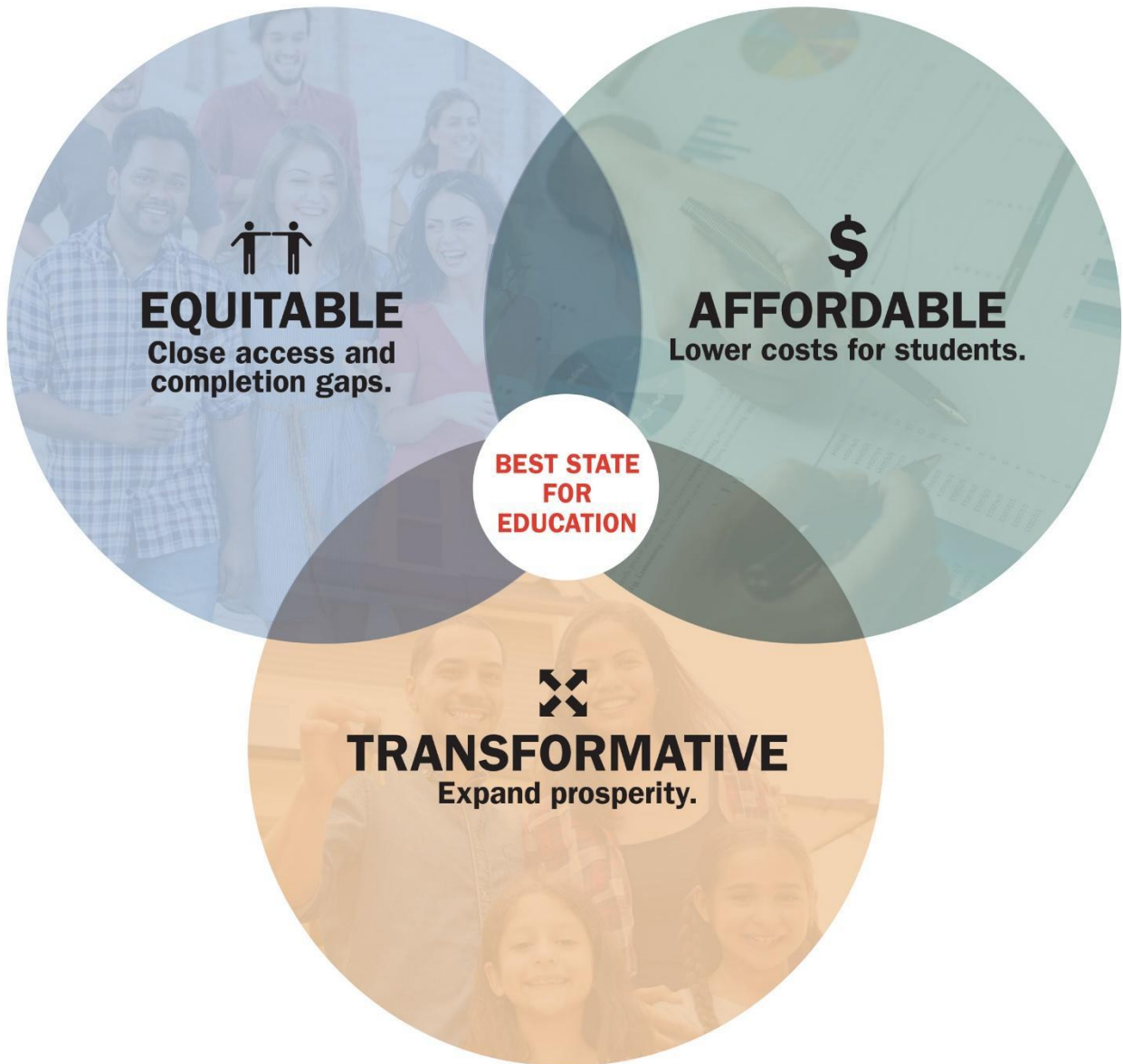


State Council of Higher Education for Virginia



Pathways to Opportunity: The Virginia Plan for Higher Education 2024 Annual Report

December 2024



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OVERVIEW

The *Code of Virginia* vests the State Council of Higher Education for Virginia (SCHEV) with the responsibility to develop a statewide strategic plan that reflects statutory goals for higher education in the Commonwealth, identifies a coordinated approach to such state and regional goals, and emphasizes the future needs for higher education in Virginia. Approved in January 2021, [*Pathways to Opportunity: The Virginia Plan for Higher Education*](#) (*The Plan*), identifies trends that the Commonwealth must address if it is to continue to prosper and succeed.

SCHEV is required by statute to submit an annual report on progress toward the statutory goals. The 2024 Annual Report summarizes the three statutory goals, key findings from an assessment of where Virginia stands relative to the statutory goals, as well as upcoming and recent activities that directly support *Pathways to Opportunity* (*The Plan*).

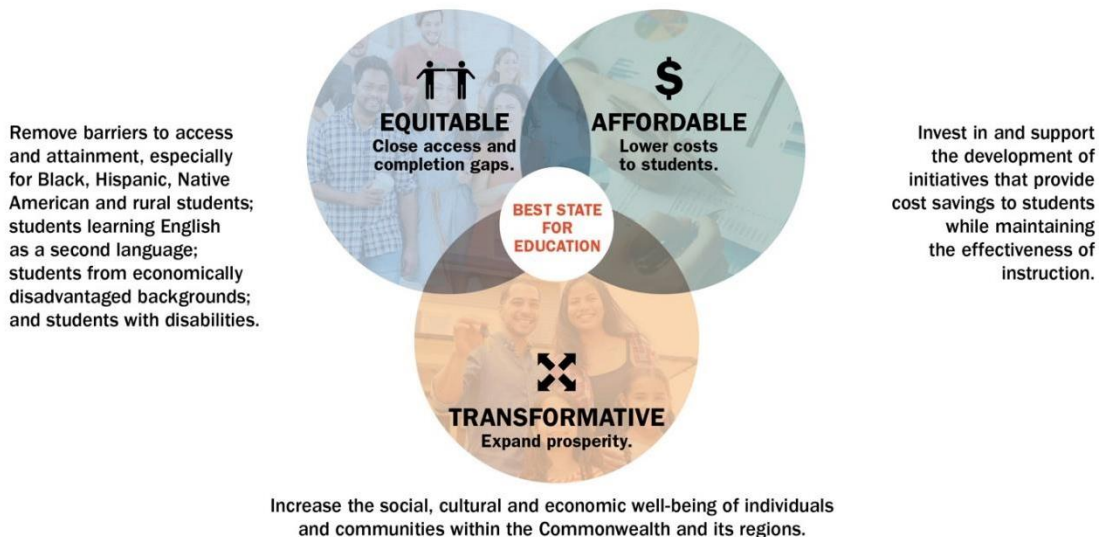
BACKGROUND AND PURPOSE OF REPORT

Background

The Plan creates a framework for action by Virginia’s higher education partners for up to six years. The framework is built on the premise that all partners in higher education must work together to help Virginia, its citizens and its regions. In essence, higher education serves as a critical nexus, transforming learners, cultivating talent and offering pathways to opportunity.

Goals

The framework, derived through a strategic planning process, includes three intrinsically connected goals of equitable, affordable and transformative higher education. When achieved, the three goals will result in Virginia being the “Best State for Education” by 2030 and will mean a 70% educational attainment rate for all 25- to -64 year-old working-aged Virginians.



Ten strategies serve as broad methods to achieve *The Plan*’s goals and the bases for the biennial initiatives. Five measures assess progress toward achieving the three goals.

Purpose of Report

The Plan’s 70% attainment target focuses on a 2030 timeline. However, achieving the goals and vision requires innovation, collaboration and long-term work to resolve complex and persistent issues. The higher education community is one of many stakeholders that must

step up to address these complex issues. To that end, this annual report summarizes key findings, recent activities and upcoming initiatives that support *Pathways to Opportunity*.

2024 FINDINGS

To effectively identify and address barriers to achieving the three goals, SCHEV disaggregated data pertaining to the five measures (attainment, enrollment, awards, borrowing and wages) for the following subgroups: race/ethnicity, income, GO Virginia regions and gender. SCHEV does not have access to all subgroup data (e.g., data pertaining to English language learners and students with disabilities). SCHEV is working to address these data limitations. In 2024, SCHEV started collecting data pertaining to students with disabilities.

Data from the 2019-2020 academic year served as the baseline from which to measure progress toward achieving *The Plan's* three goals. Given the ambitious goals and yearly tracking of progress, improvement should be evident over time. Year-over-year changes will not likely be significant but gradual, ideally in a positive trajectory.

The following summarizes key findings from the most recent measures data for the 2022-2023 academic year. The key findings identify data relative to the baseline and whether the data indicate improvements, movement in the wrong direction or no change.

With the exception of the attainment data, the four other measures reference data for all undergraduate students in Virginia. Refer to Appendix B for further explanation and detailed charts illustrating the key findings.

Summative findings: The most recent data (2022-2023) were largely unchanged from the baseline year (2019-2020) data with a few notable changes :

- Gains: Persistent overall attainment gains;
- Gaps: Persisting for certain groups in terms of enrollment (access), awards (success) and wages.
- Declines in: American/Alaskan Native, Asian and lower income attainment; lower income and middle income percentage of enrolled students; white percentage of enrolled students; white percentage of degrees awarded; lower income percentage of degrees awarded; and
- An overall decrease in the percentage of students borrowing and increase in overall wages 10 years post-completion.

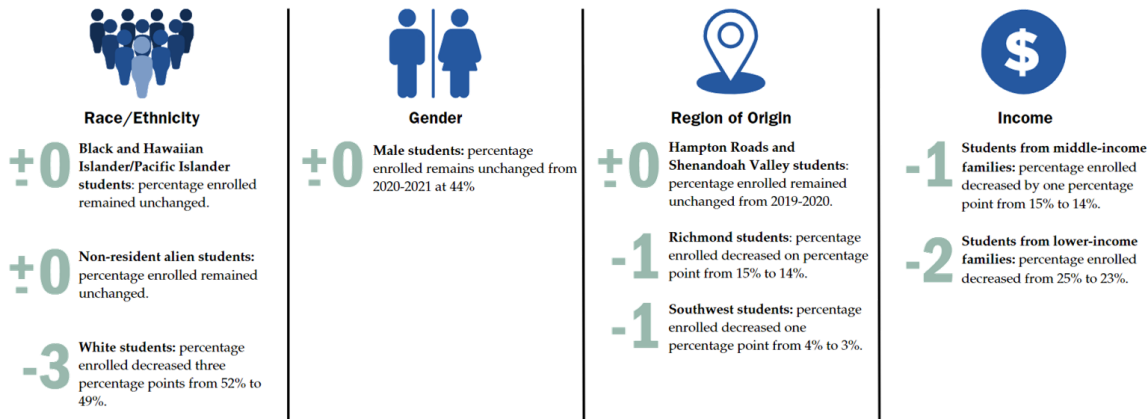
 ATTAINMENT	 ENROLLMENT	 AWARDS	 BORROWING	 WAGES
Persistent attainment gains (three percentage points) by all 25- to 64-year-olds. Specific, larger gains by white males and females and middle income compared to baseline (2019-2020).	Decline in percentage enrolled of white, low-income and middle-income students. Male enrollment gap increased one percentage point.	Decline in degrees awarded to white students and low-income students.	Decrease in percentage of undergraduates borrowing. Average loan amounts remained the same.	Wages increased across the board (for almost every subgroup) compared to the prior year (2020-2021) and the baseline year (2019-2020)

Key findings from the most recent data (2022-2023):

Attainment: The percentage of 25- to 64-year-olds with an associate degree or higher. While total attainment increased three percentage points from 2019-20 to 2022-23, attainment gaps exist in every subgroup (race/ethnicity, income, region and gender). The gaps highlight the breadth and complexity of this issue. Those with the lowest attainment within each subgroup, as well as notable changes or gains, are identified below:

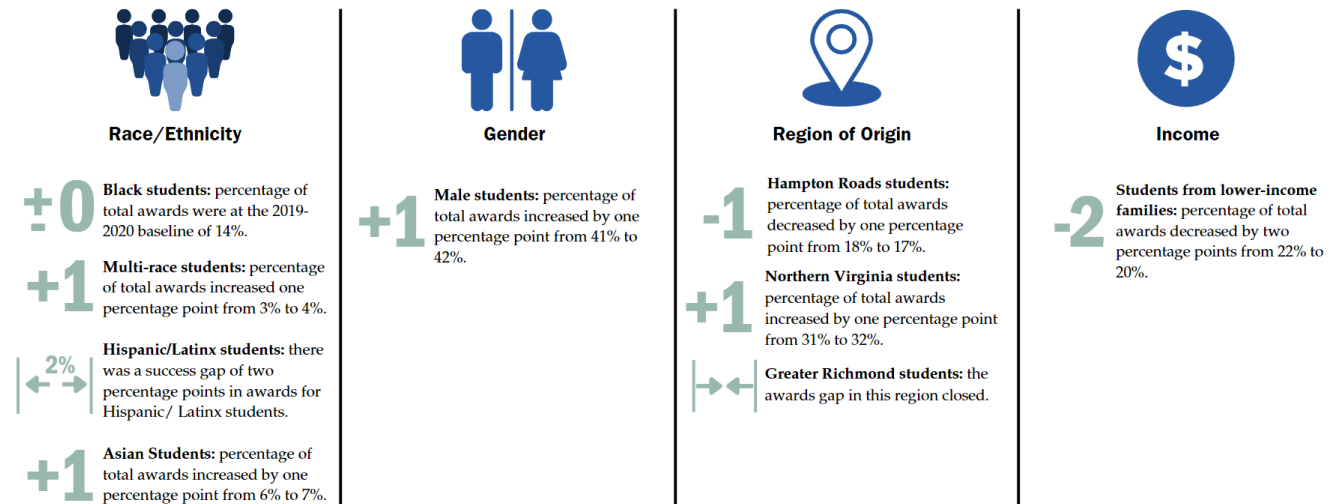
 Race/Ethnicity	 Gender	 Region of Origin	 Income
+3 Black students: attainment has increased 3 percentage points from 36% to 39%. -10 American/Alaska Native students: attainment decreased by 10 percentage points from 47% to 37%.* -5 Asian students: attainment decreased by 5 percentage points from 82% to 77%. +2 White students: attainment increased from 54% to 56%. +2 Hawaiian Islander and Pacific Islander students: attainment increased from 71% to 74%.	+2 Male students: attainment has increased from 46% to 48%. +2 Female students: attainment increased from 54% to 56%.	+7 Southside Virginia students: attainment levels increased by 7 percentage points from 25% to 32%. +6 Southwest Virginia students: attainment levels increased by 6 percentage points from 26% to 32%.	-1 Students from lower-income families: attainment decreased from 25% to 24%. +3 Students from middle-income families: attainment increased from 37% to 40%.

Enrollment: Fall headcount of public and private undergraduates. The following undergraduate enrollment gaps exist:

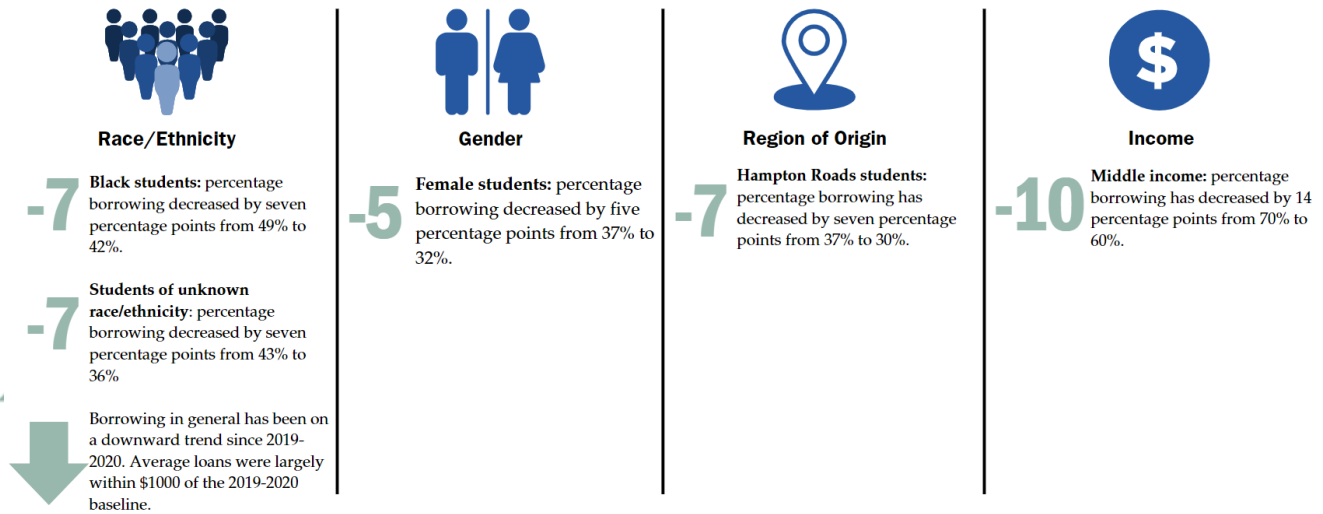


Awards: Undergraduate degrees and credentials produced each year. Success gaps may exist when the percentage of total awards is less than the percentage of enrolled students.

Identified success gaps may include:



Borrowing: Average debt of graduates. Those groups with the largest percentage of undergraduates who are borrowing include:



The above groups with the largest percentage of undergraduates who are borrowing remained unchanged from 2019-20 to 2022-23. However, the percentage of students borrowing decreased across the board for each group.

Wages: Graduates' wages 10 years after graduation. Those groups with the widest wage gaps include:



 **Despite the persisting gaps above, when compared to the prior reporting period, wages did increase across all groups.**

SUPPORTING ACTIVITIES

Biennial Initiatives

The Pathways to Opportunity Plan creates the framework for statewide action for up to six years via its vision, goals and strategies. However, *The Plan's* strategies to achieve the goals, given their generality, are not actionable in and of themselves. Priority initiatives serve as Council's means to implement the strategies and work toward the goals set forth in *The Plan*.

Council approved the second slate of priority initiatives in October 2023. In turn, those biennial priority initiatives aligned with applicable budget and policy recommendations necessary to implement those actions. [Appendix C](#) provides details about these priority initiatives and their relationship to The Plan's strategies.

The following section summarizes select, related activities in 2024.

Recent Activities

SCHEV engages in various activities that directly support *Pathways to Opportunity*. The following information summarizes some of these efforts as they relate to *The Plan* and its three goals.

Goal 1 - Equitable higher education

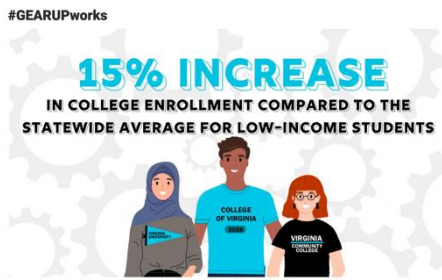
S1. Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.

College Access and PK-12 Outreach

SCHEV successfully implemented several key initiatives as part of its ongoing partnership with the Virginia Department of Education (VDOE) Office of Specialized Student Services.

Level Up Virginia

SCHEV launched the LevelUpVirginia.org (student-and-family-facing) website highlighting multiple postsecondary pathways, connecting students and families to local college access advisors and providing a calendar of college-going events. Staff created an active social media presence and distributed a [quarterly newsletter](#) for both Level Up Virginia (statewide initiative) and [GEAR UP Virginia](#) (focused on a cohort of students in **12 high-need school divisions**).



Source: www.LevelUpVirginia.org

SCHEV/VDOE Access Strategic Plan

SCHEV partnered with VDOE staff to host a series of financial aid webinars; mailed 29,000 FAFSA-reminder postcards to low-income families; launched a Virginia FAFSA chatbot (Cardi); shared FAFSA public service announcements with 60 radio stations; implemented a second year of middle school campus visits (bringing approximately **4,000 middle schoolers** from low-income communities onto college campuses); and awarded a \$181,575 AmeriCorps planning grant, partnering with University of Virginia

The screenshot shows a web interface for getting FAFSA-related texts from a chatbot named 'Cardi'. It includes a form with fields for 'First Name' and 'Last Name', and a checkbox for consent. To the right, there are three yellow speech bubbles with messages from 'Hi, I'm Cardi!', 'To text you with tips and reminders for the new FAFSA!', and 'I can also help 24/7 with FAFSA and financial aid questions!'. Below the form, there is a red magnifying glass icon. At the bottom, a dark blue banner reads 'Your questions, answered' and 'Cardi simplifies the path to higher education with personalized guidance for creating your FSA ID and completing the new FAFSA form. With Cardi, help is always just a text away.'

Source: www.LevelUpVirginia.org



Source: www.LevelUpVirginia.org

to study the feasibility of a statewide college advising corps. The GEAR UP Virginia grant served **5,609 students**, now in grades 10 through 12, offering tutoring, job site visits, campus visits, financial aid counseling, best match and fit advising, summer camps and family events. GEAR UP Virginia delivered a variety of program offerings for middle and high school students during 2024, including programs to support students with disabilities and prepare them for college.

S2. Advance digital access, adoption and literacy, as well as high-quality, effective remote-learning programs.

SCHEV/Online Virginia Network Alumni Data

Last year, SCHEV successfully matched the universe of identified Some College, No Degree (SCND) students with data from the National Student Clearinghouse and Alumni Finder to identify 142,622 Virginia residents who have earned at least one credit since 2010 and have not completed a college credential. The Survey and Evaluation Research Laboratory at the Wilder School of VCU conducted a survey of this population to identify what it would take to get those Virginia residents to complete their degree. A total of **243 former Virginia college students** who have not completed a degree responded and the full report was forwarded to institutions that participated in the Online Virginia Network (OVN) for their consideration and action.

S3. Strengthen student support services for persistence and completion: mental health, mentoring, career services, social, student basic needs, information technology, disability support and other services.

Virginia Higher Education Mental Health Workforce Pilot

The two-year higher education mental health workforce is a combined workforce and mental health initiative established by the General Assembly in 2022. Appropriated funds underwrite the salary and benefits of an onsite licensed professional counselor or licensed clinical social work candidate at on campus mental health care facilities until licensed. In late 2022, competitive pilot grants were awarded to six public universities: Christopher Newport, George Mason, James Madison, Longwood, Radford and Virginia Tech.

The 2024 General Assembly appropriated a second round of funding for FY 2025 and FY 2026. The above referenced pilot sites were awarded the additional funds (except for Virginia Tech) and hiring for their new candidates will occur in 2025.

As of November 2024, program data conclude:

The seven* candidates have collectively: served **935 students**; completed more than **6,235 clinical hours**; and obtained 11,694 hours of supervision since the candidates started working, thereby more than quadrupling the students served and increasing the number of clinical hours eight fold compared to those reported in June 2023.

- Select, related feedback includes:
 - *"Every client that [candidate name] has seen for an Initial Therapy appointment (83) has been a client who would not have otherwise been served."*
 - *"Having the addition of our SCHEV grant recipients has helped our office see 40+ additional clients/week, which is very positively impactful. This has allowed our office to see more clients for longer. "*
 - *"...Helped manage against staff burnout by being able to share the clinical load which includes the crisis on-call rotation."*
 - *".... They have also allowed the counseling center to see students in a timely manner, benefitting the campus and office as a whole."*

AT-A-GLANCE

The Mental Health Pilot has...

- **Funded an onsite LPC/LCSW candidate at six* public universities.**
- **Provided services to 935 students.**
- **Led to the completion of 6,235 clinical hours.**
- **Resulted in 11,694 supervision hours.**
- **Supported Virginia by hiring residents and graduates of Virginia master's programs.**

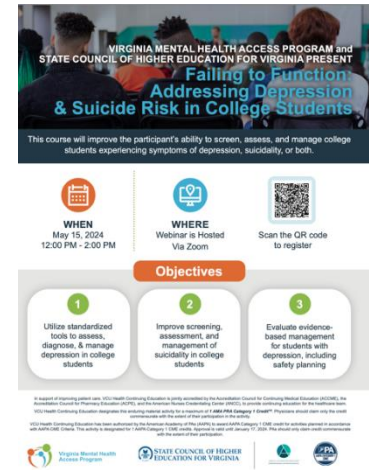
Students have had consistently positive experiences receiving services from the candidates (based on student-client satisfaction survey data).

The pilot institutions hired candidates who graduated from Masters of Counseling (6) and Masters of Social Work (1) programs at Virginia higher education institutions. All candidates are Virginia residents. *Note: Virginia Tech permanently hired their candidate and will continue to support their path to licensure. This resulted in a returned portion of funds and one less candidate (now six) and pilot programs (now five) as of August 2024.

Based on the continued results, SCHEV staff reached the opinion that the program should be: (i) advanced from pilot status to permanent status and (ii) funded sufficiently to underwrite at least one candidate at each four-year public institution.

Virginia Mental Health Access Program

SCHEV continued to collaborate with the Virginia Mental Health Access Program (VMAP) in the development of webinars for continuing medical education credit. During the 2024 spring semester, SCHEV and VMAP delivered two separate webinars (ADHD on January 17 and Depression on May 15). The webinars, designed for on-campus health care professionals, aim to improve the participant's ability to diagnose and treat these common conditions in college-aged youth. This front line training expands the capacity of campus-based mental health services to students. **More than 60 on-campus health care professionals** participated in each of the trainings.



Disabilities Access to Higher Education and SB 21 Study



SCHEV's Disabilities Access to Higher Education Advisory Committee developed a "Best Practice Guidelines for Accommodation Practices" resource for higher education institution Disability Services Office staff to use to determine whether or how their processes and activities align with best practice. This document informed the work as prescribed by the General Assembly to conduct the study on determining eligibility for accommodations and report on findings and recommendations as directed by SB21/HB509. The [SB21/HB 509 report](#) was submitted to the General Assembly this fall.

Goal 2 - Affordable higher education

S4. Align tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary opportunities regardless of their ability to pay.

Pell Initiative for Virginia

In 2023, the General Assembly provided program funds for institutions to improve the enrollment and retention rates of low-income (Pell-eligible) students. With the \$37.5 million provided annually, institutions have implemented a variety of initiatives including scholarships, early intervention, student resources on campus, forging partnerships with both high schools and two-year colleges, and more.

Thus far the Pell Initiative for Virginia (PIV) entails:

- The FY 2024 allocation of \$37.5 million was awarded in two rounds of proposals totaling \$36.8 million for 31 proposals containing 137 activities.
- The FY 2025 allocation of \$37.5 million was awarded in one round of proposals totaling \$36.6 million for **19 proposals** containing **114 activities**.
- Each fiscal year grant can range from one to four years.
- A call for additional FY 2026 proposals from state-supported institutions was issued during the fall of 2024 for an additional \$37.5 million in funding with award announcements expected in April 2025.

Virginia Military Survivors and Dependent Education Program (VMSDEP) Review Efforts

Students participating in VMSDEP receive a full tuition and fee waiver at public institutions, while some can also receive a stipend for other educational costs. Following significant growth since 2019, the General Assembly considered modifications to the program eligibility criteria and award determination. In summer of 2024, three separate efforts conducted a review of the program: the Governor's VMSDEP Task Force, the Senate Select Work Group on VMSDEP, and the Joint Legislative Audit and Review Committee (JLARC). In the fall of 2024, the Task Force and Work Group concluded their efforts to provide VSMDEP advocates a forum for public comment and hearing reports from state administrative agencies, including member questions. JLARC provided a variety options to be considered by policymakers.

S5. Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.

Transfer Virginia

Transfer Virginia, a collaborative initiative between Virginia's two-year and four-year institutions, SCHEV and the Virginia Community College System (VCCS), provides transparency and access through the college transfer process from two-year colleges to specific majors at four-year schools.

James Madison University Bachelor of Science in Elementary Education*									
TRANSFER GUIDE Catalog Years: 2022-2024			Associate Transfer Degree Plan in Elementary Education						
COURSE REQUIREMENTS									
Complete at VCCS					Complete at JMU				
BACHELOR'S DEGREE REQUIREMENT		SATISFIED BY			Notes	BACHELOR'S DEGREE REQUIREMENT		SATISFIED BY	
Course	Credits	Gen Ed**	CC Course			Course	Credits	Notes	
UNST 000	1		SDV 100 or 101			Any courses not completed before transfer, such as ISCI 172 or ELED 272			
WRTC 000	3	PUA	ENG 111			MATH 110	4	Math for Elementary and Middle School Teachers I-III	
WRTC 103	3	UA	ENG 112		ENG 111+112 = WRTC 103 Required for Teacher Ed. admission	MATH 210	4	Fall Practicum, one day a week, 8:00am-3:30pm	
						ELED 321	1	Practicum: Focus on Learners & Learning	
JMU General Education and Teaching Licensure Requirements	3	PUA	ART 101, 102, MUS 121, 222, or CST 130			ELED 333	3	Children & Mathematics I	
	3	UA	Any Literature, ENG 250 preferred		ENG 250 = ENG 222	ELED 332	3	Practicum: Focus on Curriculum Integration & Guiding Behavior	
	3	PUA	HIS 121 or 122		= HIST 000 Meets state licensure requirements	ELED 350	3	Writing Instruction and Assessment for Diverse Learners	
	3	PUA	GEO 210 or 220		=GEOG 280 or 200 Meets state licensure requirements	ELED 322	1	Spring Practicum, one day a week, 8:00am-3:30pm	
	4	PUA	BIO 101 or 106		BIO 101 = BIO 140 + 140L BIO 106 = BIO 103 + ISCI 104 (Either also fulfills ISCI 173)	ELED 343	3	Children & Mathematics II	
	3	PUA	MTH 154, 167, or MTH 161 and 162		Choose any. MTH 154 = MATH 103 MTH 167 = MATH 135+000 MTH 161+162 = MATH 135+000	ELED 334	3	Children and Social Studies	
	3	UA	CST 100 or 110		= SCOM 121 or SCOM 122	ELED 300	3	Reading Instruction and Assessment for Diverse Learners	
	3		PSY 230		= PSYC 160 Required for Teacher Ed. admission	ELED 400	2	Final Practicum [1 credit each for 2 semesters]	
EDUC 200	3		EDU 200		20 hour field placement required	ELED 450	3	Planning Instruction & Assessment	
EXED 200	3		EDU 250			ELED 462	3	Disciplinary Literacy for Diverse Classrooms PK-6	
ELED 310	3		EDU 204		20 hour field placement required	ELED 455	3	Home, School, Communities	

Sample transfer guide. Source: www.transfervirginia.org

Highlights and activities this year included:

- Completed work on common curriculum development of 28 disciplines through collaboration between SCHEV, the VCCS, as well as two- and four-year faculty and staff across the state. Two remaining curricula are slated to be completed over the next academic year. Additionally, the three-year review process for the first phase of disciplines is underway.
- Developed student-facing transfer guides from completed pathway maps for each disciplinary major with approximately 350 transfer guides created and upwards of 100 guides being developed each semester. These strengthen the pathway to the baccalaureate and are made publicly available via the Transfer Virginia portal.

Get Skilled, Get a Job, Get Ahead

The [G3 – Get Skilled, Get a Job, Get Ahead program](#) makes tuition-free community college available for low- and middle-income students who pursue jobs in high-demand fields. SCHEV was involved in the design and funding of this program which supports The Plan's equitable and affordable goals.

Highlights from the 2023-2024 academic year report indicate:

68% (9,272) of the G3 students enrolled in credit programs that lead to a postsecondary degree or certificate, while **32% (4,444)** were enrolled in noncredit Workforce Credential Grant (WCG) programs that lead to a third-party licensure or certification. Sixty-eight students enrolled in both credit and WCG programs during the year.

VCCS G3 Awards and Completions (AY 2023-24)		
		Awards
Credit Programs	Assoc. of Applied Science	1,321
	Certificate (1-2 years)	295
	Certificate (<1 year)	1,478
	Diploma	40
	Sub-total	3,134
WCG Noncredit Programs	Third-Party Credential	2,116
	WCG Course Completions	4,470
	Sub-total	6,586
Total		9,720

Source: <https://rga.lis.virginia.gov/Published/2024/RD471/PDF>

42% of the enrollments were in healthcare programs, while the remaining 58% consisted of enrollments in information technology, manufacturing and skilled trades, early childhood or public safety.

84% of G3 students enrolled during Fall 2023 continued or completed during the year.

The median wage of Academic Year 2023 G3 academic program completers increased by **107%** from pre- to post-completion (**more than \$11,000** higher than those who left prior to completion).

S6. Update and reform funding models and policies to improve equity, affirm return on investment and encourage increased and consistent levels of state funding.

Studies on Institutional Efficiency and Effectiveness

In 2023, the Joint Legislative Audit and Review Commission (JLARC) directed its staff to conduct two studies focused on aspects of Virginia higher education: (i) a review of spending, efficiency and student costs at Virginia's 15 public, four-year institutions; and (ii) a study of spending, efficiency and student costs at Virginia's 15 public, four-year institutions and the alignment of academic degrees with high demand occupations. The [findings](#) will inform a legislative joint subcommittee on higher education funding policies set to review and improve funding models beginning in December 2024.

Survey of High School Students

SCHEV contracted with Old Dominion University's Social Science Research Center to survey **631 high school seniors** on their decision-making process to pursue or not pursue higher education. Key takeaways are: 1) results for Virginia resemble those from national/other studies, 2) the most frequent reasons for not going to college include cost, perceived

value/return on investment, perceived necessity/utility of a college degree, and not enjoying school and 3) sources of information and messaging may be different for college-bound vs. non-college bound students.

S7. Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.

Fund for Excellence and Innovation

Established in 2016, SCHEV's [Fund for Excellence and Innovation](#) (FFEI) focuses on two primary activities:

1. Stimulate collaborations among public school divisions, community colleges and universities and to expand affordable student pathways; and
2. Pursue shared services and other efficiency initiatives at colleges and universities that lead to measurable cost reductions.



In early 2024, SCHEV awarded \$225,000 to **three teams** as a part of the FFEI grant program. The 2024 FFEI grantees are focusing on creating student pathways for opportunities in artificial intelligence (AI). Teams led by George Mason University, Old Dominion University and Virginia Commonwealth University will execute work plans that help address Governor Youngkin's [Executive Directive Number 5](#) (ED5) and subsequent [Executive Order Number 30](#) (EO30).

The Fall 2024 call for proposals continues to focus on integrating artificial intelligence in accordance with ED5 and EO30. This competition offers two distinct tracks: 1) expand or enhance existing AI efforts between secondary and postsecondary education in AI-related student outreach, academic integration and/or labor-market alignment; OR 2) procure new shared services and create a community of practice to support the integration of AI in instruction and student support. Teams of institutions must submit proposals to SCHEV by December 11, 2024.

SCHEV EO 30 AI in Higher Education Taskforce

Separate but complementary to the FFEI grant foci, SCHEV convened a short-term task force of AI experts in higher education teaching, research and information technology, along with AI policy and industry experts, to discuss how to implement roles and responsibilities of higher education entities as specified in EO 30. The taskforce met multiple times and members are working to support an AI in Education Summit planned for spring 2025.

Miscellaneous Activities/Programs

Multiple programs and activities referenced throughout this report foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency. These are summarized/cross-referenced below.

- College Access (page 9)
- SCHEV/VMAP Medical Professional Training (page 12)
- TransferVA portal and resources (page 14)
- SCHEV EO 30 AI in Higher Education Taskforce (page 16)
- V-TOP (page 18)
- Constructive Dialogue Institute Community of Practice Cohort (page 21)

Goal 3 - Transformative higher education

S8. Support experiences that improve students' employment outcomes, income and community engagement.

Virginia Talent + Opportunity Partnership (V-TOP)

In 2018, the Virginia General Assembly appropriated funding to SCHEV to stimulate public colleges and universities to develop partnerships to provide innovative paid internship opportunities for their students. In 2019, the effort expanded and enacted into law as the Innovative Internship Fund and Program ([Va. Code § 23.1-903.4](#)). Through a partnership with the Virginia Chamber Foundation, the program was rebranded in 2020 as the Virginia Talent + Opportunity Partnership (V-TOP) and later included the Virginia Business Higher Education Council (VBHEC).

V-TOP intends to expand paid and/or credit-bearing student internships and other work-based learning opportunities in collaboration with Virginia employers. The program comprises institutional grants and a statewide initiative to facilitate the readiness of students, employers and institutions of higher education to participate in internship and other work-based learning opportunities.

Over the past year, V-TOP scaled existing initiatives and launched new programs that address barriers to work-based learning and evaluate progress/success to expand the statewide effort. Key activities are summarized in the adjacent graphic.

Statewide staffing agency: V-TOP engaged **149 small to midsize employers** in fiscal year 2024. Eighty-three students were placed in an internship during the inaugural phase of the program.

Employer Matching Funds: V-TOP provided over \$50,000 in wage fund matches to small to midsize employers, supporting **83 students** in the program at an average rate of \$16 per hour.

Academic Data Governance Workgroup: Achieved three major outcomes: compiled data reflecting three academic years from 2019 to 2022; provided guidance on categorizing credit-bearing internships to ensure consistency in reporting practices; and established a framework of definitions and standards for work-based learning terminology. This work is the foundation for evaluating student internship experiences across the state.

Institutional Impact Grants: In November, V-TOP awarded over \$3.9 million in grants to **20 institutions** including the Virginia Community College System. These funds will support the expansion of paid internships and work-based learning opportunities for students, enhancing their career readiness and academic growth. The [Impact Grants](#) are designed to strengthen collaborations between higher education institutions and Virginia employers, encouraging innovative approaches to workforce development. These grants, made possible through the Commonwealth Innovative Internship Fund, are offered in three categories: Vision, Capacity-Building and Scaling.

VTOP SUCCESSES AT A GLANCE

STATEWIDE STAFFING AGENCY



149 small to midsize employers engaged.
83 students place in internships.

EMPLOYER MATCHING FUNDS



Over \$50,000 in matching funds provided.
83 students supported.
Average rate of \$16 per hour.

ACADEMIC DATA GOVERNANCE WORKGROUP



Compiled data from 2019-2022.
Provided guidance for consistency in internship reporting.
Standardized work-based learning definition and terminology.

INSTITUTIONAL IMPACT GRANTS AWARDED



\$3.9 million awarded in VTOP grants.
20 institutions funded including VCCS.
Fund Categories: Vision, Capacity-Building, and Scaling.

TOP EMPLOYERS FOR INTERNS AWARDS/ VIRGINIA INTERN DAY



136 employers recognized.
85% offer paid internships.
About half offer non-traditional internships.
Statewide Virginia Intern Day event hosted on July 25 in Richmond.

Top Employers for Interns Awards/Virginia Intern Day: V-TOP recognized **136 recipients** of the 2024 Top Virginia Employers for Interns Awards. The annual award celebrates Virginia employers who provide high-quality internships to students. Some of the noteworthy efforts of employers include exposing interns to senior leaders, structured mentorship programs, housing allowances, paid time off, security clearances and training for industry certifications.

More than 85% of the recipients provide paid internships, predominately in person during the summer. Approximately half of the awardees offer non-traditional internships, like those for students with disabilities, career switchers, veterans or active-duty military members transitioning to the workforce.

Recipients were honored in different ways by regional internship collaboratives during the week of April 8. Events ranged from ice cream socials to a minor league baseball game. V-TOP hosted a statewide event in Richmond on July 25 in celebration of Virginia Intern Day, an occasion dedicated to honoring the engagement of employers, students, colleges and universities in work-based learning opportunities.



2024 Top Employers for Interns Award recipients and distinguished guests celebrating Virginia Intern Day.

Day of Dialogue and Related Activities

SCHEV staff organized a “[Day of Dialogue](#)” at Virginia Tech on May 30. Approximately **100 faculty and staff** from **22 Virginia colleges and universities** (including some community colleges and private institutions) gathered in Blacksburg to continue conversations about how to teach and assess civic engagement among Virginia’s undergraduates. This year’s event focused particularly on different models for engaging students in productive dialogue in the classroom and on campus.

SCHEV worked with the Virginia Military Institute (VMI) and the College Debates & Discourse Alliance to offer another day-long program for Virginia educators on September 13, 2024, specifically on how to build a campus debate program using the non-competitive Braver Angels debate model.

S9. Improve the alignment between post-secondary academic programs and labor market outcomes.

Development of Teacher Preparation Degree Programs

Round one (2023-24) resulted in approval of **12 new education licensure degree programs** for four institutions (George Mason, Norfolk State, Old Dominion University and the University of Virginia) in March. Round two will run in 2024-25 and culminate in approval of new degree programs at Council's March 2025 meeting. The initiative addresses the persistence of teacher shortages as indicated in a recent JLARC report.

Miscellaneous Activities/Programs

SCHEV continues ongoing coordination and collaboration with the Virginia Office of Economics on its [education and workforce alignment data dashboard](#); supply/demand models; and "Degree Program Alignment Report" which will identify labor market needs in Virginia for any identified potential degree program. Current anticipated timeline for release of the report is April 2025.

Multiple programs and activities referenced throughout this report support the alignment between post-secondary academic programs and labor market outcomes. These are summarized/cross-referenced below.

- Higher Education Mental Health Workforce Pilot (page 11)
- G3 high-demand program enrollment (page 14)
- FFEI focus on student pathways in AI (page 16)
- Teacher preparation degree programs (page 21)

S10. Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.

Constructive Dialogue Institute Learning Communities

Over the past two years, SCHEV and the [Constructive Dialogue Institute](#) (CDI) partnered with cohorts of institutions to implement campus-wide dialogue initiatives to boost inclusion, free expression and civil discourse, reaching thousands of students.

Fourteen institutions have signed on as members of the 2024-25 SCHEV-Constructive Dialogue Institute (CDI) cohort (all 12 from 2023-24, plus two new ones). Implementation has begun at several institutions that have incorporated CDI's Perspectives program into their orientation programming for new students.

Staff led a faculty learning community in Spring 2024 on "Integrating Dialogue Skills into Classroom Teaching," which included approximately a dozen faculty members from two- and four-year institutions. Additionally, SCHEV is in regular communication with CDI staff and will coordinate a meeting of Virginia cohort representatives by the end of the year.

Outcome measures assessed by CDI include affective polarization, intellectual humility, conflict resolution, dichotomous thinking, psychological safety and belonging.

Council received a [presentation](#) on the impacts of the CDI community of practice cohort of institutions, faculty and students in July.



Executive Summary

- SCHEV students showed significant improvement in intellectual humility, affective polarization, dichotomous thinking, belonging, and psychological safety
- A large majority of students reported benefits related to personal and, professional, and communication skills (74%-79%)
- The pattern of improvement was similar across major demographic groups
- Participating students reported numerous benefits, including improved communication skills for handling difficult conversations constructively, gaining understanding and empathy towards others, fostering respectful dialogue, and developing strategies for conflict resolution.



Virginia's Indigenous Nations and Higher Education

Source: SCHEV July 23, 2024 Council agenda item.



Source: [Health care and collaborations at Virginia Indigenous Nations in Higher Education Leadership summit | VCU Health](#)

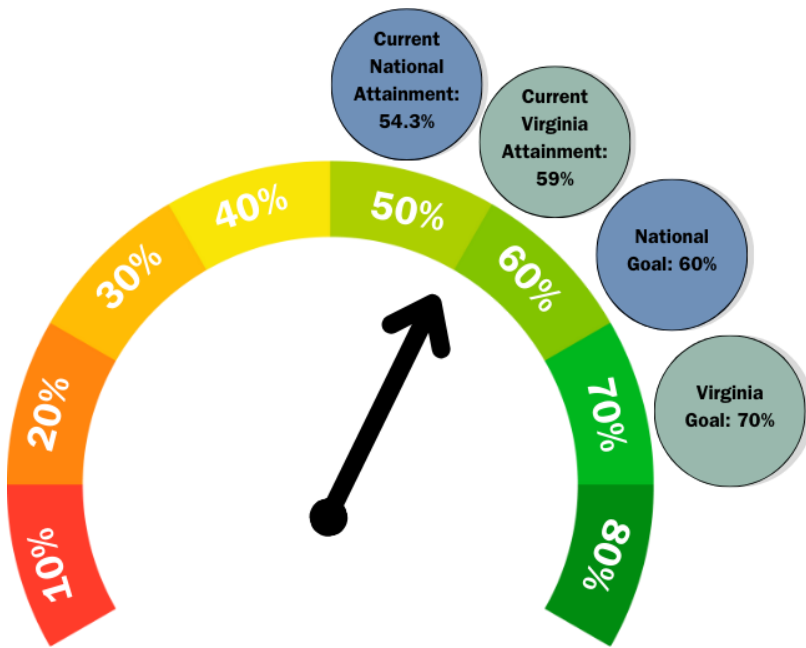
Virginia Indigenous Nations in Higher Education is a collective of representatives from both Virginia's Indigenous Sovereign Nations and higher education institutions. SCHEV serves as facilitator for the group, by providing administrative support and guidance. This partnership resulted in the 2nd Annual Virginia Indigenous Nations in Higher Education Summit in March 2024. This year's event,

with close to **100 attendees**, including participation from **10 of the 11 state-recognized Tribes**, focused on community health and was hosted by VCU Health. The Summit also provided an opportunity to kick-off efforts that continue to further understanding of tribal consultation policies, exchange information and resources, and conserve culture and history.

APPENDIX A: VIRGINIA'S PROGRESS TOWARD 70% EDUCATIONAL ATTAINMENT BY 2030

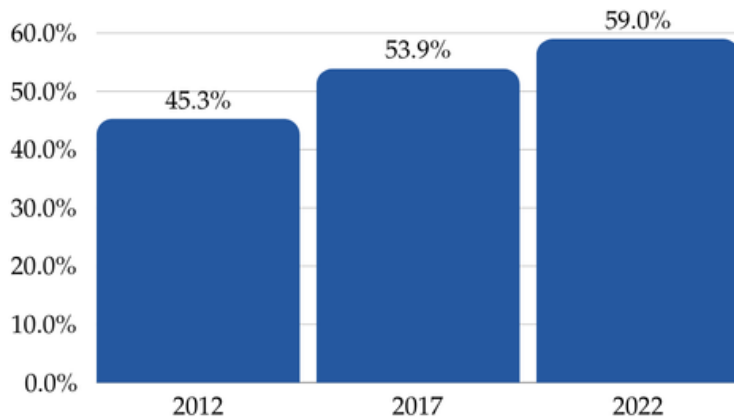
The overarching target of *Pathways to Opportunity: The Virginia Plan for Higher Education* is 70% post-secondary educational attainment by 2030. Virginia Education Attainment includes certificates and certifications (25-64 year-old Virginians). The most recent attainment data are available for 2022.

Source of data: <https://www.luminafoundation.org/stronger-nation/report/#/progress/state/VA>



Points needed to reach 70%: 11

With 8 years remaining, from 2022 (most recent data available) until 2030, Virginia needs to add 1.4 points per year.



10 years of overall growth in Virginia attainment.*

*From 2021 to 2022, Virginia lost 0.3 percentage points from 59.3% to 59%

APPENDIX B: ASSESSING PROGRESS

The following charts derive from SCHEV and American Community Survey (ACS) data¹. Each of the five measures include data disaggregated by race/ethnicity, income, GO Virginia regions and gender.

Data from the 2019-2020 academic year serve as a baseline from which to measure progress toward achieving *The Plan's* three goals. With the two-year time lapse of data, as well as an ongoing pandemic and inequities that have persisted for much of Virginia's history, it will take more than six years to close these gaps. However, if the Commonwealth actively works on these goals, improvement should be evident over time. *The Plan's* progress tracker will identify those improvements, as well as where work needs to continue.

The charts below summarize key findings from the 2022-2023 data in the [progress tracker](#). The key findings identify the gaps as the first step in the work to close them over time. With the exception of the attainment data, the four other measures reference data for all undergraduate students in Virginia. Additional analysis by program area can be performed using the tracker.

Big picture takeaways: (Four years into *Pathways to Opportunity*)

- Attainment increased overall.
- Access (enrollment) and success (degrees awarded) gaps for the most part remained unchanged by subgroup and percentage points.
- The percent of students borrowing decreased, but the average loan amounts stayed more or less the same by subgroups.
- Wages 10 years post-completion increased across the board despite persisting wage gaps in each subgroup (race/ethnicity - Black; region; - SW and Southside; income – low-income; and gender - female).

¹ Data for prior years, including baseline, updated to more accurately reflect census estimates.

Summative findings: The most recent data (2022-2023) were largely unchanged from the baseline year (2019-2020) data with a few notable changes :

- Gains: Persistent overall attainment gains;
- Gaps: Persisting for certain groups in terms of enrollment (access), awards (success) and wages.
- Declines in: American/Alaskan Native, Asian and lower income attainment; lower income and middle income percentage of enrolled students; white percentage of enrolled students; white percentage of degrees awarded; lower income percentage of degrees awarded; and
- An overall decrease in the percentage of students borrowing and increase in overall wages 10 years post-completion.

 ATTAINMENT	 ENROLLMENT	 AWARDS	 BORROWING	 WAGES
Persistent attainment gains (three percentage points) by all 25- to 64-year-olds. Specific, larger gains by white males and females and middle income compared to baseline (2019-2020).	Decline in percentage enrolled of white, low-income and middle-income students. Male enrollment gap increased one percentage point.	Decline in degrees awarded to white students and low-income students.	Decrease in percentage of undergraduates borrowing. Average loan amounts remained the same.	Wages increased across the board (for almost every subgroup) compared to the prior year (2020-2021) and the baseline year (2019-2020)

2022-2023 Academic Year Key Findings

Attainment

The Plan includes an overarching attainment objective (Appendix A) as well as an attainment measure. The 70% overarching attainment objective includes the percentage of 25- to 64-year-olds with a postsecondary certificate, certification or higher.

The Plan's attainment measure is defined as the percentage of 25- to 64-year-olds with an associate degree or higher. The target for this measure is to close gaps in attainment of selected groups. Currently, attainment is at 53% for all 25- to 64-year olds in Virginia with an associate degree or higher; this marks an increase over the baseline reporting period

attainment rate of 50% (2019-2020). While the increase marks movement in the right direction, disaggregated data reveal persistent attainment gaps.

Attainment gaps continue to occur in every subgroup (race/ethnicity, income, region and gender). The gaps highlight the breadth and complexity of this issue. Data indicate additional solutions are needed to address specific subgroup barriers and needs.

For 2022-2023, those who have the lowest attainment within each subgroup are:

By race/ethnicity - Black attainment increased by three percentage points since 2019-2020 (from 36% to 39%). American/Alaska Native decreased by 10 percentage points since 2019-2020 (from 47% to 37%). Asian decreased five percentage points from 82% to 77%) since 2019-2020.

By region of origin – Increased for Southside (from 25% to 32%) and Southwest Virginia (from 26% to 32%) since 2019-2020.

By income - Lower income decreased from 2019-2020 (from 25% to 24%). Middle income attainment increased by three percentage points from 2019-2020 (from 37% to 40%).

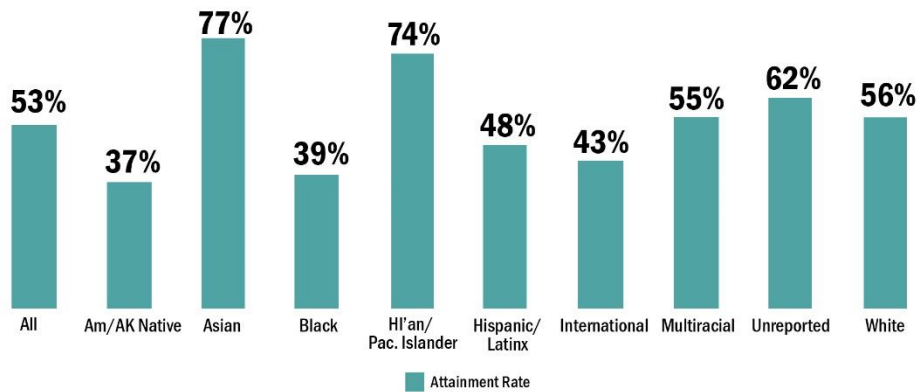
By gender - Men (48%) – Still a lower rate than for women. However, both male and female attainment increased by two percentage points over the 2019-2020 academic year (males – from 46% to 48% and females from 54% to 56%).

Those who have attainment gains compared to the 2019-2020 baseline academic year within each subgroup are:

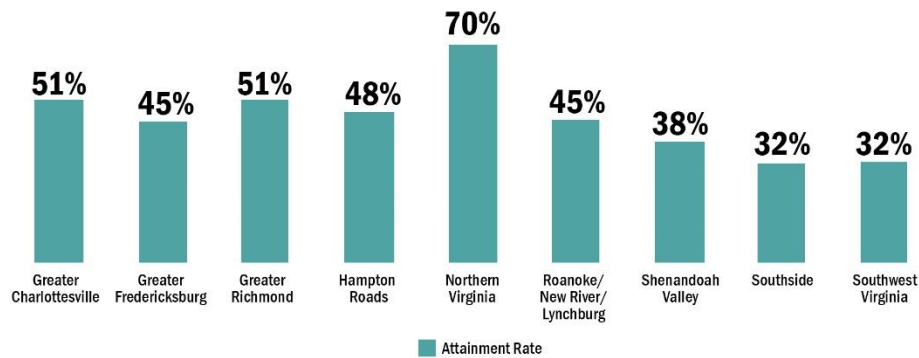
By race/ethnicity – Hawaiian/Pacific Islander increased by three percentage points over 2019-2020 (from 71% to 74%) and White increased two percentage points (from 54% to 56%) from 2019-2020.

By gender - Men (48%) and women (56%) increased by two percentage points over the 2019-2020 academic year.

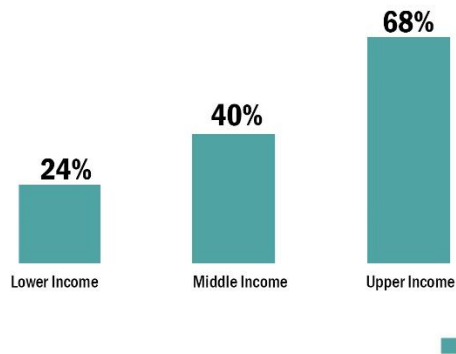
Attainment by Race/Ethnicity



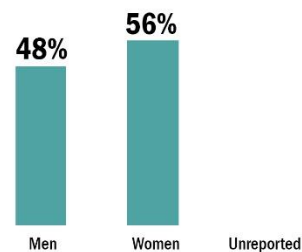
Attainment by Region of Origin



Attainment by Income Level



Attainment by Gender

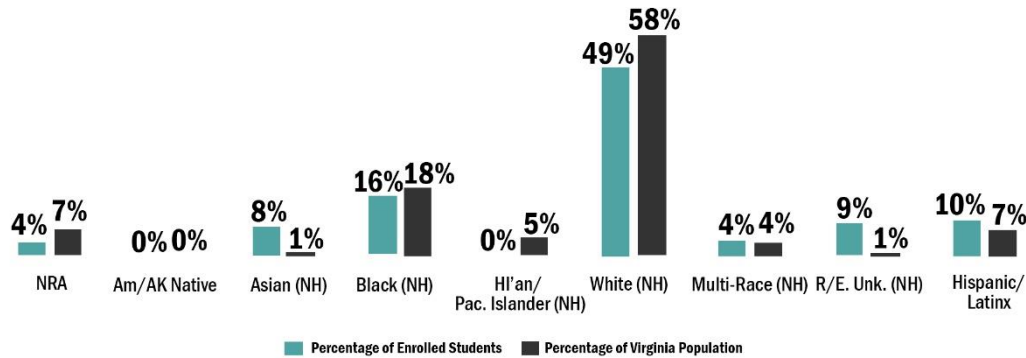


Enrollment

The Plan's enrollment measure is defined as the fall headcount of public and private undergraduates. The target is to close enrollment gaps of selected groups to reflect the population; in visual terms of the below charts, **the green bars should be at least as long as the black bars**.

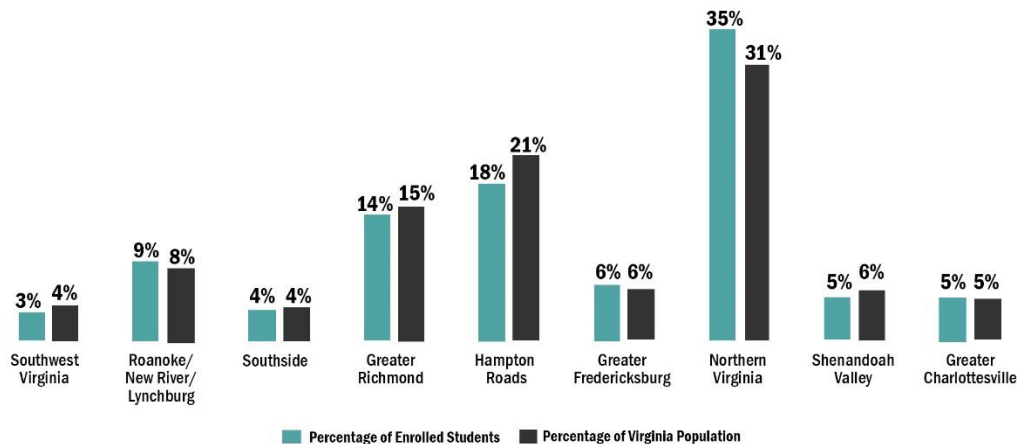
The following 2022-2023 undergraduate enrollment gaps continue to persist in comparison to the 2019-2020 academic year baseline data:

Enrollment by Race/Ethnicity



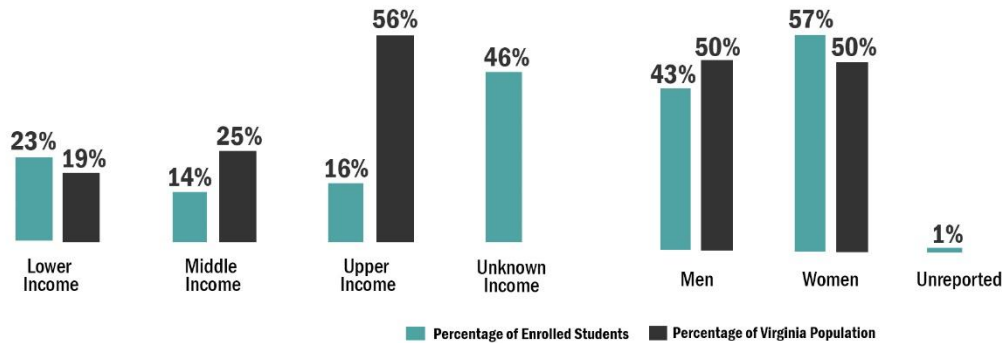
Note: For 2022-23 total undergraduate enrollment for American Indian/Alaska natives in Virginia is 1,413; Native Hawaiian/other Pacific Islander is 910. Total population of American Indian/Alaska Natives is 6,648. Total population Unknown/non-Hispanic is 23,337.

Enrollment by Region of Origin



Enrollment by Income Level

Enrollment by Gender



By race/ethnicity – Black, Hawaiian Islander/Pacific Islander and non-resident alien students (unchanged from 2019-2020). White decreased three percentage points in 2022-2023 from 52% to 49% compared to the baseline year.

By region of origin – Hampton Roads and Shenandoah Valley (unchanged from baseline). The Southwest region as a percentage of the Virginia population decreased by one percentage point in 2022-2023 compared to the baseline year. Richmond (unchanged from 2020-2021).

By income – Middle income decreased one percentage point from 2019-2020 (from 15% to 14%). The percent of enrolled low income students decreased two percentage points from 2019-2020 (from 25% to 23%).

By gender – Men (unchanged).

Here it is worth noting that in some instances the differences between the percentage of enrolled students and percentage of the population bars are diminishing (suggestive of “closing gaps”). However, the changes are minor (one to two percentage points) and in some cases the result of declining population versus increased enrollment.

Awards

The Plan's awards measure is defined as the undergraduate degrees and credentials produced each year. The target is to close award gaps of selected groups to reflect enrollment. In visual terms of the below charts, the green bars should be at least as long as the black bars.

Success gaps may exist when the percentage of total awards is less than the percentage of enrolled students; e.g., when the green bars are shorter than the black bars.

Identified success gaps may include:

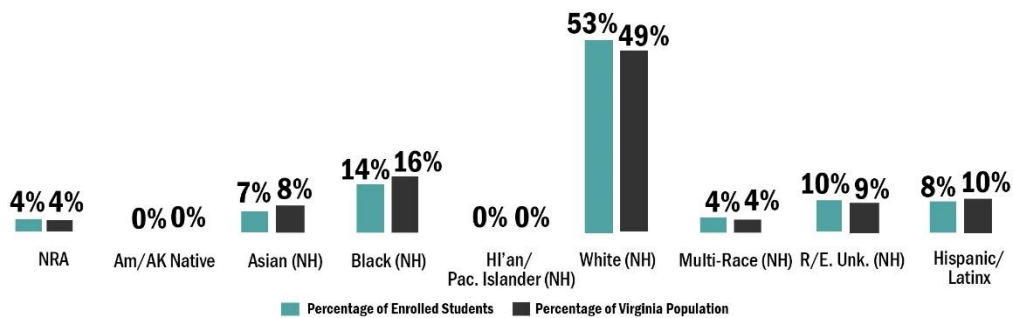
By race/ethnicity – Black (unchanged from 2019-2020). Multi-Race (increased one percentage point from 3% to 4%, closing the success gap). The success gap for Hispanic/Latinx students widened one percentage point from the baseline year. Asian increased one percentage point from 6% to 7% with a remaining success gap of one percentage point.

By region of origin –Hampton Roads decreased by one percentage point from 18% to 17% and Northern Virginia increased by one percentage point from 31% to 32%. The Greater Richmond gap closed in 2022-2023.

By income – Lower income decreased by two percentage points from 22% to 20%.

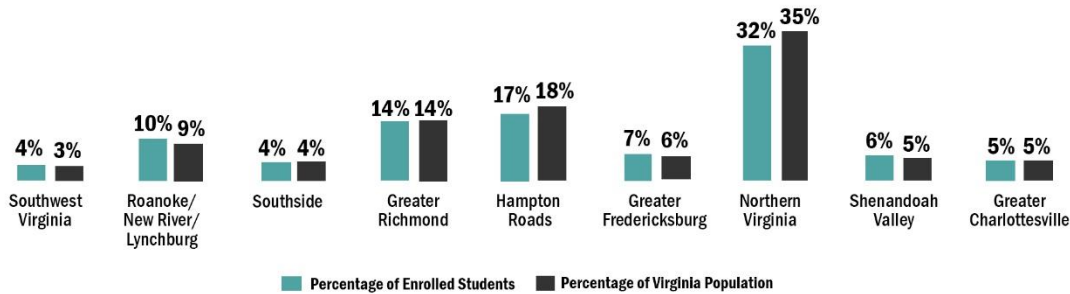
By gender – Men increased by one percentage point from 41% to 42%.

Degree/Certificate Awards by Race/Ethnicity



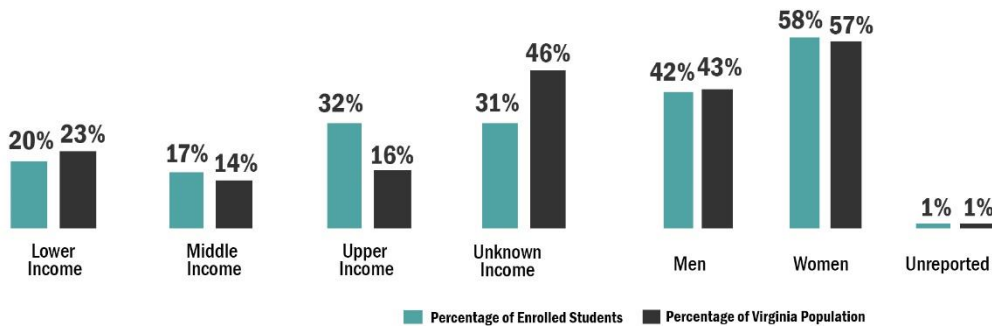
Note: Total undergraduate awards for American Indian/Alaska natives in Virginia is 336; Native Hawaiian/other Pacific Islander is 196.

Degree/Certificate Awards by Region of Origin



Degree/Certificate Awards by Income Level

Degree/Certificate Award by Gender



Borrowing

The Plan's borrowing measure is defined as the average debt of graduates. The target is to close gaps in borrowing of selected groups.

Borrowing is a barometer of affordability which is complex (e.g., not all debt is bad). Average borrowing is shown on an annual basis and includes students who borrowed \$0 and who used federal or private loans for higher education.

Those groups with the largest percentage of undergraduates who are borrowing include:

By race/ethnicity – Black (42%) decreasing by seven percentage points from 49% to 42% since 2019-2020 and Race/Ethnicity unknown (36%) decreasing by seven percentage points (from 43% to 36%) compared to 2019-2020.

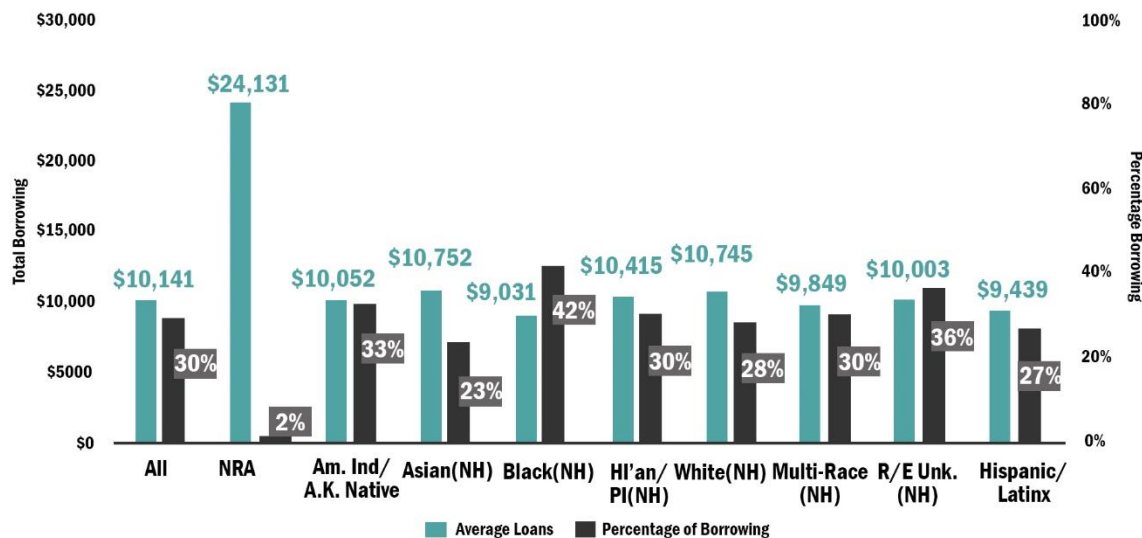
By region of origin – Hampton Roads (30%). However, the percentage borrowing in Hampton Roads has decreased by seven percentage points when compared to 2019-2020 (from 37% to 30%).

By income – Middle income (60%). However, the percentage borrowing has decreased by 10 percentage points when compared to 2019-2020 (from 70% to 60%).

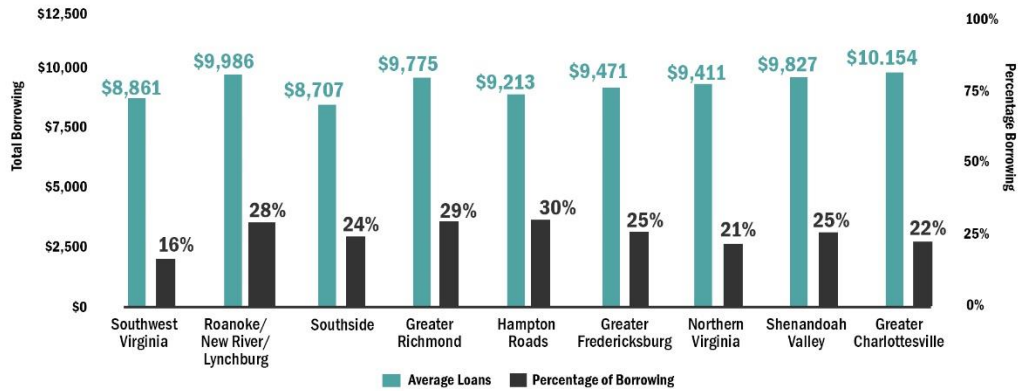
By gender – Women (32%). The percentage borrowing has decreased by five percentage points when compared to 2019-2020 (from 37% to 32%).

During the 2021-2022 academic year, while the groups with the largest percentage of undergraduates who are borrowing have not changed, **the percentages borrowing decreased across the board**. The decrease in borrowing could possibly be attributed to: Virginia's moderated tuition and fees; SCHEV's student loan advocate work; more generous Pell grants; national trends and increased awareness. Data for four-year bachelor's degree students trend similarly this reporting period. Average loans stayed largely within \$1,000 of the 2019-2020 base year.

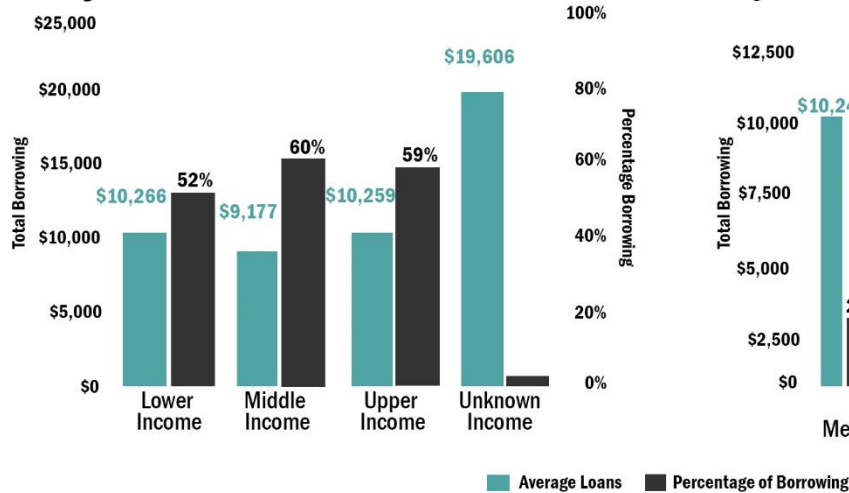
Student Borrowing by Race/Ethnicity



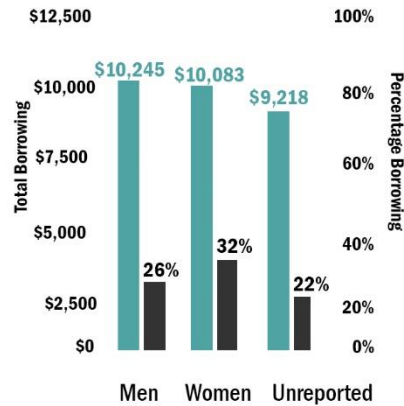
Student Borrowing by Region of Origin



Student Borrowing by Income Level



Student Borrowing by Gender



Wages

The Plan's wages measure is defined as graduates' wages 10 years after graduation. The target is to close gaps in earnings of selected groups.

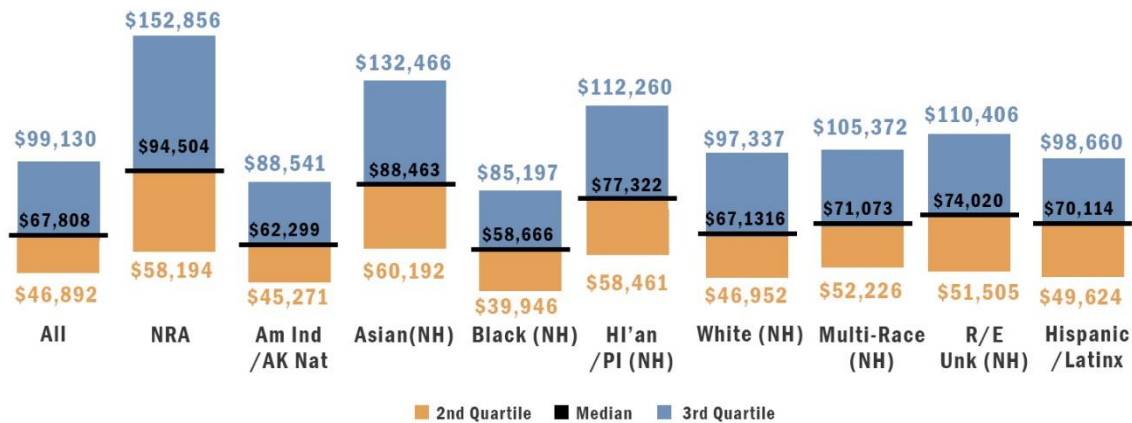
Wages are the individual earnings of graduates, not household earnings, 10-years post completion. While wages signal prosperity in a financial sense, other aspects of prosperity (civic engagement, happiness, etc.) also exist; however, such data are less reliable or are more difficult to access and measure.

Even though wide gaps in wages are not “levers” that higher education can control in terms of long-term outcomes, such gaps are worthy of attention because they persist within each subgroup. These gaps signal that some groups are not experiencing the same social mobility benefits of higher education as other groups.

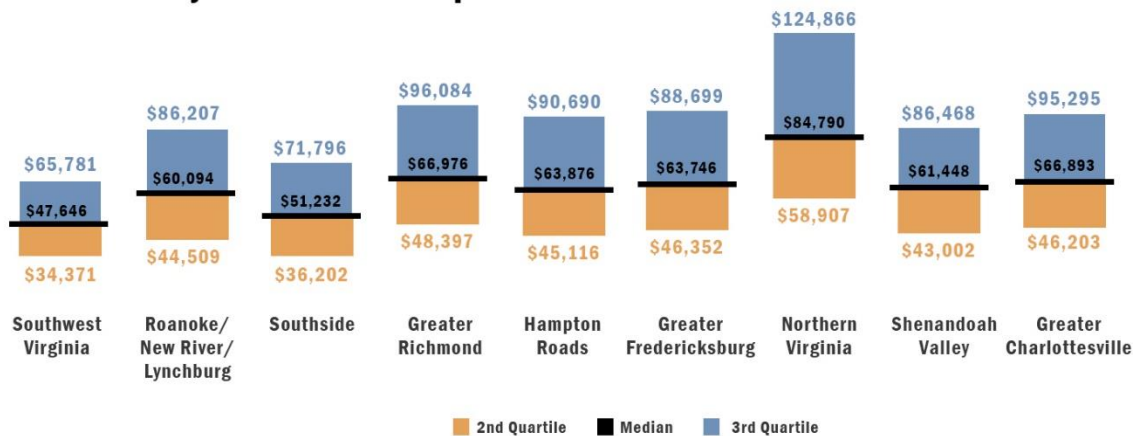
Those groups with the widest wage gaps include:

- **By race/ethnicity** – Black (unchanged).
- **By region of origin** – Southwest and Southside (unchanged).
- **By income** – Lower income (unchanged).
- **By gender** – Women (unchanged).

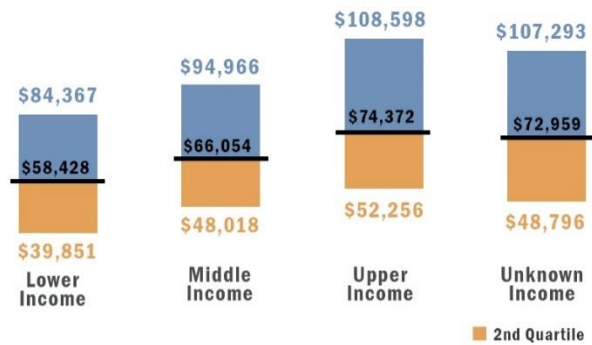
Graduate Wage Outcomes by Race/Ethnicity, 10 years Post-completion



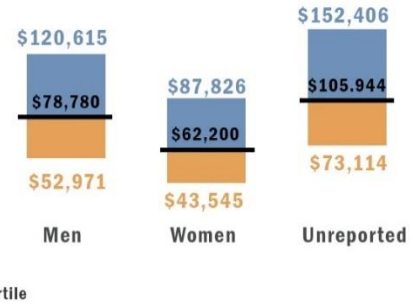
Graduate Wage Outcomes by Region of Origin, 10 years Post-completion



Graduate Wage Outcomes by Income Level, 10 years Post-completion



Graduate Wage Outcomes by Gender, 10 years Post-completion



APPENDIX C: CURRENT (OCTOBER 2023 COUNCIL-ENDORSED) PATHWAYS TO OPPORTUNITY PLAN INITIATIVES AND SUPPORTING ACTIONS

Goal 1 – Equitable: Close Access and Completion Gaps

Plan Strategy	Pathways to Opportunity Biennial Initiative	Actions underway to implement initiative
S1: Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.	I.1: Promote Access to Postsecondary Education: Develop, implement, and collaborate on a variety of strategic activities, including marketing, professional development, and direct student and family programming (such as mentoring, summer bridge programs, counseling and advising via GEAR UP), to improve awareness and access to a variety of postsecondary education opportunities for Virginia's low-income and underserved students.	1. Level Up Virginia: Develop and implement a comprehensive communication campaign focusing on those that might not view higher education as an option, highlighting both traditional and alternative postsecondary pathways, including apprenticeships and high-quality certificate and workforce credential programs. 2. SCHEV/VDOE Access Strategic Plan: Collaborate with the Virginia Department of Education (VDOE) to increase FAFSA completions, campus tours, college advising and shared access goals.
S2: Advance digital access, adoption and literacy as well as high quality, effective remote-learning programs.	I.2: Support Online Virginia Network (OVN) Market Survey: Gather insight on Virginia higher education alumni including those who obtained some college and no degree and their interest in completing a degree through OVN.	1. OVN/VCU outreach survey and analysis: Work with VCU research team to survey alumni and match findings with those who obtained some college and no degree. The alumni finder tool will be used to reach out to those with some college but no degree and survey to understand/identify what it would take to get those alumni back to complete their degree. Analysis of results will inform next steps.
S3: Strengthen student support services for persistence and completion: mental health, career services, social, student basic needs, information technology, disability support and other services.	I.3: Develop Resources for Mental Health and Disabilities Supports: Partner to deliver additional resources to institutions and support front line professionals that provide mental health services to students and/or assist students with disabilities.	2. SCHEV Mental Health Pilot: Evaluate impact of the mental health pilot and the ability to scale across the state. Pilot is intended to simultaneously expand mental health and well-being supports for students and the pipeline of licensed mental health providers working in Virginia. 2. SCHEV/Virginia Mental Health Access Program Collaborative Training: Partner to provide additional training/webinar(s) to on-campus healthcare professionals to diagnose, treat and manage common mental health disorders. In 2022, this partnership provided training for continuing medical education credits on managing anxiety in college-aged youth. 3. Disabilities Access to Higher Education Action Plan: Close access and success gaps for students with disabilities by implementing strategies in the Disabilities Access to Higher Education Action Plan including the data collection pilot.

Goal 2 – Affordable: Lower Costs to Students

Plan Strategy	Pathways to Opportunity Biennial Initiative	Actions to implement initiative
S4: Align tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary opportunities regardless of their ability to pay.	I.4: Establish consensus on higher education cost and funding needs: Build consensus around higher education cost and funding needs in accordance with work done last year (SB800 2023 budget amendment).	1. Technical assistance: Per SB800, provide technical assistance to the joint subcommittee reviewing public higher education funding policies and enrollment management. The subcommittee will conduct an assessment that will be used to develop guidelines against which to measure higher education funding requests.
S5: Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.	I.5: Establish Pathway Maps as a means to lower the cost to students by ensuring a smooth transition from two-year to four-year institutions: Create system-wide course equivalencies and complete pathways maps, strengthening pathways to the baccalaureate for transfer students as well as high school students.	1. Common curriculum: Work with two-year and four-year institutions to create common associate degree curricula, the development of a four-year plan of study and the development of a student-facing transfer guide. 2. Pathways maps and transfer guides: Complete pathways maps for approximately 30 broad disciplinary areas across five phases. Develop transfer guides from completed pathways maps for each disciplinary major and make publicly available via Transfer Virginia website.
S6: Update and reform funding models and policies to improve equity, affirm return on investment and encourage increased and consistent levels of state funding.	I.6: Report on student choices and outcomes to ensure commitment to completion and student success: Produce report on public and private postsecondary education outcomes and transparently communicate the results. Similarly, assess factors influencing an individual's decision to pursue/not pursue higher education.	1. Biennial postsecondary education outcomes report: Produce report and share findings on postsecondary education outcomes. 2. Assessment of college-decision making among high school students: With appropriate partners, assess factors influencing high school students' decisions to pursue/not pursue higher education.
S7: Foster program and administrative innovations that enhance quality promote collaboration and improve efficiency.	I.7: Automate Database for Private Postsecondary Education: Automate database to improve reliability and increase productivity in regulation of private postsecondary education.	1. New database development: Work with a selected vendor to replace current application process of online and hard copy applications with a web-based application that will provide access to real time information along with automation tools that simplify and streamline operations. 2. Centralized "system of record": Utilize the database to maximize organizational effectiveness, reduce compliance risk and provide easy access to centralized "system of record" information/data.

Goal 3 – Transformative: Expand Prosperity

Plan Strategy	Pathways to Opportunity Biennial Initiative	Actions to implement initiative
S8: Support experiences that improve students' employment outcomes, income and community engagement	I.8: Scale Virginia Talent + Opportunity Partnership (V-TOP): Scale the Virginia Talent + Opportunity Partnership, launch new V-TOP initiatives that address barriers to work-based learning and evaluate progress/success to expand the statewide effort.	1. Statewide staffing agency: Expand internship opportunities by supporting small businesses with recruiting, hiring, and onboarding candidates. 2. Employer matching funds: Provide incentives to small employers who hire students as interns through matching funds to cover wage and work-related expenses. 3. Academic Data Governance Workgroup: Establish work-based learning standards, definitions, and data collection methods to be measured and considered across institutions.
S9: Improve the alignment between post-secondary academic programs and labor market outcomes.	I.9. Establish Criteria for High Demand Jobs: In cooperation with the Virginia Office of Education Economics (VOEE) and institutions, work to establish criteria to define and incentives to address urgent labor market needs.	1. Define "urgent labor market needs:" Identify and obtain additional data/forecasting needs to establish criteria to define "urgent labor market needs" and associated academic programs. 2. Incentive development: Use the criteria and data findings from urgent labor market needs to develop recommendations for incentives to promote those academic programs and address specified labor market needs. 3. Develop teacher preparation degree programs: Collaborate with institutions of higher education and Virginia Department of Education on approval of new teacher preparation degree programs for fall 2024 or later implementation.
S10: Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.	I.10: Foster activities and partnerships that improve students' civic knowledge and their ability to contribute effectively to civic life.	1. Implementation strategies: Partner with participating institutions and the Constructive Dialogue Institute (CDI) to help students, faculty, staff and other stakeholders to develop/enhance skills to have more effective conversations with people holding different views. Each participating institution will work with CDI staff to design an implementation strategy aligning with its institution's culture and existing programming. 2. Community of practice: Faculty and staff from participating institutions will be invited to a "community of practice" to share experiences, challenges and seek support from each other, from CDI and access a library of resources. 3. Day of Dialogue events: Facilitate cross-institutional conversations about high quality civic learning and engagement. 4. Presentations/ongoing discussions on this topic: Include on subsequent Council agendas, presentations and discussions with the VDOE curricular standards experts about how civics is taught in Virginia.