

Board of Education Agenda Item

Item: I.

Date: July 17, 2008

Topic: First Review of a Proposal to Establish a Governor's Career and Technical Academy: Stafford Academy for Technology

Presenter: Dr. Lois A. Williams, STEM Coordinator
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Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: Process for Initiating a Governor's Career and Technical Academy Approved by the Board of Education on November 29, 2007

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

Virginia is one of six states to receive a grant from the National Governors Association (NGA) Center for Best Practices to improve science, technology, engineering, and mathematics (STEM) education. The development of Governor's Career and Technical Academies is one of the major initiatives of the grant.

Virginia's Governor's Career and Technical Academies are programs designed to expand options for the general student population to acquire science, technology, engineering, and mathematics (STEM) literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage and high-skill careers. Partnerships establishing academies must include at least one public school division, business and industry, and postsecondary education. Six partnerships have been

awarded grants to assist with the creation of Virginia's first Governor's Career and Technical Academies.

On November 29, 2007, the Board of Education approved the criteria to establish a Governor's Career and Technical Academy. Subsequently, on March 19, 2008, the Board approved the standards for the Governor's Career and Technical Education Exemplary Standards Awards Program, in which all Career and Technical Academies must participate.

As required by the Board of Education, the State Council of Higher Education in Virginia (SCHEV) has reviewed the attached proposal to establish the Stafford Academy for Technology and recommends that the Board approve the proposal. Staff at the Virginia Department of Education (DOE) have also reviewed the proposal in the context of the Board's criteria. An executive summary of the proposal is contained in Attachment A. Attachments B and C contain the reports from the reviews by SCHEV and the DOE. Attachment D contains the complete proposal.

Summary of Major Elements:

The proposal documents the existence of an active partnership consisting of representation from Stafford County Public Schools, Germanna Community College, the University of Mary Washington, and numerous local businesses and industries. The Stafford Academy for Technology will be located at three sites – Brooke Point High School, North Stafford High School, and Stafford High School. The Academy will be used as the catalyst to prepare students to meet current and projected state and regional work force needs through an interdisciplinary course of study bringing together science, technology, engineering, and mathematics (STEM) curriculum and staff.

During the first phase of the Academy, students will focus on pathways in the clusters of instructional technology and STEM. The ultimate goal is to expand the Academy to include pathways in other career clusters such as health care. The Academy will provide the necessary foundation for high school by offering coursework in STEM areas in the middle grades building upon Project Lead the Way.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the proposal to establish the Governor's Career and Technical Academy: Stafford Academy for Technology.

Impact on Resources:

The partnership presenting the proposal has already received a planning grant through Virginia's participation in the National Governors Association's STEM Center Grant Program. Upon approval of the partnership's proposal by the Board of Education, the Department of Education will award an implementation grant to assist with further development of the program. The planning and implementation grant funds are available on a one-time basis only to the six partnerships that were selected through a grant competition associated with the National Governors Association's STEM Center Grant Program. Funding beyond those available through the grant must be provided at the local level.

Timetable for Further Review/Action:

Governor's Career and Technical Academies funded through the National Governors Association's STEM Center Grant Program must be in operation by the beginning of the 2008-2009 academic year.

**Stafford Academy for Technology
Executive Summary
July 17, 2008**

Partnership Members: Stafford County Public Schools; Germanna Community College; Diversified Educational Systems; Employment Resources, Inc.; Fredericksburg Regional Alliance; Fredericksburg Regional Chamber of Commerce; Free Lance-Star; GEICO; Hilldrup Companies; Mary Washington Hospital/Medicorp; Rappahannock Region Small Business Development Center; R.L. Williams, Ltd./Autodesk, Inc.; Spotsylvania Technology Center; Stafford County Economic Development; Stafford County Career and Technical Education Advisory Committee; Stafford Rotary; University of Mary Washington; Virginia Employment Commission; Weldon Cooper Center; Workforce Investment Board, Inc.

Lead Entity: Stafford County Public Schools

Fiscal Agent: Stafford County Public Schools

Contact Person: Ms. Kathleen M. Burant
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Academy Location: Brooke Point High School
North Stafford High School
Stafford High School

Number of Students Served: Maximum of 180 in Phase I

Career Pathways: Network Systems
Science and Engineering

Academy Goals and Description: The Stafford Academy for Technology will be used as the catalyst to prepare students to meet both current and projected work force needs through an interdisciplinary course of study bringing science, technology, engineering, and mathematics together across all grade levels, K-16. The Academy will assure excellence by raising the aspirations of all students through: 1) the incorporation of workplace experiences as part of the school program; 2) the implementation of industry assessments; 3) the application of concepts through hands-on learning experiences; 4) the alignment of programs of instruction to emerging job opportunities; and 5) the coordination of related efforts throughout a partnership network. The Academy will open at three sites in Stafford County in the fall of 2008 with one site focusing on the Network Systems pathway and the other two sites on the Science and

Engineering pathway. Access will be provided for students from all five Stafford County high schools. There is a substantial opportunity for dual enrollment coursework and career and technical integration as part of the Academy educational experience. The curriculum of the seven Stafford County middle schools will support and encourage enrollment in the Academy.

**Highlights
of the
Program:**

- The Stafford Academy for Technology has a strong and growing partnership including representatives from business and industry, postsecondary educational institutions, work force and economic development groups, parents, and Stafford County Public Schools.
- A major component of the Academy is the integration of academics and career and technical education staff and curriculum.
- The Stafford Academy for Technology is building upon Project Lead the Way to give students pre-engineering curriculum at the middle and high school levels.
- FIRST Robotics, N-STAR projects and Legos™ will be incorporated into the middle school curriculum so that students will receive hands-on experience applying instructional technology and science and engineering concepts.
- Small learning communities will be a hallmark of the Academy to give students more personalized instruction.
- Required service learning experiences are incorporated into students' academy experiences.
- The Stafford Academy for Technology will address the needs of special populations and nontraditional students in engineering and technology fields.
- The strong connection with business and industry partners will facilitate mentorships, job shadowing, cooperative education, and internships as early as the tenth grade.
- The two pathways will be the model for expanding the academy concept to the development of a future STEM-based career and technical education center.

**The State Council of Higher Education for
Virginia**

**Review of Governor's Career and Technical
Academy Proposal**

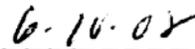
Name of Lead Entity on Proposal: Stafford County Public Schools

Date of Review: June 10, 2008

The State Council of Higher Education for Virginia recommends approval of the Stafford Academy for Technology (STAT) as a Governor's Career and Technical Academy.



Dr. Daniel LaVista
Executive Director
State Council for Higher Education



Date

State Council of Higher Education for Virginia
Governor's Career and Technical Academies
Postsecondary Curriculum Review Checklist

Academy Name	Collaborating Partners	Total Funds Requested	Allocated Funds for Postsecondary Component
Stafford Academy for Technology (STAT)	Stafford County Public Schools, Old Dominion University, Germanna Community College, (see proposal for a full list)	\$100,000	NA

Criteria

Category 1: Postsecondary Accreditation and Approvals

YES/NO

- YES **Postsecondary institution is appropriately accredited**
- NA **Proposed postsecondary program has specialized accreditation, if applicable**
- YES **Proposed postsecondary program is SCHEV and/or VCCS approved**
- NA **Proposed postsecondary program will be seeking SCHEV and/or VCCS approval**

Category 2: Governor’s Career and Technical Academy Requirements

YES/NO

- YES **Evidence of a partnership with a postsecondary institution, business, or industry, and demonstrated roles for each entity**

- YES **Offers at least one career pathway in a field identified by a statewide authority or organization as a strategic growth area for Virginia**

- YES **Offers at least one career pathway addressing regional and local work force demand in a high-wage, high-skill field identified by employers and work force officials**

- YES **At least one of the two career pathways is in a STEM-related field**

Category 3: Postsecondary/Business Component Requirements

YES/NO

- YES **Provides opportunities for students to earn industry credentials, state licensure, associate or baccalaureate degrees, and college credit for work-based experiences**

- YES **Articulates with baccalaureate programs or to higher levels of training or professional credentialing**

- YES **Demonstrates P-16 integration including curriculum development with high school, college, and university faculty (desired)**

- NA **Includes college faculty as adjunct faculty of the academy (desired)**

- YES **Provides opportunities for students to participate in work-based experiences**

Category 4: Academic Quality

YES/NO

- YES **Requires appropriate postsecondary faculty qualifications**
- YES **Requires faculty to hold industry certification, where necessary**
- YES **Planned professional development for faculty and administrators**
- YES **Planned systematic program and learning outcomes assessment**

Category 5: Administration and Funding

YES/NO

- YES **Funding is sufficient to support effective administrative and operational needs including materials, administrative personnel, and facilities**
- YES **Funding is sufficient to sustain faculty salaries, curriculum development costs, and instructional materials and delivery**
- YES **Facilities possess the necessary physical attributes to deliver the instructional program (classroom space, technology, labs, equipment)**

Comments

To complete this review SCHEV has requested additional information which can be found on the following pages.

Responses to SCHEV Request for Additional Information
May 20, 2008

The proposed programs for the Stafford Academy for Technology (STAT) are a good fit for the work force needs of Stafford County and the region. There are some areas that need additional detail:

- *The proposal states that the Project Lead the Way program, with its existing programs and infrastructure, will provide the baseline activities for STAT. Expanded and specific information is needed regarding how the Academy will differ from the existing Project Lead the Way program. Include the role college faculty will play at the Academy.*

Our programs will not be different than those from Project Lead the Way (PLTW) because we have contracted with them to offer the foundation courses (Introduction to Engineering Design, Digital Electronics, Principles of Engineering, and Engineering Design and Development) and one additional specialization course. Each PLTW school has chosen a different specialization course. Stafford High School has selected Computer-Integrated Manufacturing while North Stafford High School has chosen Civil Engineering and Architecture.

The lead faculty member in the engineering program at Germanna Community College is a Stafford High School graduate of the drafting program. He received his four-year engineering degree and is a full-time engineer at Dahlgren Naval Facility. He was instrumental in developing the drafting and engineering program at Germanna and continues to assist in working with our instructors to offer all drafting courses for dual enrollment next fall. Our goal is to provide the same dual enrollment credit for students in PLTW courses in addition to those already contracted through Old Dominion University and the University of Rochester.

- *What services will be provided for special populations of students? What career assessment tools are available for them?*

Students of all populations receive career assessment guidance through their schools' counseling departments as well as through the individual and larger group career services provided by Stafford County Public Schools' career specialist. Choices Explorer software is used by middle school students whereas high school students utilize the Kuder career assessment. Special populations are also addressed through the Inspiring Girls Now in Technology (IGNITE) program which targets females in nontraditional career roles such as engineering and information technology. As other special population needs are identified, additional services will be made available for tutoring, additional time, additional assistance with coursework, and mentoring opportunities from diverse populations and backgrounds.

- *Expanded information regarding how many work-based experiences will be available for students.*

Work-based learning experiences include mentorships, job shadowing, cooperative education, and internships. All STAT programs have a work-based learning component which will be available to all students throughout their four years in the Academy. Needs assessments and career surveys will be used to determine the specific career pathways of student interest. Once identified, students will be placed in appropriate career sites that foster their career interest. Career sites in business and industry continue to be determined as our partnership base increases.

**Virginia Department of Education
Governor's Career and Technical Academy
Proposal Review Checklist**

Final Review

Title of Proposal: Stafford Academy for Technology

Lead Entity for Proposal: Stafford County Public Schools

Date of Review: May 3, 2008

**Virginia Department of Education
Governor's Career and Technical Academy
Proposal Review Checklist**

I. Partnership Capacity

Partnerships desiring to implement a Governor's Career and Technical Academy shall provide the Department of Education with evidence of the following:

Criteria	Documentation			Comments
	Full	Partial	None	
A. An active, ongoing planning committee, including a list of members and signed certifications from each that they are willing and able to serve in that capacity. At a minimum, members must represent K-12 education (superintendent or designee), higher education, and business and industry. All partners must be represented on the committee.	X			
B. An advisory committee, including a list of members and signed certifications from each that they are willing and able to serve in that capacity.	X			
C. A written memorandum of agreement among school divisions, local businesses, postsecondary institutions, and any other partners that outlines ways in which community resources will contribute to the Governor's Career and Technical Academy to broaden the scope of students' educational experiences.	X			

Criteria	Documentation			Comments
	Full	Partial	None	
D. A statement of assurances that the Governor’s Career and Technical Academy Planning Committee has reviewed provisions of <i>Administrative Procedures Guide for the Establishment of Governor’s Career and Technical Academies</i> and agrees to follow the guidelines set forth in the document (see appendix).	X			
E. A statement of assurances that, if applicable, an ongoing Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs (see appendix).	X			
Comments:				

II. Need/Rationale for the Academy

Partnerships desiring to implement a Governor’s Career and Technical Academy shall provide the Department of Education with evidence of the following:

Criteria	Documentation			Comments
	Full	Partial	None	
A. Demonstration of the need/rationale for the Academy. This statement should be concise and state the major reasons to have a Governor’s Career and Technical Academy, including need at the state, local and/or regional levels.	X			
B. A description of the enhanced or additional offerings in science, technology, engineering, and/or mathematics (STEM) that will meet the need described above.	X			

Criteria	Documentation			Comments
	Full	Partial	None	
C. A fiscal agent that is a public entity, including a certification that the entity is willing and able to serve in that capacity.	X			
Comments:				

III. Program Description

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

A. A statement of program goals addressing the following criteria:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Rigorous academic content in career and technical instruction;	X			
2. An emphasis on STEM career pathways;	X			
3. Individualized high school plans to ensure course selections that are aligned with students’ transition and career goals after high school;	X			
4. Evidence that graduates will complete a college and work readiness curriculum, minimally at the level specified for Commonwealth Scholars Course of Study (State Scholars Core) with the possibility of pre-approved substitution of equivalent courses where there may be more relevant course selections for a particular career pathway;	X	X		5/3/08 The career assessment portion of the plan of studies template is missing. 5/20/08 This omission has been corrected.

Criteria	Documentation			Comments
	Full	Partial	None	
5. Evidence that graduates will qualify for the Technical and/or the Advanced Technical Diplomas; and	X			
6. Incorporation of Virginia's Workplace Readiness Skills.	X			
Comments:				

B. A statement of program objectives and performance measures to:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Improve academic achievement of Academy students;	X			
2. Increase completion of dual enrollment courses;	X			
3. Provide workplace readiness experiences for students through strong partnerships with businesses;	X			
4. Increase high school graduation rates;	X			
5. Reduce dropout rates;	X			
6. Increase enrollment and retention in postsecondary education;	X			
7. Increase the proportion of students completing a college and workplace ready curriculum in high school;	X			
8. Reduce the proportion of students requiring remediation in college;	X			
9. Increase the number of industry certifications awarded to high school students; and	X			

Criteria	Documentation			Comments
	Full	Partial	None	
10. Increase the number of graduates employed in high-wage, high-demand and high-skill careers.	X			
Comments: 5/3/08 The objectives listed in the proposal need to be quantified and baseline data need to be identified. 5/20/08 Baseline data are identified in the proposal and objectives are quantified.				

C. A brief description of the proposed program, including:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Site location;	X			
2. Number of students to be served;	X			
3. Grade levels;	X			
4. General curriculum design;	X			
5. List of courses to be delivered;	X			
6. Description of how/where the courses will be delivered. Courses may be delivered on a high school, technical center or community college campus, online, or in other innovative ways; and	X			
7. Designation of full-day or part-day, academic-year program.	X			
Comments:				

D. Evidence of participation in the Governor’s Exemplary Standards Award Program for Career and Technical Education.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

E. Program and course descriptions

E.1. At least two well-articulated career pathways must be included that meet the following criteria:

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #1: Science and Engineering				
a. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelor’s and graduate levels. These pathways may be in the same or different career clusters.	X			
b. Must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and motor sports, as well as modeling and simulation and nanotechnology or	X			

Criteria	Documentation			Comments
	Full	Partial	None	
c. Must address regional and local work force demand in a high-wage, high-skill field as identified by employers and work force officials.	X			
d. At least one pathway must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #2: Network Systems				
a. Each career pathway must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelor's and graduate levels. These pathways may be in the same or different career clusters.	X			
b. Must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and	X			

Criteria	Documentation			Comments
	Full	Partial	None	
motor sports, as well as modeling and simulation and nanotechnology, <u>or</u>				
c. Must address regional and local work force demand in a high-wage, high-skill field as identified by employers and work force officials.	X			
d. Of the two pathways described, at least one must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or the state.	X			Science and Engineering is the STEM pathway. Network Systems is part of the Instructional Technology career cluster.
e. Additional career pathways may address one of the areas described above, or an area identified by the partnership as an area of interest, growth, or expansion for students in the service area of the Academy.				Not applicable.
Comments:				

E.2 List of all requirements for successful program completion.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments: 5/3/08 The requirements are not clearly stated. 5/20/08 The requirements have been clarified.				

E.3 Academy graduates must achieve one or more of the following benchmarks:

Criteria	Documentation			Comments
	Full	Partial	None	
a. Earn one or more industry certifications or state occupational licenses, and/or demonstrate competencies on an assessment instrument recognized by postsecondary institutions such as CLEP examinations, collaboratively designed or mutually approved end-of-course tests, college placement tests, or student portfolios reviewed by a team of college and high school faculty; <u>or</u>	X			
b. Earn at least nine transferable college credits as defined in the Early College Scholars program (includes dual enrollment, AP and other options); <u>or</u>	X			While it is possible for Stafford Academy students to earn the nine credits, the minimum requirement for the Academy is the industry certification.
c. Earn an Associate Degree.				
Comments:				

E.4 Significant work-based experience must be included representing additional instruction or training beyond the classroom such as:

Criteria	Documentation			Comments
	Full	Partial	None	
a. Cooperative Education; or			X	
b. Internships; or	X			
c. Job Shadowing; or	X			
d. Mentorships; or	X			
e. Project-based learning; or	X			
f. Service learning; or	X			
g. A combination of the above.	X			
Comments:				

F. Length of program and daily schedule: Governor’s Career and Technical Academies are defined by program content, not by the location or delivery system of courses. Evidence of the following must be submitted:

Criteria	Documentation			Comments
	Full	Partial	None	
Designation of full-day or part-day, academic-year program.	X			
Comments:				

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

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

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

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

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

Criteria	Documentation			Comments
	Full	Partial	None	
1. A review of the Academy’s policies, procedures, and outcomes;	X			
2. A review of the program design and instructional delivery;	X			
3. Consideration of feedback from students, staff, parents, the community, and partnership members; and	X			
4. Annual collection and reporting of data to the Department of Education related to student achievement, goal achievement, and other indicators.	X			
Comments:				

IV. Administrative Procedures

Each Governor’s Career and Technical Academy must develop and maintain procedures developed cooperatively with participating partners. There should be evidence of procedures in the four areas that follow.

A. Partnerships - The role of business and industry, public school divisions, and postsecondary institutions in the partnership. The role of work force and economic development entities should also be included if they are among the partners.

	Documentation			Comments
	Full	Partial	None	
	X			
<p>Comments:</p> <p>5/3/08 Is the Spotsylvania Technology Center the same as the Spotsylvania Career and Technical Center?</p> <p>5/20/08 No, this is a business located in Fredricksburg. Clarification has been noted in the text.</p>				

B. Student recruitment, selection criteria, and admissions.

	Documentation			Comments
	Full	Partial	None	
	X			
<p>Comments:</p> <p>The timeline and materials included for the student selection process are very well planned. Perhaps they can be shared with other academies.</p>				

C. Code of student conduct and attendance.

	Documentation			Comments
	Full	Partial	None	
	X			
<p>Comments:</p>				

D. Transportation provided by the school division or consortium that is in compliance with all applicable federal and state regulations.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

E. Staff recruitment, selection, and assignment - The Governor’s Career and Technical Academy shall hire staff members who meet the Virginia teacher licensure requirements and/or postsecondary faculty qualifications. Where applicable, they must have industry-specific education with training and experience, including industry certification.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

F. Staff development - The program will provide appropriate staff training in addition to staff planning time.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

G. Staff evaluation – Staff will be evaluated according to the human resources policies of the agency or institution employing Academy personnel.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

H. Parent, student and community involvement

Criteria	Documentation			Comments
	Full	Partial	None	
1. Preparation for entering the Academies should begin by eighth grade.	X			
2. Students, parents, teachers, and counselors should work collaboratively to: a. Complete career interest inventories;	X		X	5/3/08 There are no references to career interest inventories in the proposal. 5/20/08 This has been added to the program of studies for each area.
b. Prepare academic and career plans outlining an intended course of study in high school;	X			
c. Review multiple postsecondary pathways and the steps required to pursue them;	X			
d. Participate in career assessments to identify areas students should strengthen to qualify for their selected pathways; and	X			
e. Discuss available diplomas, seals, and other recognitions including admission to specialized programs such as Governor's Academies.	X			

I. Documentation of insurance, budget, and other fiscal information

Criteria	Documentation			Comments
	Full	Partial	None	
Insurance	X			
Budget (from appendix)	X			
Budget Narrative	X			
Other				
Comments:				

Stafford Academy for Technology



**Stafford County Public Schools
31 Stafford Avenue
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540-658-6000**

STAFFORD ACADEMY FOR TECHNOLOGY TABLE OF CONTENTS

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Overview of Stafford Academy for Technology

The Stafford Academy for Technology (STAT) will be used as the catalyst to prepare students to meet current and projected work force needs through an interdisciplinary course of study bringing science, technology, engineering, and mathematics (STEM) together across all grade levels, K-16. The Academy will provide the necessary experiences to assure educational excellence. This will be accomplished by raising the aspirations of all students, incorporating workplace experiences as part of the school program, implementing industry assessments, increasing the relevancy of school work, and aligning programs of instruction to emerging job opportunities.

Rationale for the Academy

Stafford County is embracing a growing population challenged to meet the needs of an expanding technical work force crucial to the Commonwealth's economic future. Located between Washington, D.C., and Richmond, along the I-95 corridor, Stafford County will be home to a recently announced, significant consolidation of defense and military operations at Quantico Marine Base. Expanding operations at the army base at Fort Belvoir, and the continuing growth and expansion of vital national interests within the Washington, D.C., metropolitan area place the Stafford community in a unique position to prepare a skilled work force capable of meeting STEM challenges.

Stafford County is an affordable and convenient community for families seeking a quality of life that includes excellent educational opportunities without the burden of the high cost of living or congestion found in most Northern Virginia communities. As such, Stafford's school population will be fertile ground for students seeking to develop and

secure needed skills to be successful adults fulfilling their aspirations within STEM-related pursuits.

A strong system supporting work force and economic development already exists in Stafford County. By enhancing the system through the Stafford Academy for Technology, businesses will be encouraged to locate to the region. The potential benefits in terms of economic growth and quality of life are tremendous. “In 2003, road congestion [alone] cost Americans \$63.1 billion in lost productivity and excess fuel consumption,” according to *The 2007 State New Economy Index: Benchmarking Economic Transformation in the States* created by the Information Technology & Innovation Foundation for the National Governors Association (NGA).

One of Stafford County’s Academy partners, The Spotsylvania Technology Center (STC), has a clear and compelling vision. Located in Fredricksburg City, the company plans to create a local center for engineering and technology with plans to mentor high school and college students in advanced technology training and skills development. In addition, the company plans to provide vital support to regional military installations and defense contractors. Partnering with STC will entice businesses to enter into virtual partnerships, share facilities and maximize talent and resources. The expected outcome is “to bring together government, academia, and defense contracting businesses focused on high tech research and development.”

Labor market statistics show that professional, scientific, and technical services are one of the largest industry sectors in demand in our region. Projections for employment show computer, mathematical, architectural and engineering occupations will increase 50 percent by 2021. *Virginia’s Workforce Council* also lists engineering as

an occupation with the largest percent increase in employment in Virginia through 2012. Engineering is considered an “emerging industry cluster” in the *Virginia Workforce Development Blueprint*. The Northern Virginia area leads the Commonwealth in demand for high-wage STEM occupations.

The rationale for selecting network systems as one of the Academy’s career pathways is based upon a desire to meet existing work force needs as well as the necessity to support emerging businesses. The *Virginia Workforce Development Blueprint* identified network systems as the fastest growing occupation in Virginia. According to the *Industry and Occupational Cluster Analysis* for the greater Fredericksburg region, which includes Stafford, Fredericksburg, Spotsylvania, Caroline, and King George Counties, Information Technology (IT) and Professional Services are the industry clusters that have the greatest growth potential. Specifically, IT comprises 4.4 times more opportunities than any other cluster.

The 2007 State New Economy Index: Benchmarking Economic Transformation in the States makes it clear that “IT is now the key technology driving the economy—not only in the IT industry itself, which continues to see high-wage job growth, but also in the use of IT in virtually all sectors to boost productivity, quality, and innovation.” According to the *Bureau of Labor and Statistics*, information technology professions are among the 12 fastest growing and the seven highest paid occupations for the next decade. The *Virginia Employment Commission* identifies engineering occupations as highly desirable in our area with an increase in jobs created, paralleling IT. To maintain a competitive advantage, educational programs must be aligned with emerging employment opportunities.

In response to the aforementioned needs, two pathways are planned for the initial stage of implementation of STAT. One will support the STEM career cluster with the Science and Engineering pathway. The second will support the IT career cluster with the Network Systems pathway.

The three phases of the STAT program are:

Phase I – The two proposed site locations for the Science and Engineering programs are North Stafford High School and Stafford High School. Both are currently successful Governor’s School sites with the infrastructure in place to sustain the academy concept. Brooke Point High School is the proposed site for the Network Systems program. All three sites will be operational in the 2008-2009 school year.

Phase II – Proposed for the school year 2009-2010, an additional IT pathway will be added at Colonial Forge High School with a pathway determined by our regional work force data. Proposed for 2010-2011, a program based on regional data in Health and Medical Sciences will be established at Mountain View High School. As new and emerging needs are identified, additional programs will be offered.

Phase III – It is estimated that by 2014 Stafford County Public Schools (SCPS) will complete plans for a high-tech career and technical education center in alliance with our partners.

All five comprehensive high schools in Stafford County incorporate a wide variety of career and technical education (CTE) programs. The CTE curricula in the seven middle schools serve to prepare students to engage in high school CTE opportunities. The middle and high school Technology Education and Business/Computer Education programs are currently undergoing enhancements to meet

Academy objectives. While SCPS does not currently have a separate CTE facility, Stafford County's School Board and Board of Supervisors have included the facility in their five-year capital improvement plan. The academy model will serve as the impetus for creating the first high-tech career and technical education center in the region.

To meet the increasing demands of IT, a new curriculum will be established to eliminate gaps in instruction and create a challenging framework for learning technology. With the new middle school computer applications curriculum, students in the sixth and seventh grades will be exposed to all areas of IT through dynamic, interactive software presentations. In the fall of 2007, an eighth-grade keyboarding portfolio and curriculum framework was established. The framework assists in verifying student competency and providing parallel structure between middle and high school programs. A collaborative technology component that incorporates the use of technology in science, mathematics, language arts, and social studies will be introduced to all middle school faculty members.

Project Lead the Way (PLTW) was created ten years ago to address the national shortage of STEM professionals. All courses in the curriculum are project- or problem-based, and apply science and mathematics in real-life engineering situations. The courses are based on national standards in technology, science, and mathematics. Instructors attend intensive two-week training courses in each program area to become certified to teach the curriculum. Ongoing professional development is available virtually and through conferences. Teachers are also encouraged to participate in industry certifications (i.e., Autodesk). In addition to having qualified teachers, requirements for a Project Lead the Way school site includes the creation of a partnership advisory

committee, attendance by teachers, counselors and administrators in professional development and certification that the site has a viable program.

SCPS has invested in the Virginia Workplace Readiness resource materials for all high schools and middle schools. These materials contain a wealth of activities and lessons that are tailored to meet the needs of specific core academic and CTE classes. Workplace readiness skills and activities are incorporated in all CTE courses. The SCPS CTE budget will continue to support the workplace readiness assessments that are available through the National Occupational and Career Testing Institute (NOCTI).

SCPS provides multiple opportunities for students to earn industry certifications in high-demand, high-wage career paths. The first step in this process has already been implemented by providing divisionwide professional development for CTE faculty. Each high school has a CTE testing facilitator who works with all CTE faculty to encourage, support, and enable students to experience a wide variety of industry-recognized assessments and certifications. Last year, SCPS's student assessment pass rate more than tripled due to the increased focus on and preparation for industry credentialing. This strategy will be sustained, supported, and expanded as the pathways in STAT are developed and implemented.

During the fall of 2007, SCPS received a grant titled, Inspiring Girls Now In Technology Evolution (IGNITE). This project partners nontraditional role models with traditional classrooms and technology careers. Careers in science and engineering as well as computer networking are considered nontraditional for females. STAT will be designed to ensure that all students benefit regardless of gender.

The SCPS career specialist has established a comprehensive career exploration program at both the middle and high school levels. This initiative is being further developed to bring career exploration into the K-5 classrooms in SCPS. All students will benefit from meaningful career pathways that are established early in their education and updated to reflect current employment trends and student interest. The STAT program is consistent with efforts to expand the comprehensive career exploration program.

Stafford County Public Schools will restructure current programs in mathematics, engineering, and computer networking by teaming science, mathematics, and technology staff to create an engaging curriculum designed to improve academic achievement and enhance skill development of students. To further enhance the learning environment and provide opportunities for enrichment and remediation, all Academy class sizes will be limited to 20 students. The Project Lead the Way program, with existing credentialing strategies, summer enrichment activities, parent and student informational programs, and counselor and teacher training experiences, will be the baseline activities for the expanded programs, services, and activities of STAT.

STAT will provide additional dual enrollment opportunities, collaboration with core academic teachers and business leaders, workplace and problem-based learning opportunities, and targeted industry credentialing opportunities. Thus, STAT will engage and motivate students to be innovative, lifelong learners in relevant high-wage, high-demand, technology-related occupations. In addition to dual enrollment opportunities, Old Dominion University (ODU) and Rochester Institute of Technology offer college credit to high school students enrolled in Project Lead the Way courses to apply toward civil engineering, mechanical engineering, electrical engineering, and engineering

technology degrees. By contracting with the Project Lead the Way organization, teachers, counselors, and administrators are assured of professional training in the program. In addition, specific student enhancements are available such as approved dual enrollment credits, online problem solving and curriculum, and research-based instruction.

As a result of the STAT partnership with postsecondary institutions and business and industry representatives, Germanna Community College is developing an engineering program to be implemented in the fall of 2009. Based on a needs assessment and input from students and employers, Germanna may be able to provide an additional engineering associates degree program to supplement its current occupational technical certificate program. The University of Virginia is the anticipated transfer college for those attending Germanna's engineering program.

STAT will maximize opportunities to prepare students for targeted careers by breaking down barriers between traditional academics and CTE, between high school and postsecondary education and training, and between education and the workplace. Middle grades technology education teachers will collaborate with science and mathematics teachers utilizing N-STAR to develop a seamless, middle school curriculum. With project-based activities at the core of the science and engineering curriculum, interdisciplinary units will be created to generate increased interest and skill in engineering.

Program Description

By using the Commonwealth Scholars criteria, STAT will provide a rigorous academic foundation taught in collaboration with career and technical courses. Required

mathematics courses are offered sequentially from Algebra I to Geometry to Algebra II. Students will need to determine the most appropriate course (i.e., Mathematics Analysis, Advanced Mathematics, Calculus) for a fourth mathematics credit. The four-year English requirement will apply to all Academy students with opportunities available for remediation. Science classes include the traditional requirements of Earth Science, Biology, Chemistry and Physics. Elective opportunities are provided throughout the four years of the Academy where students are able to take advantage of additional core and related career courses. Both Network Systems and Science and Engineering pathways are based on a high level of engagement and project-based activities utilizing enhancements that provide opportunities for students to explore, create, and design.

The Academy programs of study have been developed in conjunction with postsecondary educational institutions to allow for college-level equivalent courses such as articulated, dual enrollment, advanced placement, and International Baccalaureate (IB) to minimize duplication of instruction. SCPS has partnered with Germanna Community College to develop articulation agreements for the Academy programs. Four-year articulation agreements between Germanna Community College and The University of Mary Washington have also been developed in the networking program. Plans continue to be developed with Germanna to articulate courses in their engineering program which will be implemented in 2009. The University of Virginia will be the articulating institution with Germanna in the engineering program. In addition, dual enrollment opportunities have been created to provide more rigor and relevance to the Academy curriculum with Germanna, ODU, and the Rochester Institute of Technology. SCPS continues to develop its partnership with The University of Mary Washington exploring

options for future academy programs such as health and medical sciences and information technology. Academy students are also able to participate in advanced placement academic courses and IB courses at their base schools.

Faculties in both SCPS and partner postsecondary institutions will examine the relationships between their curricula to develop a seamless transition for students as they proceed from elementary to middle to secondary to postsecondary education. While competencies have already been developed and approved by the state and other accrediting institutions, correlations are not always recognized or implemented. As secondary instructors become qualified to teach as adjunct faculty at the community college level, increased opportunities will be provided through the Tech Prep Consortium for collaboration between institutions.

Various industry certification opportunities will aid students entering the work force after high school or those participating in various work-based learning opportunities while still in school. The Academy students will, at a minimum, complete the Commonwealth Scholars course of study and pass the National Occupational Competency Testing Institute Virginia Workplace Readiness Assessment.

All Academy students will follow a prescribed course of study that will qualify them for the Advanced Technical Diploma. Students with qualifying grade point averages may also earn the Board of Education Seal, Governor's Seal, Career and Technical Seal, and Advanced Mathematics and Technical Seal.

Program Objectives and Performance Measures

It is important to compare student performance within the Academy to student performance in a control group to examine the impact of the Academy on student

performance. A control group of 20 students comprised of SCPS students with similar profiles and career goals not enrolled in the Academy will be created. Data will be collected to compare the Academy's accomplishments over time to identify areas of strength and areas in need of improvement.

In determining our program objectives and measures SCPS consulted resources from The Career Academy Support Network (CASN). Established in 1998, its mission is to help transform the comprehensive high school by providing consultative services and free resources for those establishing career academies (<http://casn.berkeley.edu>).

Criteria	Program Objective
11. Improve academic achievement of academy students;	The percent of Academy students achieving pass advanced scores on Algebra I, Geometry, Algebra II, English 11, Earth Science, Biology, and Chemistry Standards of Learning (SOL) tests will be 5 percent more than that of the control group.
12. Increase completion of dual enrollment courses;	Academy students will complete an average of 0.5 more dual enrollment courses than students in the control group.
13. Provide workplace readiness experiences for students through strong partnerships with businesses;	The percentage of Academy students participating in cooperative education, mentoring, job shadowing and internships will be 5 percent higher than that of students in the control group.
14. Increase high school graduation rates;	The high school graduation rate will be 5 percent higher for the Academy than for the control group.
15. Reduce dropout rates;	The dropout rate for Academy students will be 5 percent lower than that of students in the control group.
16. Increase enrollment and retention in postsecondary education;	Academy students will enroll in postsecondary education programs at a rate 5 percent higher than that of students in the control group.

Criteria	Program Objective
	Academy students will complete postsecondary education at a rate 5 percent higher than that of students in the control group.
17. Increase the proportion of students completing a college and workplace readiness curriculum in high school;	Five percent more Academy graduates will obtain Advanced Technical Diplomas than control group graduates. Five percent more Academy students will pass the Virginia Workplace Readiness Assessment than students in the control group.
18. Reduce the proportion of students requiring remediation in college;	The remediation rate of Academy students requiring remediation in college will be 5 percent less than that of the control group.
19. Increase the number of industry certifications awarded to high school students; and	The average number of industry certifications earned per Academy student will be 0.5 more than the average per student in the control group.
20. Increase the number of graduates employed in high-wage, high-demand, and high-skill careers.	The percent of Academy graduates employed in high-wage, high-demand, and high-skill careers will be 5 percent more than that of the control group.

Science and Engineering Pathway

Eighty students may be served in the first year of the Academy at each high school – Stafford High School and North Stafford High School with a maximum of 20 students per individual STAT class. The Science and Engineering pathway will be available to ninth graders only for the 2008-2009 school year. The curriculum design is focused on a general science and engineering course of study utilizing the Project Lead the Way framework. The 2008-2009 Academy instructional team will include teachers

from the following areas: two in technology education using Project Lead the Way and one each from mathematics, science, and English.

North Stafford High School's pathway will be a part-day program that encompasses the first two blocks from 7:40 a.m. - 10:40 a.m. every day using a hybrid alternating-day schedule. Two Academy classes will meet per day on alternating days. If traveling to an Academy site, students will return to their base school for lunch and remaining classes. Bus transportation will be provided.

9th Grade

English 9	Academy at North Stafford High School
Algebra I or Geometry	Academy at North Stafford High School
Earth Science	Academy at North Stafford High School
Introduction to Engineering Design	Academy at North Stafford High School
World History	Base School
Health/Physical Education 9	Base School
Foreign Language	Base School
Elective	Base School (block schedule)

10th Grade

English 10	Academy at North Stafford High School
Algebra II or Geometry	Academy at North Stafford High School
Biology	Academy at North Stafford High School
Principles of Engineering	Academy at North Stafford High School
World History/World Geography	Base School
Health/Physical Education 10	Base School
Foreign Language	Base School
Elective	Base School (block schedule)

11th Grade

Algebra II or Mathematics Choice (Mathematical Analysis, Advanced Mathematics, or Calculus recommended)	Academy at North Stafford High School
Chemistry	Academy at North Stafford High School
Digital Electronics	Academy at North Stafford High School
Civil Engineering and Architecture or Aerospace Engineering	Academy at North Stafford High School
English 11	Base School

Virginia/United States History	Base School
Foreign Language or Elective	Base School
Elective	Base School (block schedule)

12th Grade

Mathematical Analysis, Advanced Mathematics, or Mathematics Choice (Calculus recommended)	Academy at North Stafford High School
Physics	Academy at North Stafford High School
Engineering Design & Development Capstone Course	Academy at North Stafford High School
Independent Study to align with Engineering Design & Development Capstone Course	Academy at North Stafford High School
English 12	Base School
Government	Base School
Elective	Base School
Elective	Base School (block schedule)

The Stafford High School Science and Engineering pathway will be periods 1-4 every day all year. If traveling to an Academy site, students will return to their base school for lunch and remaining classes. Bus transportation will be provided.

9th Grade

English 9	Academy at Stafford High School
Algebra I or Geometry	Academy at Stafford High School
Earth Science	Academy at Stafford High School
Introduction to Engineering Design	Academy at Stafford High School
World History	Base School
Health/Physical Education 9	Base School
Foreign Language	Base School
Elective	Base School (block schedule)

10th Grade

English 10	Academy at Stafford High School
Algebra II or Geometry	Academy at Stafford High School
Biology	Academy at Stafford High School
Computer Integrated Manufacturing	Academy at Stafford High School
World History/World Geography	Base School
Health/Physical Education 10	Base School
Foreign Language	Base School
Elective	Base School (block schedule)

11th Grade

Algebra II or Mathematics Choice (Mathematical Analysis, Advanced Mathematics, or Calculus recommended)	Academy at Stafford High School
Chemistry	Academy at Stafford High School
Digital Electronics	Academy at Stafford High School
Principles of Engineering	Academy at Stafford High School
English 11	Base School
Virginia/United States History	Base School
Foreign Language or Elective	Base School
Elective	Base School (block schedule)

12th Grade

Mathematical Analysis, Advanced Mathematics, or Mathematics Choice (Calculus recommended)	Academy at Stafford High School
Physics	Academy at Stafford High School
Engineering Design & Development Capstone Course	Academy at Stafford High School
Independent Study to align with Engineering Design & Development Capstone Course	Academy at Stafford High School
English 12	Base School
Government	Base School
Elective	Base School
Elective	Base School (block schedule)

Science and Engineering Program and Course Descriptions

Once accepted into the Academy, students will complete the prescribed course of study in a collaborative learning environment that focuses on academics, project- and work-based learning, skill development, leadership training, service learning, and problem solving. Opportunities will also be provided for articulated and dual enrollment credits, industry assessments and certifications, enrichment activities, cooperative education, job shadowing, mentorships, and internships with business partnerships. The following is a list of the Science and Engineering pathway course descriptions:

Introduction to Engineering Design (Project Lead the Way)

This course uses a problem-solving model to improve existing products and invent new ones. Using sophisticated three-dimensional modeling software, students communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas to others. This course is the first in a series being implemented for students seeking a more in-depth, hands-on knowledge of engineering and engineering technology-based careers.

Computer Integrated Manufacturing (Project Lead the Way)

This course incorporates concepts of robotics and automated manufacturing by creating three-dimensional designs with modeling software and producing models of their designs. Students use computer numerically controlled equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included.

Principles of Engineering (Project Lead the Way)

This course provides an understanding of the engineering profession and the fundamental aspects of engineering problem solving. Students study the historical and current impacts of engineering on society as well as ethical implications. Mathematical and scientific concepts will be applied to fundamental engineering topics, including mechanics and electrical circuit theory.

Digital Electronics (Project Lead the Way)

This course utilizes applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

Civil Engineering and Architecture (Project Lead the Way)

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. Topics covered include the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation.

Engineering Design and Development (Project Lead the Way)

This engineering research course requires students to work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.

See Appendix A for the Science and Engineering pathway program of studies.

In the Science and Engineering pathway students will have the opportunity to earn industry certifications in Autodesk software (Inventor and Revit). They may demonstrate competency attainment through end-of-course Project Lead the Way national assessments. Also available to STAT students are dual enrollment credits from the Rochester Institute of Technology and ODU. The Academy course of study includes a portfolio of student workmanship (capstone course in Engineering Design and Development). In addition, students will take the Computer-Adaptive Placement Assessment and Support System (COMPASS), and/or Scholastic Aptitude Test (SAT) and/or American College Testing (ACT) program placement tests for community college

and four-year college admission. Community college bound students may also earn one credit for Student Development 100 to be taught by certified SCPS staff. In addition, numerous core academic courses for dual enrollment credit are available in SCPS (i.e., English Composition, Calculus, Biology).

Science and Engineering Requirements for Successful Program Completion

All graduates of the Stafford Technology Academy in the Science and Engineering pathway must successfully complete the following:

- Requirements for the Advanced Technical Diploma;
- Commonwealth Scholars Course of Study;
- The Student Development 100 Dual Enrollment Course from Germanna;
- Industry Assessments & Certifications:
 - Project Lead the Way national assessments;
 - National Occupational Competency Testing Institute (NOCTI) Virginia Workplace Readiness Skills assessment,
 - A minimum of one of the following assessments: NOCTI Electronics, NOCTI Manufacturing Technology, NOCTI Pre-Engineering, Autodesk-Inventor, or Autodesk-Revit;
- Computer-Adaptive Placement Assessment and Support System (COMPASS)
- A Service-Learning Portfolio;
- Participation in at least one organization: National Technical Honor Society or Technology Student Association; and
- A business/industry internship, cooperative education, job shadowing, or mentorship experience.

Enhancements

The following chart displays the enhancements to the program of studies that will be part of the Stafford Academy for Technology.

Grade	Course	Activity/Enrichment Opportunity	Assessment
6	Introduction to Technology (8481)	Career Instruction on the 16 clusters, Legos™ and N-STAR projects, Technology Student Association	Online Career “Choices” club
7	Inventions and Innovations (8485 or 8464)	Career Exploration, FIRST Robotics and N-STAR projects, Technology Student Association	Kuder Career Assessment
8	Technological Systems (8486, 8463, or 8462)	Summer N-STAR Camp, FIRST Robotics, Technology Student Association, Creation of 4-year+ Plan of Study, Apply for Academy	
9	Introduction to Engineering Design (8439)	Summer Technology Career Camp*, FIRST Robotics, Technology Student Association, and/or National Technical Honor Society, Dual Enrollment or ODU college credit, Service Learning	Project Lead the Way end-of-course assessment, NOCTI Pre-Engineering assessment
10	Computer Integrated Manufacturing (8442)*OR Civil Engineering and Architecture (8442)	1-week job shadow experience, FIRST Robotics, Technology Student Association, and/or National Technical Honor Society, Dual Enrollment or ODU college credit, Service Learning	Project Lead the Way end-of-course assessment, Autodesk, NOCTI Manufacturing Technology assessment
11	Principles of Engineering (8441) OR Digital Electronics (8440)	Formula 1, FIRST Robotics, Technology Student Association, and/or National Technical Honor Society, Dual Enrollment or ODU college credit, Early out for Dual Enrollment class at college, Service Learning	Project Lead the Way end-of-course assessment, NOCTI Electronics assessment, Autodesk

Grade	Course	Activity/Enrichment Opportunity	Assessment
12	Engineering Design and Development - Capstone Course (8443)	Independent Study and/or Internship, Technology Student Association, and/or National Technical Honor Society, Dual Enrollment or ODU college credit, Service Learning	Portfolio, NOCTI Virginia Workplace Readiness Skills assessment
	Student Development 100	Dual Enrollment course	COMPASS test, National Assessment of Educational Progress (NAEP)
Postsecondary	Engineering Course of Study		Vendor-specific training & credentialing
			Career Studies Certificate
			AAS in Engineering
			Bachelor's degree
			Master's degree
			Ph.D.

SCPS is dedicated to providing multiple enrichment activities to our middle school students to foster creativity, excitement, and enthusiasm for science, math, and technology. By forging an on-going partnership with professionals in the engineering field, SCPS has incorporated N-STAR (Naval Research: Science and Technology for America's Readiness Virginia Demonstration Project) into the middle schools. This program was launched by the Department of the Navy and focuses on enhancing the study of science and mathematics and increasing the interest of middle school students in STEM careers. Scientist and engineers from the Naval Surface Warfare Center Dahlgren Division serve as mentors in the school and summer camp components of the program. Another engaging activity offered to our students is the opportunity to participate in the FIRST Lego League. Teams of students are asked to solve a real world problem, present

their solutions, and build an autonomous robot using engineering concepts. These types of activities and opportunities encourage students to think like scientists and engineers, make learning fun, bolster self-esteem and confidence, and inspire the future generation.

In addition to STEM enrichment activities, SCPS is also dedicated to providing opportunities for engineering industry credentials through assessments as well as dual enrollment courses which will allow students to earn college credits toward associates or baccalaureate degrees. Through work-based experiences, connections will be made to foster career exploration and choices as well as hands-on, real-world applications that enhance learning and develop workplace readiness skills.

Network Systems Pathway

Eighty students may be served in the first year of the Academy at Brooke Point High School with a maximum of 20 students per individual STAT class. The Network Systems pathway will be available to ninth graders only for the 2008-2009 school year. The curriculum design is focused on Information Technology with a specialization in Network Systems. The 2008-2009 Academy instructional team will include teachers from the following areas: two in information technology and one each from mathematics, science, and English.

Brooke Point High School's program will be a part-day program that encompasses the first two blocks of every school day from 7:40 a.m. - 10:40 a.m. using a hybrid alternating-day schedule. Two Academy classes will meet per day on alternating days. If traveling to an Academy site, students will return to their base school for lunch and remaining classes. Bus transportation will be provided.

9th Grade

English 9	Academy at Brooke Point High School
Algebra I or Geometry	Academy at Brooke Point High School
Earth Science	Academy at Brooke Point High School
Information Technology Fundamentals	Academy at Brooke Point High School
World History	Base School
Health/Physical Education 9	Base School
Foreign Language	Base School
Elective	Base School (block schedule)

10th Grade

English 10	Academy at Brooke Point High School
Algebra II or Geometry	Academy at Brooke Point High School
Biology	Academy at Brooke Point High School
Computer Information Systems	Academy at Brooke Point High School
World History/World Geography	Base School
Health/Physical Education 10	Base School
Foreign Language	Base School
Elective	Base School (block schedule)

11th Grade

English 11	Academy at Brooke Point High School
Chemistry	Academy at Brooke Point High School
Computer Network Hardware Operations I	Academy at Brooke Point High School
Computer Network Hardware Operations II	Academy at Brooke Point High School
Mathematics – Student Choice	Base School
Virginia/United States History	Base School
Elective	Base School
Elective	Base School (block schedule)

12th Grade

English 12	Academy at Brooke Point High School
Physics	Academy at Brooke Point High School
Computer Network Hardware Operations III	Academy at Brooke Point High School
Computer Network Hardware Operations IV	Academy at Brooke Point High School
Mathematics – Student Choice	Base School
Government	Base School
Elective	Base School
Elective	Base School (block schedule)

Network Systems Pathway and Course Descriptions

Once accepted into the Academy, students will complete the prescribed course of study in a collaborative learning environment that focuses on academics, project- and work-based learning, skill development, leadership training, service learning, and problem solving. Opportunities will be provided for articulated and dual enrollment credits, industry assessments and certifications, enrichment activities, cooperative education, job shadowing, mentorships, and internships with business partners. The following is a list of the Network Systems pathway course descriptions:

Computer Solutions Grade 6

This course is designed for students to use the computer as a problem-solving tool to complete a variety of projects. Students participate in team-building activities that include both academic and business competencies. Topics include problem solving in word processing, database, spreadsheets, emerging technologies, telecommunications, ethical and security issues, and computer maintenance.

Computer Applications Grade 7

This course helps students develop or review correct keyboarding techniques and gain a basic knowledge of word processing, spreadsheet, database, graphics, network, and telecommunication applications. Students demonstrate an understanding of computer concepts through application of knowledge and real-world activities as well as develop employability skills required for careers in information technology.

Keyboarding Grade 8

This course is designed for students to develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students learn to compose

and produce personal, educational, and professional documents. While all students receive 0.5 high school credit for the course, students desiring to satisfy the prerequisite for other business classes at the high school level must create a portfolio of their work and pass the final exam.

Information Technology Fundamentals

This course introduces the essential skills needed for students to pursue specialized programs leading to technical and professional careers in the IT industry. Skills related to IT basics, Internet fundamentals, network systems, computer maintenance, upgrading, trouble shooting, applications, programming, graphics, Web page design, and interactive media are introduced. Students explore ethical issues related to computers and Internet technology and develop teamwork and communication skills that will enhance their employability.

Computer Information Systems

This course introduces students to word processing, spreadsheet, database, and presentation software to complete practical application and software integration activities. Students explore computer concepts, operating systems, and emerging technologies.

Computer Networking Hardware Operations I/II

This course includes primary network building blocks, industry standard networking methods, local and wide-area network designs, and other networking topics. In a lab setting that closely corresponds to the real world, students get hands-on experience with components of today's global information networks. This course is the first part of a two-year program designed to provide students with classroom and laboratory experience

leading to a professional certification. Completion of this sequence may prepare students for fiber optic cabling certification and copper cabling certification.

Computer Networking Hardware Operations III/IV

This course incorporates advanced networking features including advanced router and switch configuration, network design and management, and routing local and wide-area networks. Students will construct, program, and work on networks in the classroom. Students will also prepare for the Cisco Certified Network Associate certification exam. This course is project oriented and may provide for internship/shadowing opportunities.

Students in the Network Systems pathway will have the opportunity to receive multiple industry certifications and dual enrollment college credits with community colleges. In addition, if students are not sufficiently prepared to take the Cisco Certified Network Associate assessments in high school, they are provided an opportunity to continue their training at the community college and prepare for the exams at that time. See Appendix B for the Stafford Academy for Technology Career Pathway for Network Systems Program of Studies.

Students will have the opportunity to earn numerous industry certifications in Microsoft Office (Microsoft Office Specialist Word, Excel, PowerPoint and Access) and Internet and Computing Core Certification. They may also demonstrate competency attainment through end-of-course assessments for Computer Hardware Networking Operations I, II, III, and IV. Some students may be eligible to qualify for the Cisco Certified Network Associate industry certification. The Academy course of study includes a portfolio of student workmanship in twelfth grade. In addition, students will take the Computer-Adaptive Placement Assessment and Support System (COMPASS),

and/or Scholastic Aptitude Test (SAT) and/or American College Testing (ACT) program placement tests for community college and four-year college admission. Twelve possible articulated credits are currently available for the Computer Hardware Networking Operations classes. If students take Information Technology Fundamentals, Computer Information Systems and earn the Internet and Computing Core Certification for industry, they may also receive three credits for the Information Technology 115 course at the community college level. Community college bound students may also earn one credit for Student Development 100 to be taught by certified SCPS staff. In addition, numerous core academic courses for dual enrollment credit are available in SCPS (i.e., English Composition, Calculus, Biology).

Network Systems List of Requirements for Successful Completion of Program

All graduates of the Stafford Technology Academy in the Network Systems pathway must successfully complete the following:

- Requirements for the proposed Advanced Technical Diploma;
- Commonwealth Scholars Course of Study;
- The Student Development 100 Dual Enrollment Course from Germanna;
- Industry Assessments & Certifications:
 - Computer Network Hardware Operations end-of-course tests 1–4;
 - National Occupational Competency Testing Institute (NOCTI) Virginia; Workplace Readiness; and
 - A minimum of one of the following assessments:

Internet and Computing Core Certification (IC³)

Microsoft Office Specialist – Word

Microsoft Office Specialist – Excel

Microsoft Office Specialist – PowerPoint

Microsoft Office Specialist – Access

Cisco Certified Network Associate

- Computer-Adaptive Placement Assessment and Support System (COMPASS)
- Service-Learning Portfolio;
- Participation in at least one organization: National Technical Honor Society or Future Business Leaders of America; and
- A business/industry internship, cooperative education, job shadowing, or mentorship experience.

Enhancements

The following chart displays the enhancements to the SCPS regular program of studies that will be part of the Stafford Academy for Technology. Asterisks denote enhancements.

Grade	Course	Activity/Enrichment Opportunity	Assessment
6	Computer Solutions (6609)	Career Instruction on the 16 clusters*	Online Career “Choices”*
7	Computer Applications (6617) or Computer Solutions (6609)	Career Exploration	Kuder Career Assessment
8	Keyboarding (6151) for five high school credits	Summer Information Technology Career Camp*, Creation of 4-year+ Plan of Study, Apply for Academy	Portfolio or Test

Grade	Course	Activity/Enrichment Opportunity	Assessment
9	Information Technology Fundamentals (6670)	Future Business Leaders of America	IC ³ *
	Digital Input Technologies (6161)	Summer Information Technology Camp – “Inside the Computer,”* Future Business Leaders of America and/or National Technical Honor Society*, Service Learning*	A+ certification*
10	Computer Information Systems (6612)	1-week job shadow experience*, Future Business Leaders of America and/or National Technical Honor Society*, Service Learning*	MOS* – Word, Excel
11	Advanced Computer Information Systems (6613)	Information Technology independent study*, Future Business Leaders of America and/or National Technical Honor Society*, Service Learning*	MOS* – PowerPoint, Access
	Computer Networking Hardware Operations I/II (8542 & 8543)	Early out for Dual Enrollment class at college or Cooperative Office Education*, Future Business Leaders of America and/or National Technical Honor Society*, Service Learning*	Cisco Certified Networking Associate Academy Certificate (I & II)*, Introduction to Cisco Networking*, Essential I*
12	Computer Networking Hardware Operations III/IV (8544 & 8545)	Early out for Dual Enrollment class at college or Cooperative Office Education*, Future Business Leaders of America and/or National Technical Honor Society*, Service Learning*	Cisco Certified Networking Associate Academy Certificate (III & IV)*, IT Essentials II*

Grade	Course	Activity/Enrichment Opportunity	Assessment
	Student Development 100*	Dual Enrollment course*	All parts of COMPASS test*, National Assessment of Education Progress (NAEP)*
	Additional Dual Enrollment Courses as desired	Information Technology independent study/Senior Project*	NOCTI Virginia Workplace Readiness Skills assessment*
		Electronic Portfolio Requirement*	
Postsecondary	Information Technology		Vendor-specific training & credentialing
			Career Studies Certificate
			AAS in Information Systems Technology
			BA/BS/BLS/BPS
			Master's degree
			Ph.D.

* indicates the enhancements

In addition to STEM enrichment activities, SCPS is also dedicated to providing opportunities for networking industry credentials through assessments as well as dual enrollment courses, which will allow students to earn college credits toward associate or baccalaureate degrees. Through work-based experiences, connections will be made to foster career exploration and choices as well as hands-on, real-world applications that enhance learning and develop workplace readiness skills.

Work-Based Experience

Both the Science and Engineering and Network Systems courses of study include opportunities for cooperative education, internships, job shadowing, mentorships, and project-based learning. Through the efforts of STAT partners and advisory committee members, all Academy students will participate in service-learning projects.

Because of the increased visibility and interaction with our business partners, students will be able to take advantage of the wisdom and experience of the veteran work force industry. Cooperative education continues to be a viable source of supervised work-based learning and will be available to students in their eleventh- and twelfth-grade years. Job shadowing experiences in the engineering and information technology fields may begin as early as ninth grade utilizing the services of the career specialist. Industry-sponsored mentorships will be nurtured through the Academy advisory committee members and business partners as well as tapping into the potential of the Inspiring Girls Now In Technology Evolution (IGNITE) program. The Academy curriculum incorporates project-based learning where the teachers in each subject area work together to create collaborative lessons that connect learning in the classroom to real-world experiences.

Needs assessments and career surveys will be used to determine the specific career pathways of student interest. Once identified, students will be placed in appropriate career sites that foster their career interest. Career sites in business and industry continue to be determined as our partnership base increases.

Service-learning is a vital component to being a contributing member of our community. Opportunities will be provided for all Stafford Academy for Technology

students to work with our service learning specialist as well as each school's service learning teacher to complete a minimum of one service learning project/exploration per year with their school and partners. Desired project topics include environmental responsibility, mentoring and tutoring middle or elementary school students in STEM, and utilizing technology to investigate and solve regional issues. Students will document their service learning activities and experiences in service learning manuals created by Stafford County service learning students.

Administrative Procedures

Partnerships

SCPS has created a science, technology, engineering and mathematics (STEM) partnership consistent with the goals of the Governor's Career and Technical Academy. Members include representatives from private business and industry, economic development, work force development, educational sectors (K-16), community leaders, parents, and career and technical education advisory committee members.

Planning Committee

At the initial meeting of the Stafford STEM Partnership Forum, members of the local business and industry sector, work force and economic development entities, postsecondary educational institutions, parents, community leaders, and SCPS established a more formal partnership group to support the Governor's Career and Technical Academy initiative. While at the meeting, all interested parties signed a partner identification form signifying their intent to support SCPS in establishing an academy structure. See Appendix C for the list of planning committee members and signed partner identification forms.

Advisory Committee

In addition to signing partner identification forms, partners signified their support of specific methods in which they would participate in the Academy. One of the chosen methods of support was to serve as a member of the Governor's Career and Technical Advisory Committee. See Appendix D for the list of advisory committee members and signed forms of intent.

Memorandum of Agreement

A formal Memorandum of Agreement was created that outlined ways in which partners would contribute resources to the Governor's Career and Technical Academy to broaden the scope of students' educational experiences. Each partner has signed a Memorandum of Agreement signifying their support of the Academy, their willingness to assist in the planning and implementation of STAT, and their designation as an integral component in the process of educating the students of Stafford County. See Appendix E for the list of partners and the signed Memoranda of Agreement.

Statement of Assurances Regarding Guidelines

The Stafford Academy for Technology Planning Committee has reviewed provisions of *Administrative Procedures Guide for the Establishment of Governor's Career and Technical Academies* and agrees to follow the guidelines set forth in the document. See Appendix F for signed statement of assurances.

Transportation

Students from all five high schools will be eligible to attend any one of the Academy sites. Bus transportation for students to and from the Academy sites will be provided by SCPS's Department of Transportation from students' base schools. A bus

schedule has previously been developed to accommodate students traveling from their base school to another school site to participate in various special programs, including career and technical education. Buses depart their base school at 7:30 a.m. and arrive at the Academy school site by 7:45 a.m. After completing their Academy courses, the students will depart for their base schools by 10:40 a.m. for lunch and to attend the rest of their daily classes.

Staff Recruitment, Selection, and Assignment

All Stafford Academy for Technology teachers will meet the Virginia teacher licensure requirements and/or postsecondary faculty qualifications. Certifications will include core academic areas of science, mathematics, and English. Career and technical certification areas will include technology education, business education and/or trade and industrial certification in networking or Cisco. Technology education teachers are required to complete intensive summer training to be eligible to teach the Project Lead the Way curriculum. Faculty members who have not met the above criteria will be provided with opportunities to further their training and earn industry certifications, where applicable, as funded through professional development in Perkins and local budgets.

Professional Development

All Stafford Academy for Technology teachers will be provided common planning time a minimum of one period per week. Professional development will be provided in the following areas: collaboration, integration of core academics and career and technical education, team building, small learning communities, differentiated instruction, service-learning, career development, workplace readiness, and strategic

planning. Academy team members (teachers, administrators, business and industry representatives, and central office staff) will be attending the Model Schools Conference in Orlando in June of 2008 to provide professional development in the integration of core academics and career and technical education as well as team instructional support in a small learning community environment. SCPS is currently providing professional development for all teachers in differentiated instruction through a consultant with the Association for Supervision and Curriculum Development. The service-learning coordinator and high school service-learning teachers will provide training on philosophy, goals, and implementation of service-learning projects for students. The career specialist will: 1) provide training in career pathways and career development; 2) facilitate work-based learning; and 3) support career-related lesson plans and student activities. We continue to identify the professional development needs of our staff through program evaluation and SCPS professional development initiatives.

Staff Evaluation

SCPS is committed to a plan of personnel improvement and evaluation. The primary purposes for evaluating personnel are to promote accountability and professional growth so that the teaching/learning process and services available to students will be more effective. All professional staff members are involved in the formal evaluation process using either the Professional Accountability Model or the Professional Growth Model.

The evaluation models will be monitored primarily by school administration with appropriate interaction by the central office staff to ensure that both school and Stafford Academy for Technology expectations are satisfied.

Parent, Student, and Community Involvement

SCPS works to provide a set of integrated activities which allow students, teachers, parents, and community members to work collaboratively to support students' career and educational development and planning. As students become more familiar with careers of interest, they are able to identify career pathways that are provided in our Stafford Academy for Technology courses of study.

All eighth-grade students engage in a brief, comprehensive career exploration unit which encompasses self-assessment, use of Internet career resources, relevance of academics to careers, need for high achievement in reading, importance of good work habits, and high school course planning. Students are encouraged to choose high school courses based on their career interests. Community members are able to share useful career insights and experiences through a career day.

Each school year, students will have dedicated time for career development utilizing engaging activities designed to help them learn and apply relevant career development concepts which are built sequentially over four years. Using Kuder, Virginia's Career Planning System, students will develop career and educational plans in the form of online portfolios. Kuder has important capabilities to allow students to save and update their high school course selections, educational planning timelines, courses of study and majors, resumes, and financial aid information. Using the portfolio, students are guided in choosing work-based learning experiences which integrate knowledge and skill acquisition, decision making and career goals. Parents will be invited to review their child's portfolio, either through Internet access in the home or at school, or with the assistance of school counselors or the career specialist.

Many students in grades 9-12 are offered the opportunity through their career and technical education electives to participate in further assessment. At two of five high schools, tenth grade students engage in an in-depth assessment using student activities that highlight educational choices. Students are directed to create an online portfolio for ongoing career and college research. This portfolio can also be used to store favorite careers, document school accomplishments, build a resume and contact colleges. An online “Career Club” is offered to students who wish to reflect and choose a community or business partner to interview for career information.

Students of all populations will receive career assessment guidance through their school’s counseling staff as well as through the individual and larger group career services provided by SCPS’s career specialist. As special population needs are identified, additional services will be made available for tutoring, remedial time and help, and mentoring opportunities from diverse populations and backgrounds.

Stafford Academy for Technology information presentations are scheduled for all five high schools. High school and middle school counselors are also instructed regarding the advantages of integrated technology study.

Documentation of Insurance, Budget, and Other Fiscal Information

Insurance – SCPS is insured by Virginia Association of Counties Group Self Insurance Risk Pool for property, liability, and auto insurance. The liability insurance is comprehensive coverage of \$1,000,000 per occurrence with no annual aggregate limit. SCPS does not provide individual health insurance to students, but offers a voluntary student accident program.

Budget – Highlights of the budget include professional development, travel, and publications for Academy team members to facilitate integrated learning based on the vision of collaboration in small learning communities. In addition, funds will be used to provide leadership through the employment of a STAT coordinator to oversee the development of the Governor’s Career and Technical Academy initiative. Perkins, state, and local funds will augment equipment and supplies to support specific curriculum needs for Project Lead the Way and information technology. Academy partners will be contributing in-kind donations, adopting classrooms, providing facilities, sponsoring scholarships, and securing additional grants or monies that may be available within the business and industry sector.

IMPLEMENTATION BUDGET

A. Direct Costs	TOTAL				
	Grant Funds (May not exceed \$100,000 total)	State Funds	Perkins Funds	Other Funds (Describe Source in Budget Narrative)	In-Kind (LOCAL)
1. Personnel---1000	55,600				30,000
2. Employee Benefits-- -2000	12,375				10,395
3. Purchased/Contractu al Services---3000					
4. Internal Services--- 4000					
5. Staff Development-- -5000				1500	
6. Summer Component Activities---5000	1,300				
7. Travel---5000	6,000				
8. Contractual Services---5000					
9. Materials and Supplies---6000	24,725	31,000	31,000	12,500	141,615
10. Equipment---8000		50,822	30,000		86,478
11. Facilities---8000					
B. Indirect Costs					
Total	100,000	81,822	61,000	14,000	268,488

*If recovering indirect costs, the rate must not exceed the federally approved indirect cost rate of the fiscal agent.

IMPLEMENTATION BUDGET NARRATIVE

Personnel and Employee Benefits include a wage of \$30,000 plus \$10,395 for benefits matched by SCPS to secure the addition of a Career and Technical Education Coordinator to provide Academy leadership services (i.e., working with grants, partners, curriculum, and professional development). Additional personnel and employee benefits

account for \$2,580 (\$2,400 wage plus \$180 FICA) for substitute teachers for the Stafford Academy for Technology instructional team teachers to participate in two days of professional development (team building) during the school year. Per diem (\$23,200 wage plus \$1,800 FICA) will be provided for the teachers for two weeks of summer curriculum development.

Summer Component Activities of \$1,300 include bus transportation costs for rising eighth-grade students to attend one-week sessions of Technical Preparation Career Camp at Germanna.

Travel includes \$6,000 for additional professional development and conference attendance available to instructional team members.

Materials and Supplies includes \$11,340 for Project Lead the Way software required for 2008-2009 course offerings (Autodesk, MultiSIM, Ultiboard, CIM Bundle). Other partner donations include \$1,500 to “Adopt-A-Classroom” (\$500 per 3 academy programs) and \$1,000 donation for four career field trips for students.

The total cost of modernizing the business curriculum software to a modular IT format with enhanced academic curriculum is \$217,000 which includes a partner discount of \$10,000. The cost will be distributed over fiscal years 2008 and 2009.

FUNDING SOURCE - IT MODULES	2007-2008	2008-2009	TOTAL
Perkins		31,000	31,000
State		31,000	31,000
Academy Grant	13,385		13,385
Local (includes local match for State and Perkins funds)	79,615	62,000	141,615
TOTAL PER YEAR	\$93,000	\$124,000	\$217,000

Equipment required for continuing implementation of Project Lead the Way includes \$7,100 for Digital Electronics, \$3,600 for Civil Engineering and Architecture,

and \$50,000 for Computer Integrated Manufacturing. Two additional computer labs of 20 stations each will be installed at each location along with peripheral instructional equipment (printer, laptop, projector, SchoolPad) for each lab (\$106,600).

FUNDING SOURCE - EQUIPMENT	AMOUNT
Perkins	30,000
State	50,822
Local (includes local in kind for State and Perkins funds)	86,478
TOTAL PER YEAR	\$167,300

Staff Development includes partner donations of \$500 for four industry visits by Academy teachers and planning team. Partners have offered the use of their facilities for meetings, staff development, field trips, classroom space, etc., for a total projected cost of \$1,000.

Fiscal Agent - SCPS Superintendent Dr. David E. Sawyer has designated Wayne C. Carruthers, Assistant Superintendent for Financial Services, as the fiscal agent for the Stafford Academy for Technology and has provided assurances that operating funds and facilities are available and adequate to meet the needs of the program. See Appendix G for the Grant Recipient Lead Agency and Fiscal Agent Certification form.

Materials and Equipment

SCPS Superintendent Dr. David E. Sawyer and Career and Technical Education Director Kathleen M. Burant ensure that the appropriate materials and equipment will be provided through Perkins, state, local, and/or Academy grant funds to accomplish the Stafford Academy for Technology program goals and objectives. Purchase of new equipment includes a computer integrated manufacturing system, upgraded computer labs with capabilities to facilitate Autodesk software, and continual upgrades of Cisco networking program hardware and software. In addition, SCPS will collaborate with

local postsecondary institutions and business and industry partners to facilitate upgrading technology systems to accommodate components of the Cisco networking program and future engineering programs.

Internal Evaluation Process

As a “school within a school” design utilizing small learning communities, most of the general policies and procedures for the Stafford Academy for Technology have already been determined by the SCPS School Board. However, the policies, procedures, outcomes, program design, and instructional delivery unique to the Academy will be subject to an ongoing review process. The advisory committee will meet throughout the year to discuss all aspects of the Academy. Careful consideration will be given to the feedback from all stakeholders including students, staff, parents, community members, and partners. Collection and review of data regarding student achievement, goal attainment, and other indicators will be especially important in making prudent decisions regarding the Academy.

The resources section of the Career Academy Support Network Web site was used to create evaluations. Included are surveys for self-assessment by the STEM partnership and planning team and surveys for parents, students, and STAT teachers. All survey data will be used to effectively evaluate and improve the Academy. See Appendix H for sample evaluation forms.

Governor’s Exemplary Standards Award Program

SCPS will begin implementing the Governor’s Exemplary Standards and anticipates submitting an application to the Virginia Career Education Foundation for the award program.

Student Recruitment, Selection Criteria, and Admissions

Recruitment – The student recruitment, selection, and admission process begins each year with the publication of Stafford County’s Program of Studies, which is created by the instructional department and distributed to students countywide during January of each school year. This publication, available on the SCPS Web site, includes information about courses offered, four-year courses of study, location of courses offered (if not at each school), and description of each career pathway. In addition, the career and technical education staff, middle school teachers, administrators, and counseling staff are responsible for disseminating the information to all middle school students.

Career and technical education staff attend eighth-grade orientation nights at each high school and participate in small group information sessions for students and parents. Middle and high school counselors and administrators meet with Stafford Academy for Technology staff to provide valuable information about the Academy. Student recruitment also includes an Academy brochure depicting each program area’s course of study and information needed to describe its role in SCPS. Parents are encouraged to participate in additional informational sessions offered by the Academy. Parents are expected to work with their children and school counselors to create a comprehension career plan for their children.

As part of the initiative to attract more nontraditional (female) students to apply for the Academy, SCPS’s career specialist sponsors a career information night through the IGNITE program. The session emphasizes the career pathways of Science and Engineering and Network Systems. Female representatives from nontraditional business and industry careers meet with eighth-grade girls to discuss the opportunities available

for females in these careers. Additional IGNITE events are planned throughout the school year. A speakers list has also been developed to include business and industry leaders in the STEM and information technology career clusters.

Selection Criteria – All eighth-grade students are eligible to apply for the Stafford Academy for Technology. The application packet is comprised of an Academy brochure, the timeline for the selection process, a procedures checklist, student application form, and three faculty recommendation forms. Contact information is provided if the applicant or parent have questions or concerns or they may also access the SCPS Web site. Appendix I includes samples of student application forms. Each applicant is required to complete the packet and indicate on the front of the folder their choice for pathway and school site. After discussing the application, career pathways, and choices with the students, middle school counselors forward student materials to the career and technical education staff. Middle school counselors also confer with parents to determine the best pathway selection for the student.

Admissions – Directors, supervisors, and coordinators for core academics and career and technical education will meet and collaboratively analyze the student packets and determine the students selected to attend. The criteria includes (1) completed application packet; (2) review of student school records including attendance; (3) teacher recommendations; (4) student’s written statement about their reasons for attending the Academy, including career goals; (5) student’s interests, activities, service, and honors/recognition sheet; and (6) total number of students applying in each pathway. Upon completion of the student selection process, students will be notified of their status in writing by the deadline. Appendix J includes the student selection criteria form. After

notification, small group meetings will be held with the students and their parents to continue clarification and encourage enrollment in summer activities and/or remediation, where applicable.

Code of Student Conduct and Attendance

The SCPS Student Code of Conduct will establish guidelines and procedures for student conduct and attendance. Behavioral guidelines have been established to optimize student performance and participation as well as to determine consequences for behaviors that compromise the code.

Student attendance guidelines are consistent with the SCPS School Board's policy and require regular attendance in all classes. Absences are classified as either excused or unexcused.

Stafford Academy for Technology teachers will be expected to remain in communication with students and parents regarding academic, behavioral, and/or attendance issues. Should referring students to counseling or administration be necessary, the teacher will work closely with the student and parents to provide support for student success.

Summary

According to a Bill and Melinda Gates Foundation poll in *CTE Advisor*, 10/2007, “Nearly 3 out of 10 adults (18-29) said they did not receive a quality education that would prepare them for college and the work force, and nearly half said they were mostly bored in high school.”

We must do more to improve our methods of instruction and re-engage our youth. One example of how we can make learning more interesting and relevant is to incorporate more technology into everyday instruction. For example, instead of simply teaching a mathematics lesson on angles, we will partner with professors at the University of Mary Washington to develop practical applications and lessons in using Geographical Informational Systems (GIS). These new technology skills could then be used to study science issues such as the melting of ice caps and global warming or used in community service projects based on information collected. Learning in Information Technology classes could be deepened and broadened by applying data collected and creating databases, programs, and Web sites.

The Stafford Academy for Technology will provide students the opportunity to explore career opportunities, obtain 21st Century skills necessary to meet the demands of the new economy, and participate actively in developing a personal plan for life-long learning and professional growth.

Appendix A

Science and Engineering Career Pathway



Stafford County Public Schools
Stafford Academy for Technology
Career Cluster: Science, Technology, Engineering, and Mathematics
Career Pathway: Science and Engineering



	Grade	English	Mathematics	Science	Social Studies	Suggested CTE Electives	Other Courses	Enrichment Activity
Middle School	7	English Language Arts 7	Mathematics 7, Extended Mathematics 7 or Algebra	Life Science 7	Civics	Inventions and Innovations (8461)	Health and Physical Education Computer Applications	Career Instruction & Exploration Summer Career Camp Technology Student Association For Inspiration and Recognition of Science and Technology Robotics
	8	English Language Arts 8	Mathematics 8, Algebra or Geometry	Physical Science 8	Geography	Technological Systems (8462)	Health and Physical Education Foreign Language Keyboarding	Development of 4-year Plan Summer Camp Technology Student Association For Inspiration and Recognition of Science and Technology Robotics

CAREER ASSESSMENT: Administration of a career assessment instrument is appropriate at middle school to help students and parents plan for high school (KUDER® or other assessment).

	Grade	English	Mathematics	Science	Social Studies	Academy Courses	Other Courses	Academy Enrichment Activity Opportunity
SECONDARY	9	English Language Arts 9	Algebra I Geometry or higher	Earth Science	World History and Geography (required) or Advanced Placement World History I	Project Lead The Way: Introduction to Engineering Design (8439)	Foreign Language Health & Physical Education Technical Drawing 8435 Engineering Drawing 8436	Service Learning Technology Student Association For Inspiration and Recognition of Science and Technology Robotics National Technical Honor Society
	10	English Language Arts 10	Geometry, Algebra II or higher	Biology	World History and Geography (recommended) or Advanced Placement World History II	Project Lead The Way: Computer Integrated Manufacturing (8442) Principles of Engineering (8441)	Architectural Drawing 8437 Digital Visualization 8459 Communications Systems 8415 Programming 6640 Advanced Programming 6641	Informational Interview Job shadow Service Learning Technology Student Association For Inspiration and Recognition of Science and Technology Robotics National Technical Honor Society
	11	English Language Arts 11 or Advanced Placement English Language	Algebra II, Advanced Mathematics, Mathematics Analysis or higher	Chemistry, Earth Science II or Biology II	Virginia and United States History or Advanced Placement American History	Project Lead The Way: Civil Engineering and Architecture Digital Electronics	Computer Networking Hardware Operations I and II 8542, 8543 Computer Networking Hardware Operations III and IV 8544, 8545	Service Learning Information Technology Independent Study Cooperative Office Education Technology Student Association For Inspiration and Recognition of Science and Technology Robotics National Technical Honor Society Early out for Dual Enrollment course
	12	English Language Arts 12 or Advanced Placement English or Dual Enrollment English	Advanced Mathematics, Mathematics Analysis, Statistics or Calculus, Advanced Placement or Dual Enrollment	Chemistry, Physics, or Biology , Advanced Placement or Dual Enrollment	Virginia and U.S. Government or Advanced Placement American Government	Project Lead the Way: Engineering Design & Development Capstone Course along with Independent Study Student Development 100		Service Learning Information Technology Independent Study Cooperative Office Education Technology Student Association For Inspiration and Recognition of Science and Technology Robotics National Technical Honor Society Cisco Certified Network Associate Early out for Dual Enrollment course Computer-Adaptive Placement Assessment and Support System National Occupational Competency Testing Institute -Workplace Readiness Skills Electronic Portfolio

Shaded courses indicate potential college credit: Articulated (High School to Community College) or Dual Enrollment (High School to Community College or 4-year college)

Standard Diploma Requirements: <http://www.doe.virginia.gov/2plus4in2004/dip-standard.shtml>

Advanced Studies Diploma Requirements: <http://www.doe.virginia.gov/2plus4in2004/dip-advanced.shtml>

Career Pathway: Science and Engineering									
Postsecondary Placement Assessments (Reading, Writing, & Mathematics)									
POSTSECONDARY Community College <i>Career Placement</i>	Year 1 1st Semester	Eng 111	MTH 173 or MTH 120 or higher	CHM 111		HLT or PED	EGR 120		Career Studies Certificate* Computer Aided Drafting and Design Land Planning, Survey and Development Electronic Media in Design Certificate* Engineering Drafting Architectural Drafting Associate of Applied Science Degree* Engineering Technology Computer and Electronics Technology Associate of Science Degree* Engineering Information Technology Computer Science
	Year 1 2nd Semester	Eng 112	MTH 174	PHY 231 or 241	Social Science Elective		EGR 126		
	Year 2 1st Semester		MTH 277	SPD Elective	Social Science Elective	PED	EGR240		
	Year 2 2nd Semester			PHY 232 or 242	Elective	EGR Elective	EGR 245	EGR 246	
	Year 3 1st Semester		MTH 285 MTH 291 MTH 292	CHM 112	Elective	EGR Elective			
4-year <i>Institution</i>	<u>University/College:</u> University of Rochester, Old Dominion University, ECPI Institute of Technology, University of Mary Washington, George Mason University, Marymount University, Strayer University, and other public and private colleges in Virginia <u>Degree or Major*:</u> Engineering (all types), Computer Engineering					Key	Students should meet with college counselors to review course choices, prerequisites, and transferability of courses and programs.		* These are examples of available credentials. Note that only Associate of Science Degrees are designed to transfer to 4-year institutions. Associate of Applied Science Degrees are designed for students majoring in one of the occupational-technical curricula who may plan to obtain full-time employment after graduation.

Related Careers:

Aeronautical Engineer
 Agricultural Technician
 Automotive Engineer
 Computer-Aided Drafting Technician
 Communications Engineer
 Construction Engineer
 Geothermal Engineer
 Manufacturing Technician
 Metallurgist
 Petroleum Engineer
 Systems Engineer

Aerospace Engineer
 Application Engineer
 Biomedical Engineer
 Chemical Engineer
 Computer Engineer
 Electrical Engineer
 Industrial Engineer
 Marine Engineer
 Mining Engineer
 Product/Process Engineer
 Transportation Engineer

Agricultural Engineer
 Architectural Engineer
 Biotechnology Engineer
 Civil Engineer
 Computer Programmer
 Electronics Technician
 Manufacturing Engineer
 Mechanical Engineer
 Nuclear Engineer
 Survey Technician

CAREER PATHWAY SUPPLEMENTAL INFORMATION
Career Pathway: Science and Engineering

Industry Certifications available upon completion of identified courses	Courses
<p>Related Industry Certifications Available: Project Lead The Way national assessments Autodesk (Inventor and Revit) National Occupational Competency Testing Institute tests for: Pre-Engineering, Manufacturing Technology, Electronics Virginia Workplace Readiness Cisco Certified Networking Associate</p>	<p>Introduction to Engineering Design Computer Integrated Manufacturing Principles of Engineering Civil Engineering & Architecture Digital Electronics Aerospace Engineering Engineering Design & Development Capstone Course along with Independent Study Computer Networking Hardware Operations, I, II, III and IV Technical Drawing Engineering Drawing Architectural Drawing</p>

CAREER PATHWAY SUPPLEMENTAL INFORMATION

Career Pathway: Science and Engineering

TOPIC: Career-Technical Student Organization (CTSO) Related Activities	TOPIC: Work-Based Learning (Cooperative Education, Mentoring, Internships, Job Shadowing, and Service Learning)
<p>Technology Students Association (TSA) Related Activities:</p> <ul style="list-style-type: none"> • Career Challenge • Career Comparisons • Manufacturing Challenge • Manufacturing Prototype • Dragster Design • Electrical Applications • Electronic Research & Experimentation • Technical Design Challenge • Technical Sketching and Applications • Computer-Aided Drafting and Design Events • Inventions & Innovations • Mechanical Challenge • Problem Solving • System Control Technology • Engineering Design • Technology Challenge • Principles of Technology 	<p><u>COOPERATIVE EDUCATION</u> Cooperative education is a method of instruction that combines career and technical classroom instruction with directly related paid employment. <i>The Career and Technical Education Cooperative Education Handbook</i> provides detailed information concerning development, regulations, teacher qualifications, and operation and management. Co-op is available through the following related courses in this pathway: Advanced Computer Information Systems; Computer Information Systems;</p> <p><u>INFORMATIONAL INTERVIEWING</u> Informational interviewing is a brief career exploration activity conducted at the worksite which does not have an active component of participation or observation.</p> <p><u>JOB SHADOWING</u> Job shadowing is a short-term, career-exploration form of worksite experience in which the student “shadows” (follows) a competent worker for a brief period of time. Job shadowing usually is the first form of worksite assignment given to students and is less intensive than mentoring, internship, and service learning.</p> <p><u>INTERNSHIP</u> An internship is a planned, progressive, structured educational activity or program that enables students to practice and develop career-related skills in a real workplace environment. An internship is more complex than job shadowing and may depend on mutual interest of the student and the business or organization involved.</p> <p><u>SERVICE LEARNING (Learn and Serve)</u> Service learning is a community-based form of the work-based learning experience in which students and teachers cooperate with their locality to address problems and issues by applying knowledge and skills from several courses or from a total program.</p>

Appendix B

Network Systems Career Pathway



Stafford County Public Schools
Stafford Academy for Technology
Career Cluster: Information Technology
Career Pathway: Network Systems



	Grade	English	Mathematics	Science	Social Studies	Suggested CTE Electives	Other Courses	Enrichment Activity
Middle School	7	English Language Arts 7	Mathematics 7, Extended Mathematics 7 or Algebra	Life Science 7	Civics	Computer Applications 6617	Health and Physical Education Inventions & Innovations	Career Instruction & Exploration Summer Information Technology Career Camp
	8	English Language Arts 8	Mathematics 8, Algebra or Geometry	Physical Science 8	Geography	Keyboarding 6151 (for high school credit)	Health and Physical Education Foreign Language Technological Systems	Development of 4-year Plan Summer Information Technology Camp

CAREER ASSESSMENT: Administration of a career assessment instrument is appropriate at middle school to help students and parents plan for high school (KUDER® or other assessment).

	Grade	English	Mathematics	Science	Social Studies	Academy Courses	Other Courses	Academy Enrichment Activity Opportunity
SECONDARY	9	English Language Arts 9	Algebra I, Geometry or higher	Earth Science	World History and Geography (required) or Advanced Placement World History I	Information Technology Fundamentals 6670	Digital Input Technologies 6161 Foreign Language Health and Physical Education	Service Learning Internet and Computing Core Certification Future Business Leaders of America National Technical Honor Society
	10	English Language Arts 10	Geometry, Algebra or higher	Biology	World History and Geography (recommended) or Advanced Placement World History II	Computer Information Systems 6612	Foreign Language Health and Physical Education	Informational Interview Job shadow Service Learning Microsoft Office Specialist-Word & Excel Future Business Leaders of America National Technical Honor Society
	11	English Language Arts 11 or Advanced Placement English Language	Algebra II, Advanced Algebra, Mathematics Analysis or higher	Chemistry, Earth Science II or Biology II	Virginia and United States History or Advanced Placement American History	Computer Networking Hardware Operations I and II 8542, 8543	Advanced Computer Information Systems 6613 Programming 6640	Service Learning Microsoft Office Specialist-PowerPoint & Access Information Technology Independent Study Cooperative Education Future Business Leaders of America National Technical Honor Society Cisco Certified Network Associate Early out for Dual Enrollment course
	12	English Language Arts 12 or Advanced Placement English or Dual Enrollment English	Advanced Mathematics, Mathematics Analysis, Statistics or Calculus, Advanced Placement or Dual Enrollment	Chemistry, Physics, or Biology, Advanced Placement or Dual Enrollment	Virginia and United States Government or Advanced Placement American Government	Computer Networking Hardware Operations III and IV 8544, 8545 Student Development 100	Advanced Programming 6641	Service Learning Information Technology Independent Study Cooperative Education Future Business Leaders of America National Technical Honor Society Cisco Certified Network Associate Early out for Dual Enrollment course Computer-Adaptive Placement Assessment and Support System National Occupational Competency Testing Institute -Workplace Readiness Skills Electronic Portfolio

Shaded courses indicate potential college credit: Articulated (High School to Community College) or Dual Enrollment (High School to Community College or 4-year college)

Standard Diploma Requirements: <http://www.doe.virginia.gov/2plus4in2004/dip-standard.shtml>
 Advanced Studies Diploma Requirements: <http://www.doe.virginia.gov/2plus4in2004/dip-advanced.shtml>

Career Pathway: Network Systems Postsecondary Placement Assessments (Reading, Writing, & Math)									
POSTSECONDARY Community College <i>Career Placement</i>	Year 1 1st Semester	Eng 111	MTH 163 or MTH 120 or higher	SDV 100 college success skills	ECO, GEO, HIS, PLS, PSY, or SOC (Social Science)	HLT or PED	Communications Elective	ITE 115	Possible Programs at various institutions in the state: <u>Career Studies Certificate*</u> Networking Network Administration Network Engineering Network Security Wireless Network Admin <u>Certificate*</u> Information Systems Technology with Network Security Concentration <u>Associate of Applied Science Degree*</u> Information Systems Technology <u>Associates Degree*</u> General Studies Liberal Arts Information Technology Computer Science
	Year 1 2nd Semester	Eng 112			ECO, GEO, HIS, PLS, PSY, or SOC (Social Science)	ITN 101	ITD 110	ITE 100	
	Year 2 1st Semester	ITE 136	ITP 120	ITN 260	HLT or PED		Network security (ITN) elective	Network security (ITN) elective	
	Year 2 2nd Semester	ITP 251	ITP 258		Humanities Elective		Network security (ITN) elective	Network security (ITN) elective	
4-year Institution	<u>University/College:</u> University of Mary Washington, Germanna Community College <u>Degree or Major*:</u> Information Technology, Computer Science, Computer Engineering					Key	Shaded portions of table are sample courses from an Associate of Applied Science degree program in Information Systems Technology. Students should meet with college counselors to review course choices, pre- requisites, and transferability of courses and programs.		* These are examples of available credentials. Note that only Associate of Science Degrees are designed to transfer to 4-year institutions. Associate of Applied Science Degrees are designed for students majoring in one of the occupational-technical curricular who may plan to obtain full-time employment after graduation.

Related Careers:

Communications Analyst
 Information Systems Operator
 Network Architect
 Network Operations Analyst
 Network Technician
 Systems Administrator
 Technical Support Specialist
 User Support Specialist

Data Communications Analyst
 Information Technology Engineer
 Network Engineer
 Network Security Analyst
 Network Transport Administrator
 Systems Engineer
 Telecommunications Network Technician

Information Systems Administrator
 Network Administrator
 Network Manager
 Network Specialist
 Personal Computer Support Specialist
 Systems Support Leader

CAREER PATHWAY SUPPLEMENTAL INFORMATION
Career Pathway: Network Systems

Industry Certifications available upon completion of identified courses	Computer Information Systems (CIS) 6612 or Advanced Computer Information Systems (CIS) 6613	Information Technology Fundamentals 6670	Computer Networking Hardware Operations I and II 8542 and 8543	Computer Networking Hardware Operations III and IV 8544 and 8545
Administrative Assisting Assessment –National Occupational Competency Testing Institute	X			
Brainbench Desktop Publishing Software Certifications	X			
Brainbench Web Design and Development Certifications	X			
Internet and Computing Core Certification (Certiport)	X	X		
International Computer Driving License (ICDL US)	X			
Microsoft Office Specialist (MOS) Pass any one unique MOS exam at the core level—minimum requirement	X			
Cisco Certified Network Associate Certificate (CCNA:4) (Cisco Systems)			X	X
Cisco Certified Network Associate Certificate Examination: Interconnecting Cisco Networking Devices Examination (Cisco Systems)				X
Cisco Certified Networking Associate (CCNA) (Cisco Systems)			X	X
Information Technology Essentials 2 Examination (Network Operating Systems) (Cisco Systems)			X	X
Supporting Users and Troubleshooting a Microsoft Windows XP Operating System (Microsoft)			X	X
Supporting Users and Troubleshooting Desktop Applications on a Microsoft Windows XP Operating System (Microsoft)			X	X

CAREER PATHWAY SUPPLEMENTAL INFORMATION

Career Pathway: Network Systems

TOPIC: Career-Technical Student Organization (FBLA) Related Activities	TOPIC: Work-Based Learning (Cooperative Education, Mentoring, Internships, Job Shadowing, and Service Learning)
<p>Future Business Leaders of America (FBLA) Related Activities:</p> <ul style="list-style-type: none"> • Business Communication • American Enterprise Project • Business Ethics • Business Knowledge and Skills • Business Plan • C++ Programming • Community Service Project • Computer Applications • Computer Concepts • Cyber Security • Database Design and Application • Desktop Publishing • Entrepreneurship • FBLA Principles and Procedures • Future Business Leader • Introduction to Business • Introduction to Business Communication • Introduction to Technology Concepts • JAVA Programming • Job Interview • Local Chapter Annual Business Report • Marketing • Multimedia Presentation • Network Design • Networking Concepts • Partnership with Business Project • Spreadsheet Applications • State Service Project • Technology Concepts • Virtual Business Challenge • Visual Basic Programming • Web Site Development • Word Processing I • Word Processing II 	<p><u>COOPERATIVE EDUCATION</u> Cooperative education is a method of instruction that combines career and technical classroom instruction with directly related paid employment. <i>The Career and Technical Education Cooperative Education Handbook</i> provides detailed information concerning development, regulations, teacher qualifications, and operation and management. Co-op is available through the following related courses in this pathway: Advanced Computer Information Systems; Computer Information Systems.</p> <p><u>INFORMATIONAL INTERVIEWING</u> Informational interviewing is a brief career exploration activity conducted at the worksite which does not have an active component of participation or observation.</p> <p><u>JOB SHADOWING</u> Job shadowing is a short-term, career-exploration form of worksite experience in which the student “shadows” (follows) a competent worker for a brief period of time. Job shadowing usually is the first form of worksite assignment given to students and is less intensive than mentoring, internship, and service learning</p> <p><u>INTERNSHIP</u> An internship is a planned, progressive, structured educational activity or program that enables students to practice and develop career-related skills in a real workplace environment. An internship is more complex than job shadowing and may depend on mutual interest of the student and the business or organization involved.</p> <p><u>SERVICE LEARNING (Learn and Serve)</u> Service learning is a community-based form of the work-based learning experience in which students and teachers cooperate with their locality to address problems and issues by applying knowledge and skills from several courses or from a total program.</p>

Appendix C

Planning Committee Members & Signed Partner Forms

Stafford Academy for Technology Planning Team					
Name	Position	Business or agency	First line address	Second line address	Phone
Alan Heffner	Masters in Business Administration Program Director	University of Mary Washington College of Graduate & Professional Studies	121 University Blvd.	Fredericksburg VA 22406	540.286.8022
Amanda Talbert	Regional Community Relations Coordinator	GEICO	One Geico Blvd.	Fredericksburg VA 22412	540.286.4573
Andrea Kenny	Senior Vice President	Employment Resources, Inc.	P. O. Box 801	Fredericksburg VA 22404	540.372.6710
Bob Carter	Assistant Director for Economic Development	Stafford County Economic Development	P. O. Box 339	Stafford VA 22555	540.658.6861
Brenda Vogel	Director of Education Programs	University of Mary Washington	121 University Blvd.	Fredericksburg VA 22406	540.286.8023
Brian Baker	Executive Director	Rappahannock Regional Small Business Development Center	121 University Blvd.	Fredericksburg VA 22406	540.286.8060
Brian Rizzo	Director of Geographic Information Systems Programs	University of Mary Washington	121 University Blvd.	Fredericksburg VA 22406	540.286.8112
Byron Hinton	Chairman, Parent	Stafford County Public Schools Career and Technical Education Advisory Committee	715 Lendall Lane	Fredericksburg VA 22405	540.368.0698
Canice Graziano	Coordinator of Dual Enrollment	Germanna Community College (GCC)	10000 Germanna Point Drive	Fredericksburg VA 22408	540.891.3043
Charles G. McDaniel	Chairman	Hilldrup Companies	P.O. Box 1290	Stafford VA 22555	703.441.7226
Cindy Holder	Principal	Brooke Point High School	1700 Courthouse Road	Stafford VA 22554	540.658.6080
Dale Cottongim	Director of Strategic Development, Parent	McLane Advanced Technologies	18 Wild Plum Court	Stafford VA 22554	540.657.8360
David A. Sam	President	Germanna Community College (GCC)	2130 Germanna Highway	Locust Grove VA 22508	540.423.9030
Deborah Wilson	Vice President of Academic Services	Germanna Community College (GCC)	10000 Germanna Point Drive	Fredericksburg VA 22408	540.891.3000
Gail Brooks	Director of Master of Science in Management Information Systems Program & Co-Director of Bachelor of Professional Studies Program	University of Mary Washington	121 University Blvd.	Fredericksburg VA 22406	540.286.8000

William Fiege	Dean of Instruction	Germanna Community College (GCC)	10000 Germanna Point Drive	Fredericksburg VA 22407	540.891.3040
		Alliance		22404	
Jeff Bloomer	Tech Prep Director	Tech Prep Consortium, Germanna Community College	2130 Germanna Highway	Locust Grove VA 22508	540.423.9126
Jennifer Duncan	Family and Consumer Sciences Teacher	Dixon-Smith Middle School	503 Deacon Road	Fredericksburg VA 22405	540.899.0860
Jimmy Price	Office Supervisor	Virginia Employment Commission Workforce Center	3501 Lafayette Blvd.	Fredericksburg VA 22404	540.898.3800
Joel Griffin	Senior Vice President	Dependable Global Solutions	8 Pinecrest Court	Stafford VA 22554	540.845.8774
Joseph Lewis	Principal	Stafford High School	33 Stafford Indian Lane	Fredericksburg VA 22405	540.371.7200
Kathleen Burant	Director of Career and Technical Education	Stafford County Public Schools	31 Stafford Avenue	Stafford VA 22554	540-658-6672
Lisa Lucas	Administrative Director	Mary Washington Hospital/Medicorp	1001 Sam Perry Blvd.	Fredericksburg VA 22408	540.741.4140
Marialena Bridges	Director of Counseling, Parent	Brooke Point High School	1700 Courthouse Road	Stafford VA 22554	540.658.6080
Marie Sheckels	Department of Education Chair	University of Mary Washington	1301 College Avenue	Fredericksburg VA 22401	540.654.1334
Mary Beth Dobbins	Coordinator of Career and Technical Education	Stafford County Public Schools	31 Stafford Avenue	Stafford VA 22554	540-658.6697
Meta R. Braymer	Vice President for Graduate and Professional Studies	University of Mary Washington	121 University Blvd.	Fredericksburg VA 22406	540.286.8000
Nick Cadwallender	Associate Publisher	The Free Lance-Star	616 Amelia Street	Fredericksburg VA 22401-3887	540.374.5454
Robert A. Duffy	Executive Director	Spotsylvania Technology Center	11905 Bowman Drive, Suite 502	Fredericksburg VA 22408	540.372.7727
Robert F. Hagan	President	Fredericksburg Regional Chamber of Commerce	P. O. Box 7476	Fredericksburg VA 22404	540.373.9400
Ronald L. Williams	President	Ronald L. Williams Ltd. And Autodesk, Inc	8100 Three Chopt Road, Suite 132	Richmond VA 23229	804.282.8239
Roxanne Johnson	Director of Counseling	Gayle Middle School	100 Panther Lane	Fredericksburg VA 22406	540.373.0383
Shirley Heim		Stafford Rotary	1600 Franklin Street	Fredericksburg VA 22401	540.373.2346
Thomas Nichols	Principal	North Stafford High School	839 Garrisonville Road	Stafford VA 22554	540.658.6050
Tom Clater	Regional Manager	Diversified Educational Systems	P. O. Box 368	Berryville VA 22611	540.522.0304

Partner Identification Form
STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization:

UMW - CGPS MBA PROGRAM
AND
BPS PROGRAM

Primary Contact

Name: Alan Heffner

Title: MBA PROGRAM DIRECTOR

Address: UMW / CGPS

121 UNIVERSITY BLVD

Telephone: 540-286-8022 Fax: 540-286-8045

E-Mail: aheffner@umw.edu

Type of
Entity/Institution/Organization:

Education

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Alan Heffner
Printed Name

Alan Heffner
Signature

MBA PROG DIR
Position Title

10-17-07
Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization: GEICO

Primary Contact

Name: Amanda Talbert

Title: Regional Community Relations Coord.

Address: One GEICO Blvd.
Fredericksburg, VA 22412

Telephone: 540-286-4573 Fax: 703-373-2703

E-Mail: atalbert@geico.com

Type of
Entity/Institution/Organization: Business

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Amanda Talbert Amanda Talbert
Printed Name Signature

Regional Community Relations 16-17-07
Position Title Coordinator Date

* I can also commit support on behalf of the Fredericksburg Regional Chamber of Commerce Education Foundation,

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization: Employment Resources Incorporated

Primary Contact

Name: Andrea Kenny

Title: Sr. Vice President

Address: PO Box 801

Fredericksburg VA 22404

Telephone: 372 6710 Fax: 373 1791

E-Mail: ackenny@eri-va.com

Type of
Entity/Institution/Organization: non-profit - workforce/academic

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Andrea C Kenny

Printed Name

Sr Vice President

Position Title

Andrea C Kenny

Signature

10-30-07

Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization: STAFFORD CO. ECONOMIC DEVELOPMENT

Primary Contact

Name: ROBERT C. CARTER

Title: ASST. DIRECTOR ECONOMIC DEVELOPMENT

Address: P.O. BOX 339
STAFFORD, VA 22555

Telephone: 540 658 8681 Fax: 540 658 6651

E-Mail: BCARTER@CO.STAFFORD.VA.US

Type of
Entity/Institution/Organization: LOCAL ECONOMIC DEVELOPMENT

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

ROBERT C. CARTER



Printed Name

Signature

ASST. DIRECTOR ECON. DEV.

10/17/07

Position Title

Date

Partner Identification Form

STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization:

U m W - C G P S ~~College~~ Education Program
(College of Graduate & Professional Studies)

Primary Contact

Name: Dr. Brenda Vogel

Title: Director of Education Programs

Address: 121 University Blvd.
Fredericksburg, VA 22406

Telephone: 540-286-8023 Fax: 540-286-8045

E-Mail: bvogel@umw.edu

Type of
Entity/Institution/Organization: I H E

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Brenda Vogel Brenda Vogel
Printed Name Signature

Director of Education Programs 10/17/07
Position Title Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization:

RAPPAHANNOCK REGION SMALL BUSINESS DEVELOPMENT CENTER

Primary Contact

Name: BRIAN J. BAKER

Title: EXECUTIVE DIRECTOR

Address: 121 UNIVERSITY BOULEVARD
FREDERICKSBURG, VA 22406

Telephone: 540-286-8060 Fax: 540-286-8042

E-Mail: bbaker@umw.edu

Type of
Entity/Institution/Organization: BUSINESS DEVELOPMENT SUPPORT

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

BRIAN J. BAKER 
Printed Name Signature

EXECUTIVE DIRECTOR 17 OCTOBER 2007
Position Title Date

Partner Identification Form
STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization: Umw

Primary Contact

Name: Brien Rizzo

Title: Director, GIS programs

Address: 121 University Blvd
Fredericksburg, Va 22406

Telephone: 540-286-8112 Fax: _____

E-Mail: Rizzo@Umw.edu

Type of
Entity/Institution/Organization: Higher Ed

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Brien Rizzo
Printed Name

B Rizzo
Signature

Director, GIS programs
Position Title

10/23/07
Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization: CAREER & TECHNICAL EDUCATION Committee

Primary Contact

Name: BYRON K. HINTON

Title: CHAIRMAN

Address: 715 LENOX LANE
FREDERICKSBURG, VA 22405-2325

Telephone: (540) 368-0698 Fax: _____

E-Mail: hintonx4@stafflink.net

Type of
Entity/Institution/Organization: FEDERALLY MANDATED OVERSIGHT

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

BYRON K. HINTON
Printed Name
CHAIRMAN
Position Title

Byron K Hinton
Signature
1 November 2007
Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization:

Germanna Community College

Primary Contact

Name: Canice Graziano

Title: Coordinator of Dual Enrollment

Address: 10000 Germanna Point Dr

Telephone: 891-3043 Fax: _____

E-Mail: cgraziano@germanna.edu

Type of

Entity/Institution/Organization: College

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Canice Graziano Canice Graziano
Printed Name Signature

Coordinator of Dual Enrollment 10/17/2007
Position Title Date

Partner Identification Form
STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization: Hillbriep Companies

Primary Contact
Name: Charles M. McDaniel
Title: Chairman
Address: P.O. Box 1290
Stafford, VA 22555

Telephone: 703-441-7226 Fax: _____

E-Mail: charles.g@hillbriep.com

Type of
Entity/Institution/Organization: Moving & Storage - Transportation business

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

<u>CHARLES G. MCDANIEL</u>	<u>Charles G. McDaniel</u>
Printed Name	Signature
<u>Chairman</u>	<u>10-26-07</u>
Position Title	Date

Partner Identification Form
STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

**Partner School Division/
Institution/Organization:** Stafford County Public Schools

Primary Contact Kathleen M. Burant, CTE Director

Name: Cynthia Holder and Scott McClellan

Title: Principal and Assistant Principal

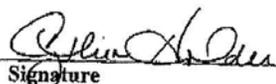
Address: Brooke Point High School
1700 Courthouse Road
Stafford, Va. 22554

Telephone: 540-658-6080 **Fax:** 540-658-6072

E-Mail: cholder@staffordschools.net

**Type of
Entity/Institution/Organization:** Educational Institution
Brooke Point High School/ Stafford County Public
Schools

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Cynthia Holder 
Printed Name Signature

Principal 2/4/08
Position Title Date

Partner Identification Form
STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
 Institution/Organization: Stafford County Public Schools

Primary Contact Kathleen M. Burant, CTE Director

Name: Dale Cottongim

Title: Director, Strategic Development, McLane Advanced
 Technologies/SCPS CTE Committee Member

Address: 18 Wild Plum Court
Stafford, VA 22554

Telephone: 540.657.8360 Fax: _____

E-Mail: dale.cottongim@mclaneat.com

Type of
 Entity/Institution/Organization: Educational Institution

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Dale P. Cottongim



Printed Name
SCPS CTE Committee Member

Signature
31 Jan 2008

Position Title

Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization:

Germanna Community College

Primary Contact

Name: David A. Sam

Title: President

Address: 2130 Germanna Hwy
Locust Grove, VA 22505

Telephone: 540-423-9030 Fax: 540-~~423~~ 727-3207

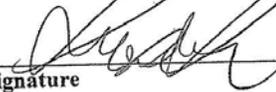
E-Mail: dsam@germanna.edu

Type of
Entity/Institution/Organization:

Community College

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

David A Sam
Printed Name


Signature

President
Position Title

10/30/07
Date

Partner Identification Form
STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization: Germanna Community
college

Primary Contact

Name: Deborah A Wilson

Title: VP of Academic Services

Address: 10000 Germanna Point Drive
Fredericksburg VA 22408

Telephone: 540-541-8033 Fax: 540-710-2092

E-Mail: dwilson@germanna.edu

Type of
Entity/Institution/Organization: 2 yr higher education

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Deborah A Wilson Deborah A Wilson
Printed Name Signature

VP of Academic Services 10-16-07
Position Title Date

Partner Identification Form
STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization: University of Mary Washing
MSMIS and BES Programs

Primary Contact

Name: Gail Brooks

Title: Program Director, MSMIS

Address: 121 University Blvd.
Fredericksburg VA 22405

Telephone: 540-286-8021 Fax: _____

E-Mail: gbrooks@umw.edu

Type of
Entity/Institution/Organization: education

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

<u>Gail Brooks</u>	<u>Gail Brooks</u>
Printed Name	Signature
<u>Program Director, MSMIS</u>	<u>10/17/07</u>
Position Title	Date

Partner Identification Form
STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization:

Fredericksburg Regional Alliance

Primary Contact

Name: GENE BAILEY

Title: President

Address: Box 119

2300 Fall Hill Ave. Suite 270

Fredericksburg, Va. 22404

Telephone: 361-7373 Fax: 361-7372

E-Mail: gbailey@FRA-Yes.org

Type of
Entity/Institution/Organization:

Regional Economic Development

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

GENE BAILEY
Printed Name

Gene Bailey
Signature

President
Position Title

10/17/07
Date

Partner Identification Form

STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization: GERMANNA TECH PREP

Primary Contact

Name: DR. JEFF BLOOMER

Title: TECH PREP DIRECTOR

Address: 2130 GERMANNA HWY
LOCUST GROVE, VA 22508

Telephone: 540-423-9126 Fax: 540

E-Mail: JBLOOMER@GERMANNA.EDU

Type of
Entity/Institution/Organization: CONSORTIUM

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

JEFF BLOOMER
Printed Name

Jeff Bloomer
Signature

TECH PREP DIRECTOR
Position Title

10-30-07
Date

Partner Identification Form
STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization: Stafford County Public Schools

Primary Contact Kathleen M. Burant, CTE Director

Name: Jennifer Duncan

Title: Family + Consumer Sciences Teacher

Address: 503 Deacon Rd.

Fredericksburg, VA 22405

Telephone: 540-899-0860 Fax: 540-899-0881

E-Mail: duncanjl@staffordschools.net

Type of
Entity/Institution/Organization: Educational Institution

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Jennifer Duncan Jennifer Duncan
Printed Name Signature

FACS Teacher _____
Position Title Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization:

VA. Employment Commission Workforce Center

Primary Contact

Name: Jimmy Price

Title: Office Supervisor

Address: 3501 Lafayette Blvd
Fredericksburg, VA 22404

Telephone: 540-898-3800 Fax: 540 891-0110

E-Mail: Jimmy.Price@va.vic.gov

Type of

Entity/Institution/Organization: Workforce Development

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Jimmy Price
Printed Name

Jimmy Price
Signature

Supervisor
Position Title

10-17-07
Date

FROM : JOEL GRIFFIN

FAX NO. : 814-867-8301

Jan. 31 2008 09:57PM P1

Partner Identification Form
STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization: Stafford County Public Schools

Primary Contact Kathleen M. Burant, CTE Director

Name: JOEL GRIFFIN

Title: CTE REP (GARRISONVILLE DISTRICT & EDA Rep)

Address: 8 PINELREST COURT
STAFFORD, VA 20554

Telephone: 540.845.8774 Fax: _____

E-Mail: griffinj28@hotmail.com

Type of
Entity/Institution/Organization: Educational Institution

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

JOEL GRIFFIN J. Griffin
Printed Name Signature

CTE Representative 1 FEB 2008
Position Title Date

Partner Identification Form

STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization: Stafford County Public Schools

Primary Contact Kathleen M. Burant, CTE Director

Name: Joseph Lewis

Title: Principal

Address: Stafford High School
33 Stafford Indians Lane
Falmouth, VA 22405

Telephone: 540-371-7200 Fax: 540-371-2389

E-Mail: lewisjr@staffordschools.net

Type of
Entity/Institution/Organization: Educational Institution
Stafford High School

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Joseph Lewis
Printed Name


Signature

Principal
Position Title

1-31-08
Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization: Stafford County Public Schools

Primary Contact Kathleen M. Burant, CTE Director

Name: Kathleen M. Burant

Title: Director of CTE/SCPS

Address: 31 Stafford Avenue
Stafford, VA 22554

Telephone: 540.658.6672 Fax: 540.658.6061

E-Mail: burantkm@staffordschools.net

Type of
Entity/Institution/Organization: Educational Institution
SCPS

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Kathleen M. Burant
Printed Name

Kathleen M Burant
Signature

CTE Director
Position Title

10/17/07
Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization: MWH

Primary Contact

Name: Lisa Lucas

Title: Admin Director

Address: 1001 Sam Perry Blvd
Fried Va 22408

Telephone: 540 741-4140 Fax: 540-741-2909

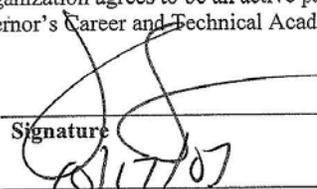
E-Mail: lisa.lucas@medtrump.org

Type of
Entity/Institution/Organization: Hospital

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Lisa Lucas

Printed Name
Admin Director
Position Title


Signature
10/17/07
Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization: Stafford County Public Schools
Brooke Point H.S.

Primary Contact Kathleen M. Burant, CTE Director

Name: Marialena Bridges

Title: Director of Counseling

Address: 1700 Courthouse Rd
Stafford VA 22554

Telephone: 540 658 6080 Fax: 540 658 6074

E-Mail: bridgesm@staffordschools.net

Type of
Entity/Institution/Organization: Educational Institution
Brooke Point High School

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Marialena Bridges
Printed Name
Director of Counseling
Position Title

Marialena Bridges
Signature
2/4/08
Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization: COLLEGE OF ARTS AND SCIENCES
UNIVERSITY OF MARY WASHINGTON
(FREDERICKSBURG CAMPUS)

Primary Contact

Name: DR. MARIE SHECKELS

Title: CHAIR, DEPT. OF EDUCATION; PROFESSOR OF MATH & EDUCATION

Address: DEPT. OF EDUCATION
1301 COLLEGE AVE

Telephone: 540-654-1334 Fax: 654-2445

E-Mail: msheckel@umw.edu

Type of
Entity/Institution/Organization: Educator

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

MARIE SHECKELS

Printed Name

Marie Sheckels

Signature

PROFESSOR OF MATH +
EDUC.

Position Title

10/17/07

Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization: Stafford County Public Schools

Primary Contact Kathleen M. Burant, CTE Director

Name: Mary Beth Dobbins

Title: CTE Coordinator

Address: 31 Stafford Ave.
Stafford, VA 22554

Telephone: 540-658-6697 Fax: 540-658-6061

E-Mail: dobbinsub@staffordschools.net

Type of
Entity/Institution/Organization: Educational Institution

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Mary Beth Dobbins M B Dobbins
Printed Name Signature

CTE Coordinator 10-17-07
Position Title Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization: UNIVERSITY OF MARY WASHINGTON

Primary Contact

Name: META R. BRAYMER

Title: VP for Graduate & Professional Studies &
Special Assistant for Government & External Relations

Address: 121 University Blvd.
Fredericksburg, VA 22406

Telephone: 540/286-8000 Fax: 540/286-8005

E-Mail: mbraymer@umw.edu

Type of
Entity/Institution/Organization: Educational

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

META R. BRAYMER

Printed Name

(above)

Position Title

Meta R. Braymer

Signature

10/17/07

Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization: The Free Lance - Star

Primary Contact

Name: Nick Cadwallender

Title: Associate Publisher

Address: 616 Amelia St
Fredericksburg
VA 22401

Telephone: 540-374-5454 Fax: _____

E-Mail: njc@freelancestar.com

Type of
Entity/Institution/Organization: Newspaper Publisher

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Nicholas J Cadwallender
Printed Name

Nick Cadwallender
Signature

Associate Publisher
Position Title

10/29/07
Date

Partner Identification Form

STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization: SPOTSYLVANIA TECHNOLOGY CENTER

Primary Contact

Name: ROBERT A. DUFFY

Title: EXECUTIVE DIRECTOR

Address: 11905 BOWMAN DRIVE, SUITE 502
FREDERICKSBURG, VA 22408-7344

Telephone: 540.372.7727 Fax: 540.372.7244

E-Mail: rduffy@simulations.com

Type of
Entity/Institution/Organization: CENTER OF EXCELLENCE FOR
SCIENCE & TECHNOLOGY

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

ROBERT A. DUFFY

Printed Name

Robert A. Duffy

Signature

EXECUTIVE DIRECTOR

Position Title

10/17/2007

Date

Partner Identification Form

STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization: FREDERICKSBURG REGIONAL Chamber of Commerce

Primary Contact

Name: ROBERT F. HAGAN [BOB]

Title: PRESIDENT

Address: _____

P.O. BOX 7476

FREDERICKSBURG, VA 22404

Telephone: ⁵⁴⁰ 373-9400 Fax: ⁵⁴⁰ 373-9570

E-Mail: bob@fredericksburgchamber.org

Type of
Entity/Institution/Organization: Chamber

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

ROBERT F. HAGAN _____ [Signature]
Printed Name Signature

PRESIDENT _____ 10/30/07
Position Title Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization:

AutoDesk, Inc. and Ronald A. Williams, Ltd.

Primary Contact

Name: Ronald Williams

Title: President

Address: 8100 Three Chopt Rd
Suite 132
Richmond, Va. 23229

Telephone: 804-282-8239 Fax: 804-282-4087

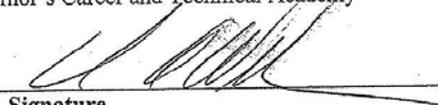
E-Mail: RON.Williams@RAWLEDCU.COM

Type of
Entity/Institution/Organization:

Software Developer / Educational Product
Marketing

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Ronald Williams



Printed Name

Signature

President

10-17-07

Position Title

Date

Partner Identification Form
STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

**Partner School Division/
Institution/Organization:** Stafford County Public Schools

Primary Contact Kathleen M. Burant, CTE Director

Name: Roxanne Johnson

Title: Guidance Director / School Counselor

Address: Gayle Middle School

100 Panther Lane

Fredericksburg, VA 22406

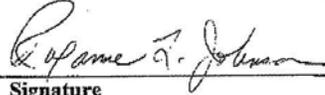
Telephone: 540-373-0383 **Fax:** 540-373-8856

E-Mail: johnsonrw@staffordschools.net

**Type of
Entity/Institution/Organization:** Educational Institution
Middle School (Feeder to SHS)

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Roxanne Johnson
Printed Name


Signature

Guidance Director
Position Title

February 1, 2008
Date

Partner Identification Form

STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization:

STAFFORD ROTARY

Primary Contact

Name: SHIRLEY HEIM - BRENDA GIBBS

Title: YOUTH COORDINATOR - VOCATIONAL CHAIR

Address: 1600 FRANKLIN STREET 1021 MANNING ST.
FREDERICKSBURG, VIRGINIA FREDERICKSBURG,
22401

Telephone: 540-373-2346 Fax: 540-373-2346
373-1445-Gibbs 373-6163-Gibbs

E-Mail: p.heim@att.net Brenda.Gibbs@AWIN.com

Type of

Entity/Institution/Organization: SERVICE

52 PROFESSIONAL BUSINESS MEN AND WOMEN

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Ralph E. Sutton
Printed Name

Ralph E. Sutton
Signature

President, Stafford Rotary
Position Title

10/23/07
Date

Partner Identification Form
STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

**Partner School Division/
Institution/Organization:** Stafford County Public Schools

Primary Contact Kathleen M. Burant, CTE Director

Name: Thomas M. Nichols

Title: Principal

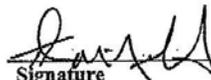
Address: North Stafford High School
839 Garrisonville Road
Stafford, VA 22554

Telephone: 540-658-6150 **Fax:** 540-658-6158

E-Mail: tnichols@staffordschools.net

**Type of
Entity/Institution/Organization:** Educational Institution

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

<u>Thomas M. Nichols</u>	<u></u>
Printed Name	Signature
<u>Principal</u>	<u>31 Jan. 08</u>
Position Title	Date

Partner Identification Form

**STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY**

Please print neatly

Partner School Division/
Institution/Organization: DIVERSIFIED EDUCATIONAL SYSTEMS, INC.

Primary Contact

Name: TOM CLATER

Title: REGIONAL SALES MANAGER

Address: PO. 11906 RAYBORN CREEK DRIVE
MANASSAS, VA 20109

Telephone: 540 533 0204 Fax: 540 955 1519

E-Mail: tclater@des.com

Type of
Entity/Institution/Organization: EDUCATIONAL SOLUTIONS PROVIDER

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

TOM CLATER [Signature]
Printed Name Signature

REGIONAL SALES MANAGER 10/17/08
Position Title Date

Partner Identification Form
STAFFORD COUNTY
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Please print neatly

Partner School Division/
Institution/Organization: Germanna Community College

Primary Contact

Name: William Fiege

Title: Dean of Instruction

Address: 10000 Germanna Point Dr.
Fredericksburg VA 22407

Telephone: 540-891-3040 Fax: 540-891-3070

E-Mail: wfiege@germanna.edu

Type of
Entity/Institution/Organization: Higher Education

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

William Fiege
Printed Name

William Fiege
Signature

Dean of Instruction
Position Title

10/31/07
Date

Appendix D

Advisory Committee Members & Signed Intent Forms

Stafford Academy For Technology Advisory Committee					
Name	Position	Business or agency	Street address	City State Zip	Phone
Alan Heffner	Masters in Business Administration Program Director	University of Mary Washington College of Graduate & Professional Studies	121 University Blvd.	Fredericksburg VA 22406	540.286.8022
Amanda Talbert	Regional Community Relations Coordinator	GEICO	One Geico Blvd.	Fredericksburg VA 22412	540.286.4573
Andrea Kenny	Senior Vice President	Employment Resources, Inc.	P. O. Box 801	Fredericksburg VA 22404	540.372.6710
Ann Emerson	School-to-Career Specialist, Parent	Stafford County Public Schools	31 Stafford Avenue	Stafford VA 22554	540-658-6753
Bob Carter	Assistant Director for Economic Development	Stafford County Economic Development	P. O. Box 339	Stafford VA 22555	540.658.6861
Brian Baker	Executive Director	Rappahannock Regional Small Business Development Center	121 University Blvd.	Fredericksburg VA 22406	540.286.8060
Byron Hinton	Chairman, Parent	Stafford County Public Schools Career and Technical Education Advisory Committee	715 Lendall Lane	Fredericksburg VA 22405	540.368.0698
Canice Graziano	Coordinator of Dual Enrollment	Germanna Community College (GCC)	10000 Germanna Point Drive	Fredericksburg VA 22408	540.891.3043
Cynthia Lucero-Chavez	Service-Learning Coordinator	Stafford County Public Schools	31 Stafford Avenue	Stafford VA 22554	540.658.6695
Deborah Wilson	Vice President of Academic Services	Germanna Community College (GCC)	10000 Germanna Point Drive	Fredericksburg VA 22408	540.891.3000
Eric Rhoades	Supervisor of Mathematics and Science	Stafford County Public Schools	31 Stafford Avenue	Stafford VA 22554	540.658.6679
Gail Brooks	Director of Master of Science in Management Information Systems Program and Co-Director of Bachelor of Professional Studies Program	University of Mary Washington	121 University Blvd.	Fredericksburg VA 22406	540.286.8000
Gene Bailey	President	Fredericksburg Regional Alliance	P. O. Box 119	Fredericksburg VA 22404	540.361.7373
Jeff Bloome	Tech Prep Director	Tech Prep Consortium,	2130 Germanna Highway	Locust Grove VA 22508	540.423.9126

		Germanna Community College			
Jennifer Duncan	Family and Consumer Sciences Teacher	Dixon Smith Middle School	503 Deacon Road	Fredericksburg VA 22405	540.899.0860
Jimmy Price	Office Supervisor	Virginia Employment Commission Workforce Center	3501 Lafayette Blvd.	Fredericksburg VA 22404	540.898.3800
Joel Griffin	Senior Vice President	Dependable Global Solutions	8 Pinecrest Court	Stafford VA 22554	540.845.8774
Kathleen Burant	Director of Career and Technical Education	Stafford County Public Schools	31 Stafford Avenue	Stafford VA 22554	540-658-6672
Lisa Lucas	Administrative Director	Mary Washington Hospital/Medicorp	1001 Sam Perry Blvd.	Fredericksburg VA 22408	540.741.4140
Marie Sheckels	Department of Education Chair	University of Mary Washington	1301 College Avenue	Fredericksburg VA 22401	540.654.1334
Mary Beth Dobbins	Coordinator of Career and Technical Education	Stafford County Public Schools	31 Stafford Avenue	Stafford VA 22554	540-658.6697
Nick Cadwallender	Associate Publisher	The Free Lance-Star	616 Amelia Street	Fredericksburg VA 22401-3887	540.374.5454
Ralph Sutton	President	Stafford Rotary	1600 Franklin Street	Fredericksburg VA 22401	540.373.2346
Robert A. Duffy	Executive Director	Spotylvania Technology Center	11905 Bowman Drive, Suite 502	Fredericksburg VA 22408	540.372.7727
Scott McClellan	Assistant Principal	Brooke Point High School	1700 Courthouse Road	Stafford VA 22554	540-658-6080
Sharon Teabo	Instructional Technology	University of Mary Washington – College of Graduate & Professional Studies	121 University Blvd.	Fredericksburg VA 22406	540.286.8022
Tom Clater	Regional Manager	Diversified Educational Systems	P. O. Box 368	Berryville VA 22611	540.522.0304

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

ALAN HEFFNER - UMW (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Alan Heffner
Signature

10-17-07
Date

Alan Heffner
Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

GETCO (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input checked="" type="checkbox"/>	Provide job shadowing opportunities
<input checked="" type="checkbox"/>	Provide career mentoring opportunities
<input checked="" type="checkbox"/>	Provide cooperative education or internship opportunities
<input checked="" type="checkbox"/>	Participate as a guest speaker
<input checked="" type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Amanda Talbot
Signature

10-17-07
Date

Amanda Talbot
Printed Name

* I can also commit support on behalf of the
Fredericksburg Regional Chamber of Commerce
Foundation.

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

Employment Resources Inc. (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Andrea C. Kenny
Signature

10-30-07
Date

Andrea Kenny
Printed Name

Stafford County G.C.T.A. (Governor's Career and Technical Academy)

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

Ann B. Emerson, SCPS (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member on the Stafford County G. C. T. A. Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Ann B. Emerson
Signature

2/5/08
Date

Ann B. Emerson
Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

STAFFORD CO. ECONOMIC DEVELOPMENT (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input checked="" type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input checked="" type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input checked="" type="checkbox"/>	Other <u>MATCHING GRANTS</u>

Bob Carter
Signature

10/17/07
Date

ROBERT C. CARTER
Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

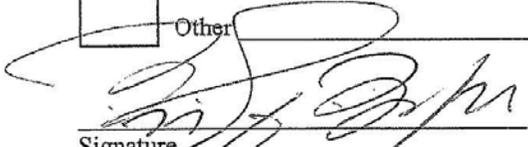
RAPPAHANNOCK REGION SMALL BUSINESS DEVELOPMENT CENTER (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input checked="" type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other


 Signature
 BRIAN J. BAKER
 Printed Name

17 OCTOBER 2007
 Date

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

CAREER & TECH ED. COMMITTEE (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input checked="" type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input checked="" type="checkbox"/>	Other <u>Support community and legislative support</u>

Byron K. Hinton
Signature

1 November 2007
Date

BYRON K. HINTON
Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

Cermanna C.C. (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input checked="" type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Carice Graziano
Signature

10/17/07
Date

Carice Graziano
Printed Name

**Stafford County G.C.T.A.
(Governor's Career and Technical Academy)**

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

Stafford County Public Schools (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member on the Stafford County G. C. T. A. Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Cynthia Lucero-Chavez
Signature

2/6/08
Date

Cynthia A. Lucero-Chavez
Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

Germana Community College (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input checked="" type="checkbox"/>	Participate as a guest speaker
<input checked="" type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input checked="" type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input checked="" type="checkbox"/>	Other <u>Any other way I can, especially as related to education.</u> <u>I also have a background in health + am willing to help in this area.</u>

Deborah A Wilson
Signature

10-15-07
Date

Deborah A Wilson
Printed Name

Stafford County G.C.T.A. (Governor's Career and Technical Academy)

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

Stafford County Public Schools (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
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- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member on the Stafford County G. C. T. A. Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____


Signature

02/05/08
Date

Eric M. Rhoades
Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

Gail Brooks UMW (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Gail Brooks
Signature

10/17/07
Date

Gail Brooks
Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

Fredericksburg Regional Alliance (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input checked="" type="checkbox"/>	Provide career mentoring opportunities
<input checked="" type="checkbox"/>	Provide cooperative education or internship opportunities
<input checked="" type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input checked="" type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other <u>Focus on "Global Career Opportunities"</u>

Gene Bailey
Signature

October 17, 2007
Date

GENE BAILEY
Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

GERMNA TECH PREP (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Jeff Bloomer
Signature

10-30-07
Date

JEFF BLOOMER
Printed Name

**Stafford County G.C.T.A.
(Governor's Career and Technical Academy)**

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

Jennifer Duncan, teacher w/ SCPS, (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Serve as a member on the Stafford County G. C. T. A. Advisory Committee |
| <input type="checkbox"/> | Provide job shadowing opportunities |
| <input type="checkbox"/> | Provide career mentoring opportunities |
| <input type="checkbox"/> | Provide cooperative education or internship opportunities |
| <input type="checkbox"/> | Participate as a guest speaker |
| <input type="checkbox"/> | Participate in small-group student lunches ("business lunch") |
| <input type="checkbox"/> | Participate in "Teachers in Industry" Program ("dinner partners") |
| <input type="checkbox"/> | Provide opportunities for cooperative service projects |
| <input type="checkbox"/> | Other _____ |

Jennifer Duncan
Signature

2/5/2008
Date

Jennifer Duncan
Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

VA. Workforce Center (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input checked="" type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Jimmy A. Price
Signature

10-17-07
Date

Jimmy Price
Printed Name

**Stafford County G.C.T.A.
(Governor's Career and Technical Academy)**

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

Dependable Global Solutions (DGS) (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member on the Stafford County G. C. T. A. Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input checked="" type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input checked="" type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Joel L. Griffin
Signature

JOEL L. GRIFFIN
Printed Name

5 FEB 2008
Date

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

MATH-Medical (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

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- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input checked="" type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input checked="" type="checkbox"/>	Provide cooperative education or internship opportunities
<input checked="" type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Lisa M Lucas
Signature
Lisa M Lucas
Printed Name

10/17/07
Date

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

UMW - College of Arts & Sciences (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input checked="" type="checkbox"/>	Provide job shadowing opportunities
<input checked="" type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/> ?	Participate as a guest speaker - <i>someone else might :)</i>
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Marie Sheckels
Signature

10/17/07
Date

MARIE SHECKELS
Printed Name

**Stafford County G.C.T.A.
(Governor's Career and Technical Academy)**

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

Stafford County Public Schools (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member on the Stafford County G. C. T. A. Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

A. B. Robbins

Signature

10-17-07

Date

Mary Beth Robbins

Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

The Free Lance - Star (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input checked="" type="checkbox"/>	Provide cooperative education or internship opportunities <i>in group environment like our existing journalism program.</i>
<input type="checkbox"/>	Participate as a guest speaker
<input checked="" type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input checked="" type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Nick Cadwallender
Signature

10/29/07
Date

Nicholas J. Cadwallender
Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

Stafford Rotary (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input checked="" type="checkbox"/>	Provide job shadowing opportunities
<input checked="" type="checkbox"/>	Provide career mentoring opportunities
<input checked="" type="checkbox"/>	Provide cooperative education or internship opportunities
<input checked="" type="checkbox"/>	Participate as a guest speaker
<input checked="" type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input checked="" type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input checked="" type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other <u>MODELING The FOUR-WAY TEST - BUSINESS ETHICS</u>

Ralph E. Sutton 10/23/07
 Signature President, Stafford Rotary Date
Ralph E. Sutton
 Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

THE SPOTSYLVANIA TECHNOLOGY CENTER (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input checked="" type="checkbox"/>	Provide job shadowing opportunities
<input checked="" type="checkbox"/>	Provide career mentoring opportunities
<input checked="" type="checkbox"/>	Provide cooperative education or internship opportunities
<input checked="" type="checkbox"/>	Participate as a guest speaker
<input checked="" type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Robert A. Duffy
Signature
ROBERT A. DUFFY
Printed Name

10/17/2007
Date

Stafford County G.C.T.A. (Governor's Career and Technical Academy)

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

Scott McClellan (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

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- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member on the Stafford County G. C. T. A. Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Scott McClellan
Signature

2-5-08
Date

Scott McClellan
Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

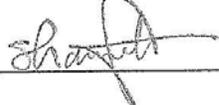
CGPS - UMW (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input checked="" type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other <u>instructional Technology/media</u>


Signature

10-17-2007
Date

Dr. Sharm Teabo
Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

DIVERSIFIED EDUCATIONAL SYSTEMS, INC (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

*Already member
6/20/08*

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input checked="" type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input type="checkbox"/>	Other _____

Tom Clater
Signature

10/17/07
Date

TOM CLATER
Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

UMW (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input checked="" type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input checked="" type="checkbox"/>	Other <u>Provide GIS training to teachers</u>

B Rizzo
Signature

10/23/07
Date

Brian Rizzo
Printed Name

Stafford County Governor's Career and Technical Academy

"Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the workforce needs of the 21st Century"

Brenda Vogel (Umw-CGPS) (organization) would like to assist Stafford County Public Schools in increasing STEM literacy, essential 21st Century skills, and credentials for the general population of students.

By integrating career and technical education and academics and incorporating project-based learning with collaborative initiatives from the business community, the desired outcomes are to:

- Improve academic achievement of students
- Increase high school graduation rates
- Increase enrollment and retention in postsecondary education
- Reduce the proportion of students requiring remediation in college
- Increase the number of industry certifications awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand skill careers
- Provide the workforce necessary to attract and retain businesses in our geographic area

I would be willing to (Please check as many as apply):

<input checked="" type="checkbox"/>	Serve as a member of Governor's Career & Technical Academy Advisory Committee <i>(Sharon Teabo from my program would be great!)</i>
<input type="checkbox"/>	Provide job shadowing opportunities
<input type="checkbox"/>	Provide career mentoring opportunities
<input type="checkbox"/>	Provide cooperative education or internship opportunities
<input type="checkbox"/>	Participate as a guest speaker
<input type="checkbox"/>	Participate in small-group student lunches ("business lunch")
<input type="checkbox"/>	Participate in "Teachers in Industry" Program ("dinner partners")
<input type="checkbox"/>	Provide opportunities for cooperative service projects
<input checked="" type="checkbox"/>	Other <u>However I can be useful.</u>

Brenda Vogel
Signature

10/17/07
Date

Brenda Vogel
Printed Name

Appendix E

Memorandum of Agreement Forms

**Stafford County Public Schools
MEMORANDUM OF AGREEMENT
PARTNERSHIP FORMS**

School Year 2008-2009

Tom Clater, Regional Manager
Diversified Educational Systems

Brian Rizzo, Director of Geographic Information Systems Programs
University of Mary Washington

Brian Baker, Executive Director
Rappahannock Regional Small Business Development Center

Bob Carter, Assistant Director
Stafford County Economic Development

Thomas Nichols, Principal
North Stafford High School

Jeff Bloomer, Tech Prep Director
Germanna Community College

Nick Cadwallender, Associate Publisher
The Free Lance-Star

Dale Cottongim, Director of Strategic Development
McLane Advanced Technologies

Gene Bailey, President
Fredericksburg Regional Alliance

Jimmy Price, Office Supervisor
Virginia Employment Commission Workforce Center

Andrea Kenny, Senior Vice President
Employment Resources

Byron Hinton, Chairman
Stafford County Public Schools CTE Advisory Committee

Joel Griffin, Senior Vice President
Dependable Global Solutions

Jennifer Duncan, Family and Consumer Sciences Teacher
Dixon-Smith Middle School

Mary Beth Dobbins, CTE Coordinator
Stafford County Public Schools

Cynthia Lucero-Chavez, Community Involvement Specialist
Stafford County Public Schools

Joseph Lewis, Principal
Stafford High School

Roxanne Johnson, Director of Counseling
Gayle Middle School

Cynthia Holder, Principal
Brooke Point High School

Marialena Bridges, Director of Counseling
Brooke Point High School

Scott McClellan, Assistant Principal
Brooke Point High School

Charles McDaniel, Chairman
Hilldrup Companies

Robert Duffy, Executive Director
Spotsylvania Technology Center

David Sam, President
Germanna Community College

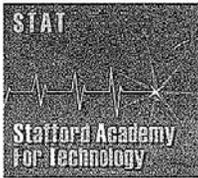
Richard Hurley, Acting President
University of Mary Washington

Ronald Williams, President
Ronald L. Williams Ltd. and Autodesk, Inc.

Eric Rhoades, Supervisor of Mathematics and Science
Stafford County Public Schools

Richard L Brehm, VP for Administrative Services
Germanna Community College

Ann Emerson, School-to-Career Specialist
Stafford County Public Schools



**STAFFORD ACADEMY FOR TECHNOLOGY (STAT)
PARTNERSHIP
MEMORANDUM OF AGREEMENT (MOA)
Stafford County Public Schools
School Year 2008-2009
Partnership Agreement**



Stafford County Public Schools agrees to:

- Create the Stafford Academy for Technology (STAT) as a Science, Technology, Engineering & Mathematics (STEM) Partnership and provide the leadership necessary to support and sustain its implementation consistent with approved proposals and/or grants
- Serve as the Lead Agency and the Fiscal Agent for STAT as a Governor's Career and Technical Academy as established by the Virginia Department of Education and the State Council for Higher Education in Virginia
- Establish, support and maintain the STAT Advisory Council (**Note:** The STAT Advisory Council will also be known as the STEM Partnership of the school division's CTE Advisory Committee)
- Coordinate STAT activities with the STAT Advisory Council to include reports of grant revenues and expenditures
- Assure compliance with all state standards and/or requirements of the STEM Partnership
- Evaluate STAT to include data collection, analysis, and any other documentation or reporting requested/required by the Department of Education
- Coordinate the development and distribution of STAT student recruitment and marketing materials and market, recruit, select and enroll students to include unique strategies to recruit non-traditional and minority students
- Coordinate and monitor the implementation of the Academy Program of Studies
- Coordinate the implementation of staff development initiatives
- Provide counseling and other services that promote STAT and STEM education, career pathways, educational advancement, and employment opportunities
- Assure that all STAT courses meet accreditation standards and that all faculty meet licensure requirements
- Assure that all approved dual enrollment STAT courses are aligned with the content standards and faculty requirements as specified by the college credit granting agency
- Assure that STAT curriculum represents well-articulated career pathways that meet the requirements for the Governor's Exemplary Standards Award Program, Commonwealth Scholars Course of Study, Virginia's Workplace Readiness Skills, and Virginia Technical or Advanced Technical Diploma

STAT Post-Secondary Education Partners agree to:

- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources to implement related STAT courses and/or activities consistent with existing rules, regulations and/or cooperative agreements to include:
 - Assurance that all courses and faculty teaching STAT courses are accredited
 - Strategies to provide success for non-traditional and minority STAT students
 - Compliance with requirements regarding earning/transferring college credits
 - Staff development/released time to support STAT faculty training and credentialing
 - Available hardware, software and technical support for instructional activities
 - Provision of appropriate data for STAT program assessment and evaluation

STAT Business/Industry Partners agree to:

- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources, as determined by the business partner, to implement related STAT experiences and/or activities consistent with availability and current and/or planned commitments to include:
 - Personnel/financial/material resources for STAT programs/services
 - Technical expertise guiding effective preparation for STEM employment
 - Assurance that planned STAT curriculum/instruction reflects industry standards
 - Sharing STAT with other business leaders
 - Recruiting additional partners and sponsors
 - Providing internships, mentorships, project-based learning, job shadowing, etc.
 - Employment opportunities for STAT students/graduates

STAT Non-Profit Organizational Partners agree to:

- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources to implement related STAT experiences and/or activities consistent with availability and current and/or planned commitments to include:
 - Personnel/financial/material resources for STAT programs/services
 - Assistance in the recruitment of non-traditional and minority students
 - Sharing STAT with other non-profit leaders
 - Recruiting additional partners and sponsors
 - Providing internships, mentorships, project-based learning, job shadowing, etc.
 - Employment opportunities for STAT students/graduates

This MEMORANDUM OF AGREEMENT shall be in effect through June 30, 2009 and will be automatically renewed July 1 of each successive year. This agreement may be modified or terminated in writing with a minimum of thirty (30) days notice by either party. Execution of this MOA affirms the attached commitments which are incorporated hereto:

**STAFFORD ACADEMY
FOR TECHNOLOGY (STAT)**

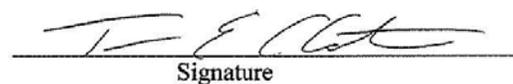

Signature

Printed Name: DAVID E. SAWYER

Title: SUPERINTENDENT

Date: 4/4/08

PARTNER DIVERSIFIED EDUCATIONAL SYSTEMS


Signature

Printed Name: TOM CLATER

Title: REGIONAL SALES MANAGER

Date: MARCH 19, 2008

STAT Business/Industry Partners agree to:

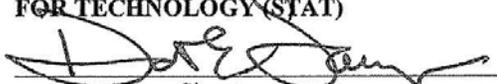
- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources to implement related STAT experiences and/or activities consistent with availability and current and/or planned commitments to include:
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 - Employment opportunities for STAT students/graduates

STAT Non-Profit Organizational Partners agree to:

- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources to implement related STAT experiences and/or activities consistent with availability and current and/or planned commitments to include:
 - Personnel/financial/material resources for STAT programs/services
 - Assistance in the recruitment of non-traditional and minority students
 - Sharing STAT with other non-profit leaders
 - Recruiting additional partners and sponsors
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**STAFFORD ACADEMY
FOR TECHNOLOGY (STAT)**

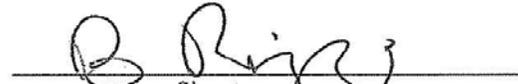

Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER _____


Signature

Printed Name: Brian Rizzo

Title: Director, GIS programs, UMW

Date: 4/28/08

STAT Business/Industry Partners agree to:

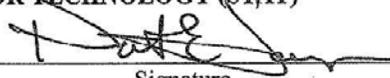
- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
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 - Personnel/financial/material resources for STAT programs/services
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 - Assurance that planned STAT curriculum/instruction reflects industry standards
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 - Employment opportunities for STAT students/graduates

STAT Non-Profit Organizational Partners agree to:

- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
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 - Sharing STAT with other non-profit leaders
 - Recruiting additional partners and sponsors
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**STAFFORD ACADEMY
FOR TECHNOLOGY (STAT)**



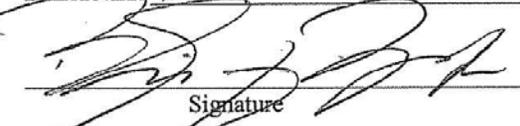
Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

**RAPPAHANNOCK REGION SMALL
PARTNER BUSINESS DEVELOPMENT CENTER**



Signature

Printed Name: BRIAN J. BAKER

Title: Executive Director

Date: MARCH 15, 2008

STAT Business/Industry Partners agree to:

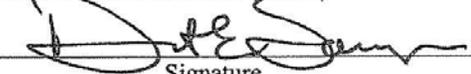
- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources to implement related STAT experiences and/or activities consistent with availability and current and/or planned commitments to include:
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 - Technical expertise guiding effective preparation for STEM employment
 - Assurance that planned STAT curriculum/instruction reflects industry standards
 - Sharing STAT with other business leaders
 - Recruiting additional partners and sponsors
 - Providing internships, mentorships, project-based learning, job shadowing, etc.
 - Employment opportunities for STAT students/graduates

STAT Non-Profit Organizational Partners agree to:

- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources to implement related STAT experiences and/or activities consistent with availability and current and/or planned commitments to include:
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 - Sharing STAT with other non-profit leaders
 - Recruiting additional partners and sponsors
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 - Employment opportunities for STAT students/graduates

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STAFFORD ACADEMY
FOR TECHNOLOGY (STAT)


Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER STAFFORD Co. ECONOMIC DEVELOPMENT


Signature

Printed Name: BOB CARTER

Title: ASST. DIRECTOR, ECON DEV.

Date: 3/24/08

STAT Business/Industry Partners agree to:

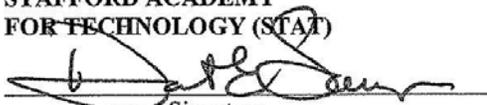
- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources to implement related STAT experiences and/or activities consistent with availability and current and/or planned commitments to include:
 - Personnel/financial/material resources for STAT programs/services
 - Technical expertise guiding effective preparation for STEM employment
 - Assurance that planned STAT curriculum/instruction reflects industry standards
 - Sharing STAT with other business leaders
 - Recruiting additional partners and sponsors
 - Providing internships, mentorships, project-based learning, job shadowing, etc.
 - Employment opportunities for STAT students/graduates

STAT Non-Profit Organizational Partners agree to:

- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources to implement related STAT experiences and/or activities consistent with availability and current and/or planned commitments to include:
 - Personnel/financial/material resources for STAT programs/services
 - Assistance in the recruitment of non-traditional and minority students
 - Sharing STAT with other non-profit leaders
 - Recruiting additional partners and sponsors
 - Providing internships, mentorships, project-based learning, job shadowing, etc.
 - Employment opportunities for STAT students/graduates

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**STAFFORD ACADEMY
FOR TECHNOLOGY (STAT)**

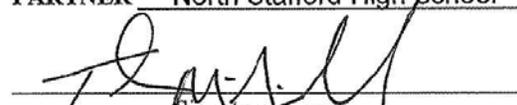

Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER North Stafford High School


Signature

Printed Name: Thomas M. Nichols

Title: Principal

Date: March 19, 2008

STAT Business/Industry Partners agree to:

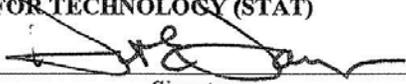
- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources to implement related STAT experiences and/or activities consistent with availability and current and/or planned commitments to include:
 - Personnel/financial/material resources for STAT programs/services
 - Technical expertise guiding effective preparation for STEM employment
 - Assurance that planned STAT curriculum/instruction reflects industry standards
 - Sharing STAT with other business leaders
 - Recruiting additional partners and sponsors
 - Providing internships, mentorships, project-based learning, job shadowing, etc.
 - Employment opportunities for STAT students/graduates

STAT Non-Profit Organizational Partners agree to:

- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources to implement related STAT experiences and/or activities consistent with availability and current and/or planned commitments to include:
 - Personnel/financial/material resources for STAT programs/services
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 - Sharing STAT with other non-profit leaders
 - Recruiting additional partners and sponsors
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STAFFORD ACADEMY
FOR TECHNOLOGY (STAT)



Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER GERMANNA TECH PREP



Signature

Printed Name: JEFF BLOOMER

Title: TECH-PREP DIRECTOR

Date: 3-17-08

STAT Business/Industry Partners agree to:

- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources, as determined by the business partner, to implement related STAT experiences and/or activities consistent with availability and current and/or planned commitments to include:
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STAT Non-Profit Organizational Partners agree to:

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FOR TECHNOLOGY (STAT)**

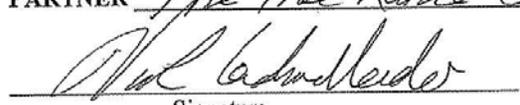

Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: 3/18/08

PARTNER The Free Lance-Star


Signature

Printed Name: Nicholas J. Cadwallender

Title: Associate Publisher

Date: 3/18/08

STAT Business/Industry Partners agree to:

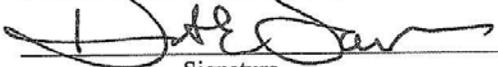
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**STAFFORD ACADEMY
FOR TECHNOLOGY (STAT)**

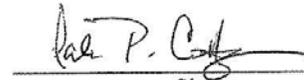

Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER _____


Signature

Printed Name: DALE P. COTTON

Title: Director, Strategic Development, Middlesex Adv. Tech

Date: 3/14/09

STAT Business/Industry Partners agree to:

- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
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 - Technical expertise guiding effective preparation for STEM employment
 - Assurance that planned STAT curriculum/instruction reflects industry standards
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**STAFFORD ACADEMY
FOR TECHNOLOGY (STAT)**


Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER _____


Signature

Printed Name: GENE Bailey

Title: President, Fredericksburg Regional Alliance

Date: 3-11-08

STAT Business/Industry Partners agree to:

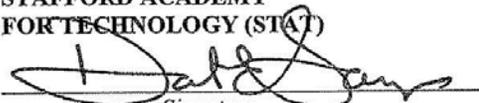
- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
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STAFFORD ACADEMY
FORTECHNOLOGY (STAT)


Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER _____


Signature

Printed Name: Jimmy L. Price

Title: Workforce Supervisor

Date: 03-09-2008

STAT Business/Industry Partners agree to:

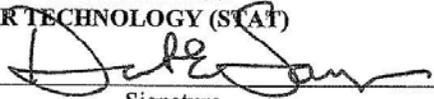
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FOR TECHNOLOGY (STAT)**

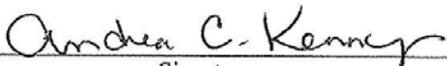

Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER Employment Resources Inc.


Signature

Printed Name: Andrea C. Kenny

Title: Sr. Vice President

Date: March 10, 2008

STAT Business/Industry Partners agree to:

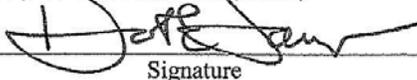
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**STAFFORD ACADEMY
FOR TECHNOLOGY(STAT)**


Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER _____


Signature

Printed Name: BYRON K. HINTON

Title: CHAIRMAN, CTE ADVISORY COMMITTEE

Date: 8 March 2008

STAT Business/Industry Partners agree to:

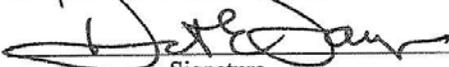
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**STAFFORD ACADEMY
FOR TECHNOLOGY (STAT)**


Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER

Deborah Global Solutions

Signature

Printed Name: JOEL L. GRIFFIN

Title: SR. VICE PRESIDENT

Date: MARCH 9, 2008

** ECONOMIC DEVELOPMENT AUTHORITY (EDA)
REPRESENTATIVE TO STAFFORD CTE*

STAT Business/Industry Partners agree to:

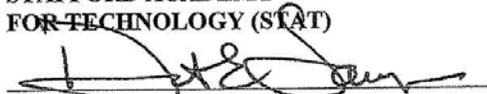
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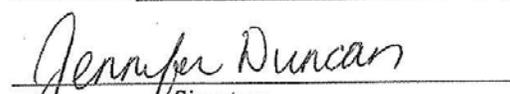

Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER _____


Signature

Printed Name: Jennifer Duncan

Title: Teacher SC PS

Date: 3/11/08

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FOR TECHNOLOGY (STAT)**

Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER

Signature

Printed Name: Mary Beth Dobbins

Title: CTE Coordinator

Date: 3/10/08

STAT Business/Industry Partners agree to:

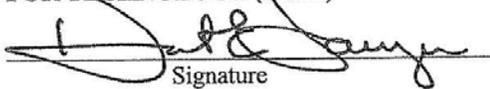
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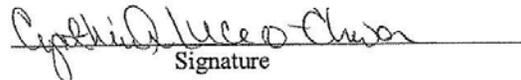

Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER _____


Signature

Printed Name: Cynthia A. Lucero-Chavez

Title: Community Involvement Spec.

Date: 2/11/08

STAT Business/Industry Partners agree to:

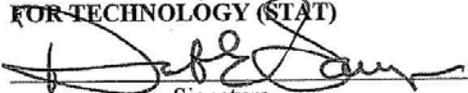
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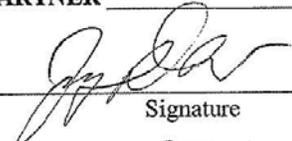

Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER _____


Signature

Printed Name: Joseph Lewis

Title: Principal

Date: 3-10-08

STAT Business/Industry Partners agree to:

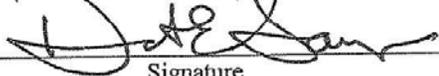
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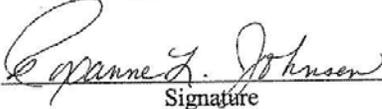

Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER _____


Signature

Printed Name: Roxanne Johnson

Title: Guidance Director, GMS

Date: 3/10/08

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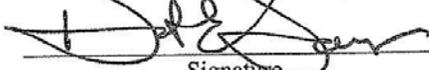
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Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER _____



Signature

Printed Name: CYNTHIA Holder

Title: Principal

Date: 3-11-08

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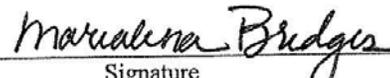
Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER _____



Signature

Printed Name: Marialena Bridges

Title: Director of Counseling

Date: March 10, 2008

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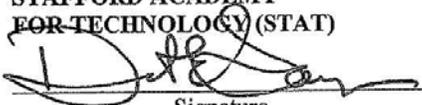
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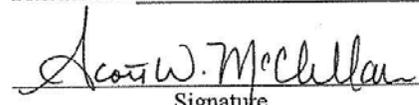
Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER _____



Signature

Printed Name: Scott W. McClellan

Title: Asst. Principal - Brooke Point

Date: 3-11-08

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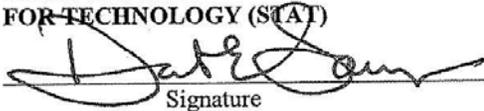
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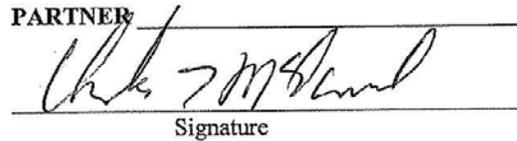

Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER


Signature

Printed Name: CHARLES B. MEDANIEL

Title: Chairman Hillbry Companies

Date: 3-11-08

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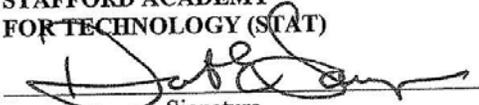
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STAFFORD ACADEMY
FOR TECHNOLOGY (STAT)

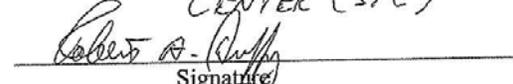

Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER SPOTSYLVANIA TECHNOLOGY
CENTER (STC)


Signature

Printed Name: ROBERT A. DUFFY

Title: EXECUTIVE DIRECTOR

Date: 10 MARCH 2008

STAT Business/Industry Partners agree to:

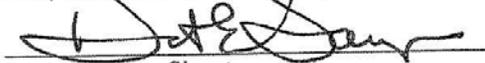
- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources to implement related STAT experiences and/or activities consistent with availability and current and/or planned commitments to include:
 - Personnel/financial/material resources for STAT programs/services
 - Technical expertise guiding effective preparation for STEM employment
 - Assurance that planned STAT curriculum/instruction reflects industry standards
 - Sharing STAT with other business leaders
 - Recruiting additional partners and sponsors
 - Providing internships, mentorships, project-based learning, job shadowing, etc.
 - Employment opportunities for STAT students/graduates

STAT Non-Profit Organizational Partners agree to:

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STAFFORD ACADEMY
FOR TECHNOLOGY (STAT)


Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER GERMANNA COMMUNITY COLLEGE


Signature

Printed Name: DAVID A. SAM

Title: PRESIDENT

Date: March 10, 2008

STAT Business/Industry Partners agree to:

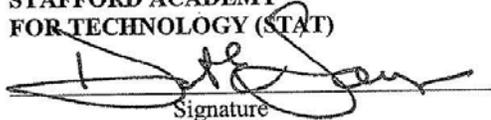
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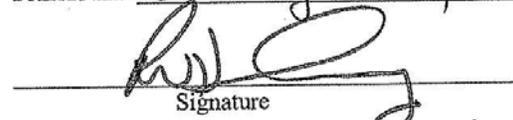

Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER University of Mary Washington


Signature

Printed Name: Richard V. Hurley

Title: Acting President

Date: 3/13/08

STAT Business/Industry Partners agree to:

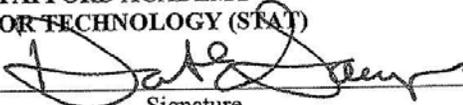
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**STAFFORD ACADEMY
FOR TECHNOLOGY (STAT)**

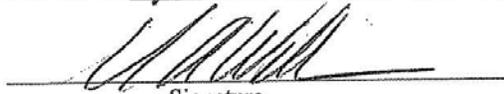

Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER Ronald A. Williams Ltd


Signature

Printed Name: Ronald A. Williams

Title: President

Date: 3-23-08

STAT Business/Industry Partners agree to:

- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
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 - Personnel/financial/material resources for STAT programs/services
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FOR TECHNOLOGY (STAT)**



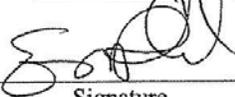
Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER SCPS Supervisor of Math and Science



Signature

Printed Name: Eric M. Rheades

Title: Supervisor of Math and Science

Date: 3/7/08

-Provision of appropriate data for STAT program assessment and evaluation

STAT Business/Industry Partners agree to:

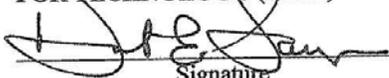
- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources, as determined by the business partner, to implement related STAT experiences and/or activities consistent with availability and current and/or planned commitments to include:
 - Personnel/financial/material resources for STAT programs/services
 - Technical expertise guiding effective preparation for STEM employment
 - Assurance that planned STAT curriculum/instruction reflects industry standards
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STAFFORD ACADEMY
FOR TECHNOLOGY (STAT)


Signature

Printed Name: DAVID E. SAWYER

Title: SUPERINTENDENT

Date: 4/4/08

PARTNER Germania Community College


Signature

Printed Name: Richard L Brehm

Title: VP for Administrative Services

Date: 3/24/08

STAT Business/Industry Partners agree to:

- Designate, appoint, and/or recommend a contact person to serve as liaison and active participant to the STAT Advisory Council
- Provide appropriate resources to implement related STAT experiences and/or activities consistent with availability and current and/or planned commitments to include:
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**STAFFORD ACADEMY
FOR TECHNOLOGY (STAT)**


Signature

Printed Name: David E. Sawyer

Title: Superintendent

Date: February 29, 2008

PARTNER _____


Signature

Printed Name: Ann Emerson

Title: School-to-Career Specialist

Date: Mar 7, 2008

Appendix F

Statement of Assurances

Governor's Career and Technical Academy
STATEMENT OF ASSURANCES

The authorized signature on this page certifies to the Virginia Department of Education that the authorized official assures that:

1. The planning committee has reviewed the provisions of *Administrative Procedures Guide for the Establishment of Governor's Career and Technical Academies* outlined in the Guidance Manual, and understands that an implementation proposal will need to address these criteria and/or others approved by the Virginia Board of Education.
2. The planning committee agrees to follow the guidelines set forth in the *Administrative Procedures for the Establishment of Governor's Career and Technical Academies* document.
3. If the Governor's Career and Technical Academy will be a jointly operated program, an ongoing governing board will be established or maintained to reflect current Board of Education regulations relative to jointly operated schools and programs.
4. A public, government entity will serve as the grant fiscal agent.

Certification by Authorized or Institutional Official:	
The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the partners participating in this process to establish a Governor's Career and Technical Academy, and that the applicant will comply with the statement of assurances.	
<u>DAVID E. SAWYER</u> Typed or Printed Name of Authorized Official	<u>Superintendent</u> Title
<u>[Signature]</u> Signature of Authorized Official	<u>2/6/08</u> Date

Appendix G

Grant Recipient Lead Agency/Fiscal Agent Certification Form

**Virginia Department of Education
Governor's Career and Technical Academy
Grant Recipient Lead Agency and Fiscal Agent Certification
2007-2008**

Lead Agency (must be a public entity): Stafford County Public Schools

Program Title: Stafford Career and Technical Academy

Primary Partnership Contact Person: *(Note: This person will serve as the point of contact for the partnership and will be known as the partnership director.)*

Name: Kathleen M. Burant

Title: CTE Director Email: burantkm@staffordschools.net

Address: 31 Stafford Avenue, Stafford, VA 22554

Telephone: 540-658-6672 Fax: 540-658-6061

I herein certify that the information on this form is correct and that I am the duly authorized primary contact for the Governor's Career and Technical Academy grant. I further certify that I will comply with all requirements of the Commonwealth of Virginia pursuant to carrying out the grant award in accordance to the grant application as approved by the Virginia Department of Education.

Kathleen M. Burant Director, Career and Technical Education

Typed or Printed Name of Authorized Partnership Primary Contact

Title

Kathleen M. Burant

Signature of Authorized Partnership Primary Contact

2/1/08

Date

Fiscal Agent Contact Person: *(Note this person must have legal authority to receive the grant funds and administer the funds under the direction of the partnership director.)*

Name: Patty Sullivan

Title: Director of Budget and Grants Email: psullivan@staffordschools.net

Address: 31 Stafford Avenue, Stafford, VA 22554

Telephone: 540-658-6587 Fax: 540-658-6600

I herein certify that the information on this form is correct and that I am the duly authorized fiscal agent for the Governor's Career and Technical Academy grant. I further certify that I will comply with all requirements of the Commonwealth of Virginia pursuant to carrying out the grant award in accordance to the grant application as approved by the Virginia Department of Education.

Wayne C. Carruthers Assistant Superintendent

Typed or Printed Name of Authorized Fiscal Agent

Title

Wayne C. Carruthers

Signature of Authorized Fiscal Agent

2/6/2009

Date

Appendix H

Student Application Forms



Stafford County Public Schools
Stafford Academy for Technology (STAT)
Selection Process
Spring 2008

Friday, February 15

Application packets available in middle and high school counseling departments and from the school division's Director of Career and Technical Education.

SSHS

Thursday, Feb 7 (7-9 p.m.)

Informational sessions for school counselors, parents, and prospective students at 8th grade

NSHS

Wednesday, Feb 13 (6:30-8 p.m.)

Student/Parent Orientation programs.

MVHS

Wednesday, Feb 20 (7 p.m.)

CFHS

Wednesday, Feb 20 (7-9 p.m.)

BPHS

Thursday, Feb 21 (7-8:30 p.m.)

Friday, March 21

Applications due to the middle school counseling department.

Week of April 7

Student information sessions at middle schools.

Week of April 21

Letters mailed to students with notification status.



**Stafford County Public Schools
Stafford Academy for Technology (STAT)
Student Application Checklist**

This checklist is provided to assist you in completing your application to the Stafford Academies for Technology (STAT). You are responsible for ensuring that all of your application materials are completed and returned to your school's counseling department. No application will be reviewed for admission to the Stafford Academies for Technology (STAT) until all materials have been returned **no later than Friday, March 21, 2008**.

- Read and follow all directions.
- Complete the *Student Application* form fully, clearly, and legibly.
- Make sure all student information is provided on the student application:
 - 3 teacher names
 - Date and signature of applicant
 - Date and signature of parent/guardian
 - List of reasons and career goals (page 2) for admission to the Stafford Academies for Technology (STAT).
- Complete in detail the *Student Interests, Activities, Service, and Honors* form.
- Give *Faculty Recommendation* forms to the three teachers listed on your application.
- Return the *Student Application* and the *Student Interests, Activities, Service, and Honors* forms to your middle school counseling department.

Additional items required for Private School, Home School, and Out-of-Town students:

- Parents must request and mail official transcripts to the middle school counseling department.



Stafford County Public Schools
Stafford Academy for Technology (STAT)
Student Application
Spring 2008

Inspiring excellence through an advanced Science, Technology, Engineering, and Mathematics (STEM) curriculum to better meet the work force needs of the 21st century.

**PLEASE COMPLETE YOUR APPLICATION LEGIBLY IN INK OR TYPE
AND RETURN TO THE MIDDLE SCHOOL COUNSELING DEPARTMENT**

Student's Home-Base High School for next year _____

Name of Applicant _____
(Last) (First) (Middle)

Male _____ Female _____ Date of Birth ____/____/____ Student ID Number _____

Name of Father/Guardian _____

Home Address _____

E-mail Address Father/Guardian _____

Home Phone Number (____) _____ Work Number (____) _____ Cell (____) _____

Name of Mother/Guardian _____

Home Address _____

E-mail Address of Mother/Guardian _____

Home Phone Number (____) _____ Work Number (____) _____ Cell (____) _____

Current School _____ School Division _____ Grade _____

If not currently in a school division: (check one)

____ Private School ____ Home-Schooled ____ Department of Defense

Recommendations:

Names of three (3) individuals who will complete a recommendation form.

1. _____ 2. _____ 3. _____

Student Intent:

The decision to apply to the Stafford Academies for Technology (STAT) is my own, and I want to participate fully in the program.

Signature of Applicant _____ Date _____

Parent Support:

I, the parent/guardian of the student above, am aware of and in support of the student's application to the Stafford Academies for Technology (STAT) and give permission for the students' academic, attendance and discipline records to be reviewed by the academy's selection committee.

Signature of Parent/Guardian _____ Date _____

Please list the reasons why you would like to attend the Stafford Academies for Technology (STAT). Be sure to include your career goals.

The Stafford County School Board does not unlawfully discriminate against any person on the basis of race, sex, age, color, religion, national origin, political affiliation, or disability. This policy covers all programs, services, policies, and procedures of Stafford County Public Schools, including all educational programs, admission to such programs, activities, and employment. Inquiries regarding non-discrimination should be directed to the Title IX Coordinator/Executive Director of Human Resources, Mr. Rick Fitzgerald, Stafford County Public Schools, 31 Stafford Avenue, Stafford, Virginia 22554. Phone: (540) 658-6560 Fax: (540)658-5970. Reasonable accommodation upon request.



Stafford County Public Schools
Stafford Academy for Technology (STAT)
Faculty Recommendation Form for Student Application
 (Recommendation must come from current or previous year's teacher.)

Teacher Directions:

- Check one box for each criterion using the following rating scale:
BA = Below Average **A** = Average **E** = Excellent **O** = Outstanding
- Mark one (and only one box) for every criterion.
Do Not mark between two rating scale levels.
- Sign, date, and seal recommendation in envelope and return to the student's middle school counseling department.

Criteria	BA	A	E	O
1. Motivation and Persistence				
2. Communication with Peers				
3. Academic Interest				
4. Dependability				
5. Preparation				
6. Quality of Work				
7. Work Habits/Time Management				
8. Problem Solving Skills				
9. Ability to Use Technology				
(For office use only)				

Please add any other comments about this student that will help the selection committee make a decision. Use the back of this form or attach an additional page to comment on specific strengths/weaknesses of this student.

Name (print) _____ Date _____

Signature _____ School _____

Subject(s)/Grade Level(s)/Date(s) you taught applicant:



Stafford County Public Schools
Stafford Academy for Technology (STAT)
Student Interests, Activities, Service, and Honors

Extracurricular and Personal Activities:

In this section, please indicate how you spend your time during and after school and in the summer. Describe your five most significant extracurricular activities, community/service activities, work or family responsibilities, and interests/hobbies in order of their interest to you, as well as your responsibilities and accomplishments.

1. Activity _____

Responsibilities _____

Accomplishments _____

2. Activity _____

Responsibilities _____

Accomplishments _____

3. Activity _____

Responsibilities _____

Accomplishments _____

4. Activity _____

Responsibilities _____

Accomplishments _____

5. Activity _____

Responsibilities _____

Accomplishments _____

Honors/ Recognitions:

In this section, please list the three most significant honors/recognitions that you have received in the last three years.

1. _____

2. _____

3. _____

Appendix I

Student Selection Criteria Forms

SCHOOL BOARD MEMBERS

PATRICIA HEALY
Chairman

NANETTE KIDBY
Vice-Chairman

ROBERT BELMAN
JOHN LEDOUX, ED.D.
PATRICIA MANCINI
DOREEN PHILLIPS
DANA REINBOLDT

DAVID E. SAWYER, Ed.D.
Superintendent

STAFFORD COUNTY PUBLIC SCHOOLS

31 Stafford Avenue
Stafford, Virginia 22554-7246
Phone: 540-658-6000
Fax: 540-658-5963
<http://www.staffordschools.net>



April 25, 2008

Dear _____ :

Congratulations! We are pleased to accept you into the Stafford Academy for Technology (STAT) in the _____ High School _____ program. This is truly an exciting opportunity for you in the first Governor's Career and Technical Academy in Virginia!

You will attend the first half of your school day at the Academy site. Lunch and the remainder of the day will be at your base school, which is defined as the high school you are assigned by attendance zone. The Academy classes will include English, mathematics, science, and technology. You will take your other core courses and electives at your base school.

An information session is scheduled for you and your parent/guardian on Wednesday, May 14, at 7:00 p.m. in the School Board Chambers. We will be available to answer any questions regarding your enrollment in STAT. In the coming months, you will also receive additional information by mail. An orientation session for students will be offered in August which will provide you the opportunity to meet the other STAT students as well as the STAT instructional team of teachers. **Stafford Academy for Technology classes will begin on September 2, 2008, and end on June 16, 2009, the same dates that apply to all Stafford students.**

Again, we are delighted that you will be a part of the Stafford Academy for Technology! Please complete the enclosed Enrollment Commitment Form and return it to the Office of Career and Technical Education by **Wednesday, May 21**. If you have questions, please feel free to contact Kathy Burant, Director of Career and Technical Education at (540) 658-6671 or at burantkm@staffordschools.net.

Sincerely,

David E. Sawyer, Ed.D.
Superintendent

Enclosure

c Kathy Burant, CTE Director
STAT Site Principal
STAT Site Counselor



**STAFFORD COUNTY
PUBLIC SCHOOLS**

31 Stafford Avenue
Stafford, Virginia 22554
(540) 658-6000



**STAFFORD ACADEMY FOR TECHNOLOGY
ENROLLMENT COMMITMENT FORM
2008 - 2009**

Student's Full Name

Base High School

Stafford Academy for Technology (STAT) School Site

I accept enrollment in the Stafford Academy for Technology for course work in English, mathematics, science, and technology. I understand that transportation will be provided as necessary and authorized between my base high school and my Stafford Academy for Technology school site. I understand that the Stafford Academy for Technology has set rigorous expectations and that continuation in the program depends on my maintaining both appropriate academic progress and good citizenship.

I DO NOT accept enrollment in the Stafford Academy for Technology. I am honored to have been selected, but wish to withdraw as a candidate.

(Student Signature)

(Date)

(Parent Signature)

(Date)

Please complete this form and return to Kathy Burant, Director of Career and Technical Education,
by *Wednesday, May 21, 2008*.

Appendix J

Evaluation Tools/Surveys



Stafford Academy for Technology (STAT) Self-Assessment Checklist and Scoring Guide

If none of the criteria listed in the scoring guide have been met, circle 1. If all the criteria listed have been met, circle 4. Thus a perfect score is 100.

Choices should be based on the knowledge of the academy and the sense for how fully achieved each aspect of the program is, given what is possible at the high school and how serious any problems are. For example, if there are only 90 students in the academy across four grade levels, but this is as large as is realistically possible in the high school, this can be considered a 3 or 4. Conversely, if there is an advisory program in place for all students but it is poorly run, this might receive a 1 or 2.

Part 1: Small Learning Community Structures

- Defined mission and goals – The academy has a written definition of its mission and goals that are available to the administrators, teachers, students, parents, advisory committee, school board, and others involved. These include a focus on increasing student achievement, raising student aspirations and motivation, and developing postsecondary plans, including education and possible future careers.

Level of Implementation: 1 2 3 4
Notes:

- Student selection – The academy informs students of their options at least the semester before they enter, and students enter voluntarily via an application process. Each academy reflects the high school's demographics.

Level of Implementation: 1 2 3 4
Notes:

- Cohort scheduling – The academy students have two or more classes together each semester, limited to the students enrolled in the program (minimally 80%), and taught by a team of teachers who work together to plan the program, coordinate their instruction, and evolve common strategies for helping students having problems.

Level of Implementation: 1 2 3 4
Notes:

• Grade levels/courses – The academy operates at a minimum of four grade levels (9-12) with teacher looping where feasible. The academy has at least one career and technical or career-themed academic class each year. A written course sequence across grade levels exists. Academy students have the same options for non-academy courses as others at the high school.

Level of Implementation: 1 2 3 4

Notes:

• Teacher selection, roles – Teachers choose to participate in the academy. One teacher (sometimes two) agrees to take the lead, serving as the academy coordinator(s): e.g. interacting with administrators and board members, managing the budget, helping to coordinate teacher professional development, and helping to coordinate employer, higher education, and parental involvement. Teacher replacements are guided by the academy team.

Level of Implementation: 1 2 3 4

Notes:

• Administrative support – The division’s Board of Education is aware of the academy and its mission and goals, and is on public record in support. The superintendent publicly endorses the program and offers active support. The central office instructional staff and the academy high school administrators are knowledgeable of the program, publicly advocates, and are involved in its funding, staffing and support. This support results in adequate funding, facilities, equipment and learning materials.

Level of Implementation: 1 2 3 4

Notes:

• Counselor/scheduling support – All high school counselors can explain the academy scheduling and understand its importance. Master scheduling is a cooperative effort that integrates the needs and support of academy teachers. The master schedule indicates which classes are in the academy. All academy classes are comprised of at least 80% program students.

Level of Implementation: 1 2 3 4

Notes:

• Governance and leadership – The academy has an advisory committee with members from the district and high school administration, program teaching staff, and those involved from outside the high school (e.g., supporting representatives from business/industry, institutions of higher education). It may also include community representatives and academy parents and students. The committee holds meetings at least quarterly, with defined agendas and outcomes, and helps to define policies. Students have input to these policies.

Level of Implementation: 1 2 3 4
Notes:

• Parental involvement – Parents or guardians learn of the academy in advance of their child applying, support their child’s choice to enroll, and help support them in the program, when needed. They attend recognition events and are involved in other appropriate activities (e.g., Advisory Committee, instructional support/volunteer aides, field trips, other program activities). They meet with the academy team when needed to resolve problems their child may be having.

Level of Implementation: 1 2 3 4
Notes:

• Enrichment and personalization – The academy maintains limited size, teacher teamwork, and a supportive atmosphere. There are no more than 80 students enrolled per academy. Where possible, academy classrooms are near each other in the building. Teacher and/or peer tutoring is available for students.

Level of Implementation: 1 2 3 4
Notes:

• A cycle of improvement – The academy implementation is regularly examined. Program leaders regularly assess the academy’s functioning, studying its strengths and weaknesses. This involves gathering feedback from stakeholders, including students. These assessments lead to plans for improvement.

Level of Implementation: 1 2 3 4
Notes:

Part 1 Score: _____ (Academy max—44)

Part 2: Curriculum and Instruction

- Standards, assessment – The curriculum is framed around state and/or national standards. Curriculum and instructional materials in career-related classes are based at least partially on an industry source. Assessments are multiple and reflect practices in the career field.

Level of Implementation: 1 2 3 4
Notes:

- Core academic courses – Coursework reaches high levels of English and mathematics, generally four years of each, in addition to substantial coursework in science. Graduates are qualified to attend four-year colleges. Flexibility is provided for students with special needs (e.g., English language learners, special education students, Advanced Placement and International Baccalureate students).

Level of Implementation: 1 2 3 4
Notes:

- Career-technical courses – The academy incorporates a career and technical or career-themed academic course sequence. Local employers from the career field help to guide the curriculum in these courses. Students are able to demonstrate knowledge of a vertical range of careers and related educational requirements in the career field. The sequence of career and technical courses enables interested students to obtain a skill certification recognized by employers.

Level of Implementation: 1 2 3 4
Notes:

- Faculty and staff – Teachers are credentialed in their field, volunteers in the academy, committed to its mission and goals, and willing to work in a team and share the extra responsibilities involved. These include organizing and attending Advisory Committee meetings, helping with student recruitment, organizing parent contacts and participating in parent meetings, and providing student counseling.

Level of Implementation: 1 2 3 4
Notes:

• Curriculum integration – Throughout their four years in the academy, students are shown how their academy subjects relate to each other and apply in real world contexts. Students engage in projects requiring the application of skills from several courses including, but not limited to, a portfolio and/or capstone project assessed at least in part by business/industry or educational representatives from outside the high school.

Level of Implementation: 1 2 3 4

Notes:

• Teacher coordination of curriculum – Academy teachers have a regular meeting time, at least weekly that occurs wherever possible during a common planning period. Teachers can identify at least one project per semester that requires students to integrate curriculum among academic subjects and in the career field. Teachers are provided professional development support for these efforts.

Level of Implementation: 1 2 3 4

Notes:

• Professional development – Academy teachers are provided with training in the Small Learning Communities structures, working as a team, curricular integration, student support, cohort scheduling, and involving those from outside the high school (business/industry, higher education, work force development, etc.). Parents are adequately prepared for their involvement (if any) as classroom aides, field trip chaperones, and social event organizers.

Level of Implementation: 1 2 3 4

Notes:

• Postsecondary plan/links – Academy students are exposed to two- and four-year colleges through visits and information meetings as well as access to a career library and post-graduate counseling in this process. Students are assisted in developing a written postsecondary plan by the end of their junior year. Articulation agreements between the academy and local postsecondary programs and institutions are available as well as college credits through dual enrollment.

Level of Implementation: 1 2 3 4

Notes:

- Student assessment – Data is collected to describe the student body within the academy (e.g., grade level, gender, race/ethnicity), as well as multiple outcome measures, including a variety of accepted indicators of performance (e.g., attendance, retention, credits, grade point averages, state test scores, graduation rates, college entrance rates). These measures are reported accurately and fairly, and show whether and how much the academy improves student performance. Performance measures include knowledge of the career program’s terminology, technical concepts, and ability to apply English, mathematics, and other academic skills to authentic real-world projects. Industry certification or assessments are incorporated, when available.

Level of Implementation: 1 2 3 4
 Notes:

Part 2 Score: _____ (Academy max--36)

Part 3: Partnerships with Employers

- Career field selection – The academy career field is selected with input from local business/industry representatives and support the academy (e.g., as Advisory Committee members, speakers, field trip hosts, mentors, and internship supervisors). The career field is growing and offers high-wage, high-demand career options with upward mobility.

Level of Implementation: 1 2 3 4
 Notes:

- Business speakers and field trips – At least two speakers per year from the STEM partners describe their products, services, and range of jobs. At least one student field trip per year takes academy students to places of employment in the career field which experiences are linked to the curriculum and classroom instruction.

Level of Implementation: 1 2 3 4
 Notes:

- Junior mentor program – Juniors have a volunteer employer who serves as a career-related mentor. The mentor process pairs students with well-matched mentors with a staff member coordinating this program. Mentors receive an orientation for this role and a series of mentor/student experiences is planned throughout the year. A written end-of-year evaluation is utilized by students and mentors to summarize and critique the experience.

Level of Implementation: 1 2 3 4
 Notes:

- Internship program – By the summer preceding the senior year, Academy students may job shadow in preparation for a internships during their senior year. Students may also have an option for employment through cooperative education. A process is in place to match students with appropriate positions as well as a written plan to guide these experiences. Students are exposed to a variety of employment opportunities within their career field and learn of required related training and education. A staff member coordinates this program, checks on students during the cooperative education employment or internship. Students and their cooperative education or internship supervisors complete a written evaluation at the end of the internship.

Level of Implementation: 1 2 3 4
 Notes:

- Community Service/Service Learning Opportunity – If an internship is not available for all students, there is an option of an unpaid community service or service learning position within the community. There is a process to match students with appropriate positions/roles and a staff member to coordinate these programs and supervise students involved. These experiences are linked to the curriculum. Students and community service supervisors complete a written evaluation at the end of the experience.

Level of Implementation: 1 2 3 4
 Notes:

Part 3 Score: _____ (max--20)

Total Academy Score: _____ (max--100)



PARENT SURVEY

This survey is to help us determine the impact of the academy program on the students enrolled. The goals of the academy are to provide rigor academic content with career and technical instruction with an emphasis on STEM career pathways through individualized students' career goals and to provide a curriculum for college and workplace readiness. Please let us know how we are doing so that we can create a valid and valuable program for our students.

Please rate these statements using the following scale by placing a checkmark in the column expressing your opinion.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Stafford Academy for Technology has helped prepare my child for success in college.				
Stafford Academy for Technology has helped my child for success in the workplace.				
Stafford Academy for Technology has provided my child with opportunities to explore career options.				
Stafford Academy for Technology has provided a support structure not found in the traditional high school setting.				
The goals of Stafford Academy for Technology are evident in my child's education.				
The school-within-a-school, 4-year academy structure has provided continuity and focus to the high school experience.				
The integration of curriculum between subjects through projects, application of academy theory to industry situations, and coordination between the academy teaching team has made the learning process more meaningful to and better understood by my child.				
I would recommend the academy to other parents for their children.				

Please provide any additional comments or suggestions that may help in the continued success of Stafford Academy for Technology:

STUDENT SURVEY



The goals of the academy are to provide rigor academic content with career and technical instruction with an emphasis on STEM career pathways through individualized students' career goals and to provide a curriculum for college and workplace readiness. Please let us know how we are doing so that we will continue to improve our academy!

Please place a checkmark in the column that best expresses your opinion as it relates to the academy.

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
My schoolwork challenges me.				
I like the courses I am taking now.				
Teachers have high expectations for my learning.				
Adults at this school listen to student ideas and opinions.				
I would like more individual attention.				
The school staff really cares about students.				
I understand why I am in school and what is expected of me.				
My teachers use a variety of materials and techniques to help students.				
I feel I belong in this academy.				
I have many opportunities to make decisions.				
My parents get involved in academy activities.				
I can be a success in school.				
I learn a lot about myself in the academy.				
I am comfortable talking to teachers about problems I might have.				
I would like to have more choices of subjects.				

Please provide any additional comments or suggestions that you feel may help in the continued success of Stafford Academy for Technology:



TEACHER SURVEY

Please rate these statements using the following scale by placing a checkmark in the column expressing your opinion about the academy.

Please provide, on the back of this survey, any additional comments/suggestions you feel may help in the continued success of Stafford Academy for Technology.

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel supported by the district and school administration.				
Stafford Academy for Technology provides me an opportunity to work collaboratively with the Small Learning Community teachers during a common planning period.				
The students enrolled in Stafford Academy for Technology are appropriately selected and placed in their courses.				
Professional development activities are provided to assist me in developing a successful Small Learning Communities and academy.				
Financial and material resources are available for my use in the academy.				
The counselors play a positive role in student selection and course placement.				
My students are engaged, active learners.				
My students are provided with a variety of enrichment opportunities as defined in the Stafford Academy for Technology course of study.				
I plan my curriculum and instruction around the goals of the academy.				
My academy parents are part of my communication network and play an active role in their child's education.				
The Stafford Academy for Technology STEM Partnership has assisted me in the classroom and/or planning and implementation of my courses.				
Overall, I am satisfied with the Stafford Academy for Technology Academy experience.				