# 2016-18 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

|  | 2017 General Fund | 2017 Nongeneral Fund | 2018 General Fund | 2018 Nongeneral Fund |
|---|---|---|---|---|
| Initial Appropriation for the Biennium | 61,083,151 | 44,312,669 | 58,783,181 | 44,314,603 |
| Changes to Initial Appropriation | -763,125 | 0 | -283,788 | 0 |

*(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 | 8,411,808 | 8,400,808 | Increase |
| 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 | 96,473 | 96,473 | Stable |
| Local Government Employee | Principals and Assistant Principals in public schools | 4,396 | 4,396 | 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 | 1,857 | 1,857 | Stable |
| Student | K-12 Public school students | 1,286,711 | 1,286,711 | 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 | 10,000 | 10,000 | Decrease |
| Higher Education Institutions | Approved Virginia teacher preparation programs for special education | 39 | 39 | 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 | 326 | 329 | Decrease |
| 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. |
|---|---|
| Business and Industry Partners | Attend meetings on a regular basis and respond to requests for information and guidance. Work collaboratively to offer services and products to school divisions. |

## 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.

  To provide accountability for student learning, the Board of Education, in conjunction with the Department of Education, will:

  - Review and revise the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA);

  - Report the accreditation status of each school in the Commonwealth;

  - Establish and monitor the requirements of schools not meeting full accreditation status;

  - Develop, submit and implement the state's federal accountability plan under the Every Student Succeeds Act of 2016;

  - Monitor school improvement interventions;

  - Revise graduation requirements to promote college and career ready standards, and;

  - Review requests for alternative accreditation plans.

  The Board of Education is focusing its work in 2017 on revisions to the state's accreditation system, to better recognize progress and growth of students and schools. The Board and Department are also continuing their redesign of the School Quality Profiles (formerly School Performance Report Cards) to increase their effectiveness to communicate to parents and the public the status and achievements of the public schools and local school divisions.

  ### Objectives

  » **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 Improvement 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 number of schools rated Fully Accredited.**

  *Description*

  The Office of School Improvement 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 Improvement 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 schools rated fully accredited

   - ♦ Percentage of schools fully accredited in the Governor's designated high-poverty communities

» **Improve efficiency of assessment administration by increasing the percentage of Standards of Learning (SOL) tests taken by students via a web-based system.**

*Description*

The Offices of Assessment Development and Test Administration, Scoring & Reporting manage the various statewide assessment programs. These programs currently include the Standards of Learning testing program, the Virginia Alternate Assessment Program, the Virginia Substitute Evaluation Program, the ACCESS for ELLs test used to measure the progress of Limited English Proficient students in learning English, and the National Assessment of Educational Progress.

*Objective Strategies*

- Manage test development, administration, scoring and reporting of results

   Measures
   - ♦ Percentage of Standards of Learning tests taken by students using a web-based delivery system

» **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 competiveness. 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

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. Additionally, legislation from the 2013 General Assembly allows a public elementary school that has an adjusted pass rate of 75% on the SOL reading assessment to apply for a two-year waiver from the third grade SOL assessment requirement for history or social science or both. Each school approved for the waiver will receive additional funding for a full-time reading specialist to provide direct services to students reading below grade level to improve achievement.

*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

**» Increase the percent of students who successfully complete Algebra I by the eighth grade.**

*Description*

The Division of Instruction provides technical expertise and leadership for school divisions to support student success in Algebra I by grade 8. Since 2002, the Algebra Readiness Initiative (ARI) has provided mathematics intervention resources and services to students in grades 6, 7, 8, and 9 who are at risk of failing the Algebra I end-of-course assessment, as demonstrated by their individual performance

on diagnostic tests that have been developed by or approved by the Department of Education. The ARI consists of two major components: 1) a diagnostic assessment designed to guide instructional decisions for students that may need intervention services and 2) targeted intervention services for students.

*Objective Strategies*

• Provide technical assistance to school division staff to support in the development of local curricula and best practices in teaching mathematics

Measures

♦ Percentage of students successfully completing Algebra I by the eighth grade

• **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 and Virtual Learning 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 catalog 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.

♦ 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's Star 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 rubric/planning tool;

• Support coordination and alignment between pre-Kindergarten programs and the k-12 school system;

• Collaborate with UVA and the Kindergarten Readiness Initiative; and

• Support the Virginia Preschool Initiative Federal Grant (VPI+) and implement lessons learned from the grant to improve the VPI program.

**Objectives**

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

*Description*

The Division of Instruction, Office of Humanities and Early Childhood Education, 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

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

• **Highly Qualified 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;

• Review and revise the Guidelines for Uniform Performance Standards and Evaluation Criteria;

• Support professional development opportunities for educators;

• License highly qualified and effective educators; and

• Celebrate educator recognition programs.

**Objectives**

» **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 highly 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

» **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 is administered 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

• **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 ESEA 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 grants accounting and reporting office is responsible for 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 Program Administration and Accountability 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

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

*Description*

The Elementary and Secondary Education Act (ESEA) 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 seven categories: (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 language learners and immigrant students; (4) Title IV – 21st Century Schools – to provide student support and academic enrichment grants, and to provide afterschool programs that extend learning for students; (5) Title V to provide support for rural schools;

(6) Title VI to provide education for Indian, Hawaiian, and Alaska natives; and (7)Title VII to provide aid to school divisions and students that have strong connections to or influences from the federal government, such as military installations.

*Objective Strategies*

• Review and revise funding applications to comply with ESEA 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 coordination of all state and federally required 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. 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 Training/Technical Assistance Centers. The Office also provides overall leadership and technical assistance to programs for children with low-incidence disabilities: children with intellectual disabilities; children with severe disabilities; children who are deaf/hard of hearing, children who are blind/visually impaired; and children who are deaf-blind. This unit will also serve as

the Virginia Department of Education link to the Virginia School for the Deaf and Blind. The Office oversees related services and assistive technology initiatives including the National Instructional Materials Accessibility Standards (NIMAS).

*Objective Strategies*

• Assistive technology for special education programs

• Technical assistance on a regional basis and disability-specific services

• Provide local grants to promote innovative transition practices that promote 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, and teach aids

Measures
♦ Percentage of youth with disabilities graduating from high school with an Advanced or Standard Diploma

» **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*

[Nothing Entered]

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

• **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.

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

*Description*

The Office of Student Services oversees a variety of programs that directly support students in school and community settings. Some of the program areas are Virginia Tiered Systems of Supports which is a data-driven decision-making framework that drives professional development 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 and mental health services and therapeutic day treatment programming, 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

♦ 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

» **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, and the Fresh Fruit and Vegetable grant programs (FFVP).  Federal program funds are distributed through the Virginia Department of Education to participating school divisions, private schools, and residential child care institutions for meals and snacks served to students. 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 healthy meals at school and the opportunity to make healthful choices that will enhance academic and physical performance and promote lifelong health.

*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

» **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 and updates pupil transportation regulations. Facilities Services provides technical assistance on matters of school planning, construction and maintenance.

*Objective Strategies*

- Conduct trainer certification

- Develop school bus specifications

- Provide technical assistance to local school divisions

- Update pupil transportation regulations

## 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 *Elementary and Secondary Education Act (ESEA)* program implementation, monitoring, and support. Monitoring division-level program implementation and providing support as needed.

The Board of Education is focusing its work in 2017 on revisions to the state's accreditation system, to better recognize progress and growth of students and schools. The Board and Department are also working to redesign 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.

## Performance Highlights

The move to challenging new college-and career-ready Standards of Learning (SOL) builds on nearly two decades of SOL-based reform in the Commonwealth. These reforms have coincided with steady progress in student achievement. Not only do third-party observers such as "Education Week" rank our public school system as one of the nation's top four, but our students have posted increases on the National Assessment for Educational Progress (NAEP), the Scholastic Aptitude Test (SAT), the American College Test (ACT), and Advanced Placement (AP) test results while improving graduation rates and reducing achievement gaps among demographic subgroups.

Raising the rigor of Virginia's academic standards to reflect the Board's focus on college and career readiness, while maintaining public understanding and support as schools strive to meet those higher standards, is challenging. There have been declines in accreditation, as schools implement more rigorous SOL and SOL tests, but the Department and Board remain committed to achieving the highest standards for the children of the Commonwealth.

## Staffing

| | |
|---|---|
| Authorized Maximum Employment Level (MEL) | 329 |
| Salaried Employees | 270 |
| Wage Employees | 56 |
| Contracted Employees | 10 |

## 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 SOL tests and efforts to close achievement gaps among demographic groups coupled with fiscal pressures faced by many school divisions. 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.

The Board of Education has also identified several challenges facing public education:

- Raising the rigor of Virginia's academic standards to reflect the Board's focus on college and career readiness, while maintaining public understanding and support as schools strive to meet those higher standards, will be challenging. There have been declines in accreditation, as schools implement more rigorous SOL and SOL tests, but the Department and Board remain committed to achieving the highest standards for the children of the Commonwealth.
- Virginia, as other states, has a long way to go to eliminate achievement gaps among subgroups of students. Family income, race, and other demographic factors remain too strong an indicator of passing rates on SOL tests, high school graduation rates, and other measures of academic success.
- A small but significant number of schools remain chronically low-performing by state and federal standards. Improving these schools and better serving the children who attend them will require focus, perseverance, resources, and teamwork.
- Attracting the best and the brightest individuals into the teaching profession, supporting their continued professional development, boosting morale, and retaining those who excel is of critical importance to student achievement.

## 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: 2012-2017, including:

- Accountability for Student Learning
- Rigorous Standards to Promote College and Career Readiness
- Expanded Opportunities to Learn
- Nurturing Young Learners
- Highly Qualified and Effective Educators
- Sound Policies for Student Success
- Safe and Secure Schools

### Information Technology

The Virginia Department of Education has a strong information management program that is supported by a Systems Development Life Cycle, a Database Architecture, Information Architecture, and Information Security program. These elements of information management work together to ensure that education data collected and reported by the Department of Education are of the highest possible quality.

The Office of Educational Information Management collects, processes, and reports educational information that enables the Department of Education to meet the reporting requirements of state and federal laws and regulations, and support Virginia's education research agenda.

Virginia began establishing a statewide longitudinal data system in 2002. Since that time, the system has evolved significantly to enable the Commonwealth to meet state and federal reporting requirements while providing significant data and information to educators throughout the Commonwealth and to the public. The Virginia Department of Education, in partnership with the Office of the Governor, the State Council of Higher Education for Virginia, the Virginia Community College System, the Virginia Employment Commission, the Virginia Information Technologies Agency, and Virginia's work force agencies, received a substantial longitudinal data systems grant from the United States Department of Education. The grant funded development of the Virginia Longitudinal Data System (VLDS).  The VLDS provides state policy makers, authorized researchers, and citizens with access to educational and work force training data from multiple sources while protecting the privacy of Virginia students.

Federal laws such as the Elementary and Secondary Education Act and the Individuals with Disabilities Education Improvement Act have significant data reporting requirements for the agency which are in turn passed on to school divisions. The agency also struggles to respond to an increasing demand for education data and a backlog of requests for system development. The increasing information technology security standards required by VITA also taxes the resources of the agency.

### 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, 2016, approximately 23 percent of the Department of Education's work force was eligible to retire with unreduced benefits. Approximately 36% of the workforce is retirement eligble 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, 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 30 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 |
|---|---|
| The Virginia Department of Education's vision, mission and code of ethics | Link |
| Virginia Board of Education Comprehensive Plan: 2012-2017 | Link |
| Virginia Board of Education 2016 Annual Report | 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, the fine arts, foreign 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, Science, Mathematics, and History and Social Science Standards of Learning Enhanced Sample Scope and Sequence Guides for English, Science, Mathematics, and History and Social Science SOL Instructional and Training Materials Compilation (PDF format). Also included are links to instructional Web-based resource pages to assist teachers and students. A sample includes: 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 6-12)
- 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 Grant Awards
- Data collection and reporting
- Implementation of Perkins IV Core Standards and Performance Measures
- Federal Program Monitoring
- 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
- 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
- Career Connections (career planning K-12)
- Academic and Career Plans/Programs of Study
- Virginia Education Wizard
- Work-based learning methods of instruction
- 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 (VACTE)
- 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.

## **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**

In these hard economic times, department staff may be adversely impacted by recruitment freezes, staff reductions, and elimination of some programs. More services must be provided by fewer persons, putting increased pressure on already thin resources.

## Financial Overview

Biennial Budget

| | 2017 General Fund | 2017 Nongeneral Fund | 2018 General Fund | 2018 Nongeneral Fund |
|---|---|---|---|---|
| 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

#### 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 No Child Left Behind Act of 2001 through professional development, technical assistance and program monitoring activities. Additional responsibilities include administration of state requirements associated with charter schools and regional alternative education programs.

In these hard economic times, department staff may be adversely impacted by recruitment freezes, staff reductions, and elimination of some programs. More services must be provided by fewer persons, putting increased pressure on already thin resources.

### Financial Overview

Biennial Budget

| | 2017 General Fund | 2017 Nongeneral Fund | 2018 General Fund | 2018 Nongeneral Fund |
|---|---|---|---|---|
| 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.

**Anticipated Changes**

The Every Student Succeeds Act of 2015, which replaced the No Child Left Behind Act of 2001, requires states to develop and implement new federal accountability systems. The new systems will first be 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

|  | 2017<br>General Fund | 2017<br>Nongeneral Fund | 2018<br>General Fund | 2018<br>Nongeneral Fund |
|---|---|---|---|---|
| Initial Appropriation for the Biennium | 0 | 0 | 0 | 0 |
| Changes to Initial Appropriation | 0 | 0 | 0 | 0 |

### 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 leads and facilitates the development and implementation of quality adult and alternative education programs that assist adults and youth in receiving a secondary education or becoming literate in the English language to help them become productive and responsible citizens.

### Products and Services

**Description of Major Products and Services**

Product: Program and content standards, such as English for Speakers of Other Languages (ESOL) and GED Content Standards

Product: Policy documents, such as adult assessment policies

Product: Requests for proposals

Product: Grant application packets

Product: Grant awards

Product: Contracts

Product: Superintendent's memos

Product: Federal, state, and private organization grant applications (this office responds to for funding)

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: Administration of GED Tests

Product: Curriculum guides, such as a guide for using health literacy to teach GED content

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

Service: Support to legislative committees and commissions

Service: Counseling to GED test takers

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

Product: Marketing and recruitment materials, such as GED testing information

Product: GED certificates and transcripts

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

Product: State plan for adult education

Product: Technology plan for adult education

Product: Guidance on using the data system

## Anticipated Changes

The GED® test has increased from $58 to $120 for the full battery of four subject tests-Reasoning through Language Arts, mathematical reasoning, science, and social studies.

On July 1, 2014, HB 1007 (Byron) changes all references in the Code of Virginia from "General Educational Development (GED®)" to "high school equivalency examinations approved by the Board of Education."

## Factors Impacting

Although the new cost of the test has been a concern on how it would impact test taker behavior, data from January 1, 2014 to July 10, 2014, suggest upward trends in the number of tests taken by content area and month, and the number of those who pass all four subject areas. Many OAEL funded adult education and literacy programs will be using 2014-2015 Race to GED® funds to purchase vouchers to help offset the cost to adults when they take the practice test and/or the official GED® test. Some regional adult education programs are using state Race to GED® funds to pay for the full or partial cost of the test if test takers meet certain program incentive requirements.

Two high school equivalency assessment options are currently available in addition to the GED® test - the High School Equivalency Test (HiSET®), from the Educational Testing Service, and CTB/McGraw Hill's Test Assessing Secondary Completion™ (TASC). According to a recent report compiled by the National Adult Education Professional Development Consortium, 40 states have selected the 2014 GED® computer-based test as their approved alternative high school assessment, four states have selected all three high school equivalency tests, seven states have selected only the HiSET, and three states have selected only the TASC. The Office of Adult Education and Literacy (OAEL) is researching and engaging in national conversations about these other high school equivalency options.

## Financial Overview

Biennial Budget

|  | 2017 General Fund | 2017 Nongeneral Fund | 2018 General Fund | 2018 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.

#### Anticipated Changes

In these hard economic times, department staff may be adversely impacted by recruitment freezes, staff reductions, and elimination of some programs. More services must be provided by fewer persons, putting increased pressure on already thin resources. 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 Annual Measurable Objectives for students with disabilities set forth by the ESEA flexibility waiver and other accountability measures.

#### Factors Impacting

Federal budget cuts due to sequestration caused significant reducations in Individuals with Disabilities Education Act (IDEA) funding by close to 9% thereby affecting the amount and scope of products or services offered in special education to constituents.

### Financial Overview

Biennial Budget

|  | 2017 General Fund | 2017 Nongeneral Fund | 2018 General Fund | 2018 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.

#### Anticipated Changes

In these hard economic times, department staff may be adversely impacted by recruitment freezes, staff reductions, and elimination of some programs. More services must be provided by fewer persons, putting increased pressure on already thin resources.

#### Factors Impacting

Federal budget cuts due to sequestration caused significant reductions in Individuals with Disabilities Education Act (IDEA) funding by close to 9% thereby affecting the amount and scope of products or services offered in special education to constituents.

### Financial Overview

Biennial Budget

|  | 2017 General Fund | 2017 Nongeneral Fund | 2018 General Fund | 2018 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 hte 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.

#### Anticipated Changes
#### Factors Impacting

Federal budget cuts due to sequestration caused significant reductions in Individuals with Disabilities Education Act (IDEA) funding by close to 9% thereby affecting the amount and scope of products or services offered in special education to constituents.

### Financial Overview

Biennial Budget

| | 2017 General Fund | 2017 Nongeneral Fund | 2018 General Fund | 2018 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.

#### Anticipated Changes

In these hard economic times, department staff may be adversely impacted by recruitment freezes, staff reductions, and elimination of some programs. More services must be provided by fewer persons, putting increased pressure on already thin resources.

#### Factors Impacting

### Financial Overview

Biennial Budget

| | 2017<br>General Fund | 2017<br>Nongeneral Fund | 2018<br>General Fund | 2018<br>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.

**Anticipated Changes**

New mathematics tests that measure the Standards of Learning adopted by the Virginia Board of Education in 2016 will be administered for the first time in 2018-2019.  The transition to a computer adaptive testing model for the reading and mathematics tests for grades 3-8 will be completed by spring 2018.

**Factors Impacting**

### Financial Overview

Biennial Budget

|  | 2017<br>General Fund | 2017<br>Nongeneral Fund | 2018<br>General Fund | 2018<br>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**

## 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 Elementary and Secondary Education Act (ESEA). 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.

#### Anticipated Changes

In these hard economic times, department staff may be adversely impacted by recruitment freezes, staff reductions, and elimination of some programs. More services must be provided by fewer persons, putting increased pressure on already thin resources.

#### 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

| | 2017 General Fund | 2017 Nongeneral Fund | 2018 General Fund | 2018 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. 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, and division staff to support the nutritional and educational goals of the 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. 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 of 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. 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 Web site 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 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.

#### Anticipated Changes

The requirement to administrative school division level procurement reviews to 33 percent of school divisions annually 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 of 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

| | 2017<br>General Fund | 2017<br>Nongeneral Fund | 2018<br>General Fund | 2018<br>Nongeneral Fund |
|---|---|---|---|---|
| Initial Appropriation for the Biennium | 138,870 | 1,475,215 | 138,870 | 1,475,234 |

| | | | | |
|---|---|---|---|---|
| Changes to Initial Appropriation | 0 | 0 | 0 | 0 |

## 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.

**Anticipated Changes**

**Factors Impacting**

**Financial Overview**

Biennial Budget

| | 2017 General Fund | 2017 Nongeneral Fund | 2018 General Fund | 2018 Nongeneral Fund |
|---|---|---|---|---|
| Initial Appropriation for the Biennium | 385,205 | 30,000 | 385,205 | 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 Technology and Virtual Learning 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, the office 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 the Technology Standards for Instructional Personnel 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 Notes; and disseminates information about new and emerging educational technologies and research-based technology integration and training best practices to school division personnel.

### 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.

The Technology Standards for Instructional Personnel provide regulations regarding licensure which includes proficiency in educational technology for instructional purposes.  Sections 1 – 6 of the Standards of Quality (§ 22.1-253.13) provides the requirements of instructional programs in addition to the requirements of instructional, administrative, and support personnel related to the products and services in this service area.

### Products and Services
#### Description of Major Products and Services

Technology Planning: The Educational Technology Plan for Virginia 2017-2022 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 technology program. The office reviews local school division technology plans that have been aligned to the state plan and provides appropriate assistance as needed. The six-year technology plan is currently being updated.

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

Digital Content: The 2012 General Assembly 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 120,000 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.

Technical Assistance and Training: Resources to assist schools in effectively using technology 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.

### Anticipated Changes
### Factors Impacting

### Financial Overview

Biennial Budget

|  | 2017<br>General Fund | 2017<br>Nongeneral Fund | 2018<br>General Fund | 2018<br>Nongeneral Fund |
|---|---|---|---|---|
| Initial Appropriation for the Biennium | 439,619 | 135,265 | 439,619 | 135,276 |
| 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 digital resources. The initiative includes Virtual Virginia, the Commonwealth's online program, and the process for application, approval, and monitoring of multidivision online providers that may provide approved online courses to schools in Virginia.

It also includes Web-based multimedia content and resources including Virginia on iTunes U, Share the Skies Internet telescope, eMediaVA, and the Infinite Learning Lab.

### 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 70 individual courses during the 2017-2018 school year.

Share the Skies provides access to a research-grade telescope to support hands-on science, technology, engineering, and mathematics (STEM) learning throughout the Commonwealth.

eMediaVA provides over 120,000 rich media objects aligned to the Standards of Learning to Virginia teachers and students. Additional content is added regularly.

The Infinite Learning Lab provides Web-based lessons for younger learners in mathematics, science, English, and life skills.

Virginia on iTunes U provides access to vetted, standards-based multimedia digital content for students and teachers.

Staff development resources are disseminated to schools and school divisions through video streaming, the Department of Education Web site, Virtual Virginia, and Virginia on iTunes U. In addition, approximately 30 online courses are offered to teachers annually.

This service area provides guidance and technical assistance to agency personnel in the effective use of technology to disseminate information to education stakeholders in a variety of media and formats including recorded and live webinars, information briefs, online courses, guidance documents, reports, rubrics, and other print and digital products and services that improve teaching, learning, and school management.

#### Anticipated Changes

During the 2016-2017 school year, Virtual Virginia provided resources to public schools to support the deployment of the Economics and Personal Finance course to all Virginia public school students. School divisions chose to enroll in the fully online course via Virtual Virginia or to access the full course curriculum and offer this within their divisions using their own learning management systems. For those divisions that do not have a learning management system in place, Virtual Virginia hosted the course and provided access, training, and support. Virtual Virginia will continue these programs during the 2017-2018 school year. As many as 12,000 students may be served this year. Virginia also provides instructional resources in the area of Mathematics for educators to use during in-person instruction in the areas of Algebra I and Geometry. It is anticipated that during the 2017-2018 school year the resource offering will be expanded to include Algebra II. Additional course offerings for the 2017-2018 school year also include an introductory Computer Science course.

#### 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

| | 2017 General Fund | 2017 Nongeneral Fund | 2018 General Fund | 2018 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**

| | 2017 General Fund | 2017 Nongeneral Fund | 2018 General Fund | 2018 Nongeneral Fund |
|---|---|---|---|---|

## 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

IT Security
Business and Risk Management

Community and Minority Affairs
Division of Finance and Operations (in part)
Office of Fiscal Services
Office of Budget
School Facilities
Tax Credits Programs and Procurement
Division of Policy and Communications
Policy
Communications
Board Relations
Educational Information Management and Technology Innovations
Office of Human Resources
Internal Support Services

Research


### 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, C*ode 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 program, including ARMICS and internal controls.

IT Security: develop, manage, and maintain agency information security program in accordance with state requirements.

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

Community and Minority Affairs: conduct community outreach and engagement among various stateholders in support of public education.

Division of Finance and Operations (in part):

Office of Fiscal Services: accounts payable and receivable, payroll certification, travel reimbursement, small purchase charge card, fixed assets administration, state and federal payment processing, grants administration and compliance, OMEGA system administration, financial 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; debt financing programs - Literary Fund, Virginia Public School Authority; QZAB bond program; support to the General Assembly; technical assistance to school divisions.

School Facilities: Literary Fund application review; guidelines for school buildings; new school construction cost data; facilities assessments and efficiency reviews; school security equipment grants.

Tax Credit Programs and Procurement:  Administration of education tax credit programs; contracting for purchase of goods/services; contract administration; technical assistance on Virginia Public Procurement Act.

Office of Educational Information Management and Technology Innovations: Web-based data collection systems and databases; Web-based reporting; Response to ad-hoc data requests; Required state and federal reporting; VIrginia Longitudinal Data Systems; AITR (VITA); SSWS; systems development; identification and implementarion of technology innovations..

Office of Human Resources: Recruitment and selection; Equal Employment Opportunity services; Training and development services; Performance management services; Compensation planning services; Employee benefit services.

Internal Support Services: Office space; Mail/copying; shipping/receiving; vehicle fleet; emergency management; telephones; office supplies inventory.

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

Office of Communications: News releases and media relations; publications and graphic design; agency Web site management and upkeep; social media utilization and management.

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.


**Anticipated Changes**
**Factors Impacting**

**Financial Overview**

Biennial Budget

|  | 2017 General Fund | 2017 Nongeneral Fund | 2018 General Fund | 2018 Nongeneral Fund |
|---|---|---|---|---|
| Initial Appropriation for the Biennium | 16,763,126 | 2,590,554 | 16,363,156 | 2,592,155 |
| Changes to Initial Appropriation | -34,625 | 0 | 329,757 | 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 high-quality 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; implements assessment requirements for licensure; facilitates the review and approval of education programs (career switcher program); coordinates the Superintendent's Investigative Panel; serves as staff liaison to the Advisory Board on Teacher Education and Licensure; administers the National Board Certification incentive program; coordinates the collection of instructional personnel information for state and federal reporting; implements grants for science, technology, engineering, and mathematics; processes the mentor teacher career switchers funds; and conducts teacher quality and recruitment initiatives. Teacher Licensure also provides leadership for the uniform perforamcne standards and evaluation criteria for teachers, principals, and superintendents, as well as reports data to meet federal reporting requirements. 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 Board of Education Regulations

### Products and Services

#### Description of Major Products and Services

Products: Licenses for instructional personnel, Instructional Personnel and Licensure (IPAL) collection of licensed instructional personnel and highly qualified teacher calculations; Web Site (applications, licensure assessments, guidelines, regulations, etc.); Licensure Regulations for School Personnel,  Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents; certification of Career Switchers Program Providers; grant awards for science, technology, engineering, and mathematics; and incentives for National Board Certification and other Board of Education regulations.

Services: Issues licenses for instructional personnel; coordinates the Superintendent's Investigative Panel; coordinates the review and approval of education programs (career switcher programs);  trains  licensure contacts in school divisions; coordinates the National Board Certification incentive program; coordinates 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), and facilities the on-line license renewal process for school divisions. The service area provides technical assistance to school divisions, institutions of higher education and the general public regarding licensure matters.

#### Anticipated Changes

The National Board for Professional Teaching Standards has informally advised the Department that for at least the next two years (fall 2015 and fall 2016) no teachers (other than those successful in retakes) will receive National Board Certification due to revisions in the process.

#### Factors Impacting

In these hard economic times, department staff may be adversely impacted by recruitment freezes, staff reductions, and elimination of some programs. More services must be provided by fewer persons, putting increased pressure on already thin resources.

### Financial Overview

Biennial Budget

|  | 2017 General Fund | 2017 Nongeneral Fund | 2018 General Fund | 2018 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  by offering technical assistance to the 36 institutions with teacher preparation programs, implementing initiatives to attract and retain high quality educational personnel; and coordinating of 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.

**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 and Assistance Service area is to help ensure, through initial preparation and training, highly-qualified pre-kindergarten to grade 12 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 (8 VAC 20-542-10 et seq.); Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers; Virginia Plan for Title II Reporting Requirements of the Higher Education Act (Sections 201 and 208); Top 10 Critical Shortage Teaching Areas in Virginia; TeachVirginia (on-line educators career center), awards, for teachers, and grants to support preparation of teachers.

Services: Coordinates the approval and accreditation processes for approved preparation programs for instructional personnel; coordinates the Virginia Teacher of the Year Program; The Milken Family Foundation Educator Awards Program; Virginia Teaching Scholarship Loan Program (VTSLP); TeachVirginia, and other school personnel recruitment initiatives. The service area designates critical shortage teaching areas, provides technical assistance to college and university officials, instructional personnel, and the general public.

**Anticipated Changes**

In these hard economic times, department staff may be adversely impacted by recruitment freezes, staff reductions, and elimination of some programs. More services must be provided by fewer persons, putting increased pressure on already thin resources.

**Factors Impacting**

**Financial Overview**

Biennial Budget

| | 2017<br>General Fund | 2017<br>Nongeneral Fund | 2018<br>General Fund | 2018<br>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 |
|---|---|