,587,054
Changes to Initial Appropriation	-128,500	0	50,000	0

Supporting Documents

Title

File Type

Teacher Education and Assistance [56602]

Description of this Program / Service Area

The Teacher Education and Assistance service area has oversight responsibility for preparation programs for school personnel, as well as coordinating federal reporting requirements for the programs. The service area works with the 36 colleges and universities in Virginia and other entities with education programs approved by the Board of Education to prepare school personnel in teaching and leadership areas approved for licensure by the Board. This responsibility includes offering technical assistance to the 36 institutions with teacher preparation programs, implementing initiatives to attract and retain high quality educational personnel and coordinating the national and Board of Education accreditation procedures.

Additionally, the office administers the Virginia Teaching Scholarship Loan Program (VTSLP), the Clinical Faculty Program, and the Mentor Teacher Program for beginning teachers, as well as serves as a staff liaison to the Advisory Board on Teacher Education and Licensure. Also, the service area provides leadership for teacher recognition programs including the Virginia Teacher of the Year and the Milken Family Foundation Educator Awards Program. The service area provides leadership in the area of special education personnel development through the coordination and administration of federal and state funds available to address critical shortages in special education by providing technical assistance to approved special education preparation programs. This division also oversees the TeachVirginia Website (on-line educators' career center).

Mission Alignment

The mission of the Department of Education is to lead and facilitate the development and implementation of a quality public education system that meets the needs of students and assists them in becoming educated, productive, and responsible citizens. The purpose of the Teacher Education division is to ensure that the Virginia professional education programs develop, maintain, and continuously evaluate high quality education endorsement programs that are collaboratively designed and based on identified needs of the preK-12 community. Candidates in education endorsement programs shall demonstrate competence in the areas in which they plan to practice and complete professional studies requirements and applicable assessments, in addition to meeting requirements for specific licenses, pursuant to the *Licensure Regulations for School Personnel*. Working collaboratively with the 36 colleges and universities and other entities with defined education programs approved by the Board of Education to offer preparation and training programs, the service area provides leadership for a quality public school workforce.

Products and Services

Description of Major Products and Services

Products: *Regulations Governing the Review and Approval of Education Programs in Virginia*; Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers; Title II Report of Higher Education; a list of Critical Shortage Teaching Areas in Virginia, recognitions for teachers, and grants to support preparation of teachers.

Services: Coordinates the approval and accreditation processes for approved preparation programs for instructional personnel; administers the Virginia Teaching Scholarship Loan Program (VTSLP) and the Mentor Teacher Program; coordinates special education grants; collects and reports data regarding preparation of instructional personnel, designates critical shortage teaching areas; coordinates the Teach Virginia Educator Career Center, and provides technical assistance to college and university officials, instructional personnel, and the general public.

Products / Services					
Product / Service	Statutory Authority	Regulatory Authority	Required Or Discretionary	GF	NGF
Regulations Governing the Review and Approval of Education Programs in Virginia.	Code of Virginia, Section 22.1-298.2. Regulations governing education preparation programs.		Required	0	0
Coordinates the approval and accreditation processes for approved preparation programs for instructional personnel. This process includes biennial reporting and the Annual Education Preparation Program Profile.	Code of Virginia, Section 22.1-298.2. Regulations governing education preparation programs; Regulations Governing the Review and Approval of Education Programs in Virginia, 8VAC20-543-20. Accreditation and Administering This Chapter.		Required	0	0
Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers.	Code of Virginia, Section 22.1-305.1. Mentor teacher programs		Required	0	0

Title II Report of Higher Education Requirements	Title II sections 205-208 of the Higher Education Opportunity Act (PL 110-315)		Required	0	0
Designates and creates list List of Critical Shortage Teaching Areas in Virginia.	8VAC20-650-20-Establishing Critical Shortage Areas Code of Virginia, Section 22.1-290.01.		Required	0	0
Administers grants to support preparation of teachers of special education. Special Education Grants	Code of Virginia, Section 22.1-290.02 Traineeships for Education of Special Education Personnel		Required	437,186	0
Administers federal grants to support preparation of teachers in the area of special education	Federal Grant Funding			0	0
Administers the Virginia Teaching Scholarship Loan Program (VTSLP).	Code of Virginia, Section 22.1-290.01. Virginia Teaching Scholarship Loan Program established; purpose; Board of Education to administer Program; eligibility requirements for scholarship and awards		Required	708,000	0
Grants to support preparation of teachers. Clinical Faculty Programs	Code of Virginia, Section 22.1-290.1 Clinical Faculty Programs		Required	318,750	0
Provides technical assistance to college and university officials, instructional personnel, and the general public.	Code of Virginia, Section 22.1-298.2. Regulations governing education preparation programs; Regulations Governing the Review and Approval of Education Programs in Virginia, 8VAC20-543-80. Competencies and Requirements for Endorsement Areas.		Required	0	0
Coordinates educator recognitions, including the Virginia Teacher of the Year Program and Milken Awards			Discretionary	0	0

Anticipated Changes

The 2018 general assembly implemented the following legislation related to teacher education:

1. Each education preparation program offered by a public institution of higher education or private institution of higher education that leads to a degree, concentration, or certificate for reading specialists shall include a program of coursework and other training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder. Such program shall (i) include coursework in the constructs and pedagogy underlying remediation of reading, spelling, and writing and (ii) require reading specialists to demonstrate mastery of an evidence-based, structured literacy instructional approach that includes explicit, systematic, sequential, and cumulative instruction.
2. Allows education preparation programs to include four-year bachelor's degree programs in teacher education.

August 23, 2018, the new *Regulations Governing the Review and Approval of Education Programs in Virginia* became effective. Upon the effective date, the Board of Education grants colleges and universities two years to align their existing approved programs and allows only college and universities that on the effective date are accredited by the Board of Education process four years to become accredited by the Council for the Accreditation of Educator Preparation (CAEP) with the option of submitting a progress report to the Superintendent of Public Instruction to request an additional year, if needed.

Factors Impacting

Within two years of August 23, 2018, colleges and universities must make revisions changes to approved programs to align to the *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective on August 23, 2018.

Financial Overview

Biennial Budget

	2019 General Fund	2019 Nongeneral Fund	2020 General Fund	2020 Nongeneral Fund
Initial Appropriation for the Biennium	24,500	350,000	24,500	350,000
Changes to Initial Appropriation	0	0	0	0

Supporting Documents

Title

File Type