



Carl D. Perkins Career and Technical Education Act of 2006 Local 5-Year Performance Plan

for

Secondary, Adult and Postsecondary Recipients

Name of Recipient:

Primary Contact:

E-mail:

Phone:

Introduction

This Perkins Local Five-Year planning document is designed to enable grant recipients to briefly describe the strategies and activities they plan to incorporate to meet the intent of the Perkins Act by improving the career-technical programs it supports. For convenience, the Ohio Department of Education (ODE) has compiled a sampling of suggested activities and strategies that may be selected and implemented by recipients to help them effectively and efficiently meet the Act's requirements. **As recipients complete this planning document, please be reminded that the activities selected and described herein should be employed as part of a five-year strategic planning process.** A companion Planning Guide that provides additional direction, guidance and submission instruction is available on the ODE Career-Technical and Adult Education Administrative Field Services web site at www.ode.state.oh.us. All subsections of the plan document must be addressed by all recipients unless otherwise indicated. Activities/strategies considered compulsory for final plan approval have been pre-selected within each section.

Required Components of the Five-Year Performance Plan

I. Stakeholder participation (Secondary, Adult, and Postsecondary)

Plans to improve performance require discussions with and input from key stakeholders as specified in Perkins IV legislation. Discussions should focus first on the vision, mission, and expectations for the future. Commitment of the stakeholders is critical for the expectations to become reality. Regardless of the improvement processes in which a recipient has been involved, the performance plan requires that key stakeholders be involved in some or all parts of the process. The participants should meet annually for evaluation on the progress of the plan's implementation with minutes of the meetings kept on file.

Local plans must describe how stakeholders participated in the discussion, development, implementation or evaluation of the Performance Plan.

Levels of involvement must be one or more of the following: (1) discussion, (2) development, (3) implementation, (4) evaluation

For Secondary Workforce Development recipients, the following stakeholder groups **are required** to participate at the planning discussion and/or development level at a minimum:

CTPD Superintendent
Tech Prep Consortia representative
Academic Teachers
Career-Technical Teachers
Business/Industry/Labor representative
Students
Parents
Representative of Special Populations
Career/Guidance Counselors

For Adult Workforce Development recipients, the following stakeholder groups **are required** to participate at the planning discussion and/or development level at a minimum:

CTPD Superintendent
Tech Prep Consortia representative
Academic Teachers
Career-Technical Teachers
Business/Industry/Labor representatives
Career/Guidance Counselors
Students
Representative of Special Populations

For Postsecondary (college) recipients, the following stakeholder groups **are required** to participate at the planning discussion and/or development level at a minimum:

College president, vice president, or dean
Tech Prep Consortia representative
Academic faculty
Technical faculty
Academic Advisors
Students
Business/Industry/Labor representatives
Representative for Special Populations

Check all boxes that apply to each stakeholder group's level of involvement as applicable.

Group	Discussion	Development	Implementation	Evaluation
CTPD Superintendent/College President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Associate School Superintendents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tech Prep Consortia Representative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Teachers/Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Teachers/Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business/ Industry/Labor rep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representatives of Special Populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tech Prep Consortia Representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselors/Academic Advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents (Secondary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government. Agency Representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Interested Individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Continuous Stakeholder Participation [Sec. 134(b)(5)]

Describe briefly how these groups will be effectively informed about, and assisted in understanding, the requirements of Perkins IV **including the development and implementation of programs of study over the life of the plan.**

(Insert response that addresses the required elements in text box below)

II. Program Administration and Development (Secondary, Adult, Postsecondary)

1. Describe how CTE programs will be carried out with funds received under this title:

[Sec. 134(b)(1)]

Type of recipient (compact, comprehensive, JVSD, adult, postsecondary, adult consortium):	
Number of approved programs/college majors:	
Number of career fields represented:	
List names of associate schools and or districts (secondary only):	
List names of schools that contract with the recipient for career technical programming(secondary only):	

2. Describe how the recipient will collaborate with its educational partners (including Tech Prep Consortia) to develop and offer the appropriate courses of not less than one of the career and technical programs of study as described in Sec.122(c)(1)(a). [Sec. 134(b)(3) (A)]

See P. 11-12 of the Planning Guide for additional information.

Recipients shall:

- Have developed a State approved Program of Study (POS) in at least one career field by the end of FY2009.
- Implement State approved POS throughout all its secondary workforce development program offerings by FY2014.
- Describe how academic content standards and career-technical content standards are being integrated through POS and Course of Study (COS) review.
- Document local stakeholder committee discussions that have occurred regarding the dissemination of information about Programs of Study to counselors, learners and their families, if applicable.
- Emphasize Science, Technology Engineering and Mathematics (STEM) and other high-skill, high-wage and high-demand Programs of Study.

- Consider special populations as Programs of Study are developed.
- Encourage and collaborate with partner education agencies in disseminating Programs of Study information to the constituencies of those partner agencies, including Special Populations.

(Describe the Planned Program of Study implementation process in text box below)

3. Improve the Academic and Technical Skills of Students and Ensure Rigorous Career Technical and Academic Content Standards [Sec. 134(b)(3)(B)(D)]; [Sec.135(b)(1)]

Describe how the recipient will ensure that career-technical students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students and how the recipient will improve the academic and technical skills of career-technical education students by integrating coherent and rigorous content aligned with challenging academic standards into career technical curriculum.

Check applicable boxes and provide any additional information under “describe other.” **Required activities have been pre-selected** as indicated with “x.”

Examples of strategies a recipient may use to improve the academic and technical skills of students by promoting rigorous career technical content aligned with challenging academic standards may include, but are not limited to:

- Course content aligned with recognized technical standards (**required**)
- Course content aligned with current academic content standards and/or Ohio COREE requirements (**required**)
- Provide dual enrollment programs
- Develop and implement programs of study to facilitate a seamless transition from secondary to post-secondary education
- Advisory committees input on the development/delivery of more rigorous content
- Professional development designed to promote rigorous academic and career-technical content standards
- Academic and career-technical collaborative lessons
- Senior capstone projects
- Writing across curriculum
- Math across curriculum
- Reading across curriculum

- Common planning time
- Program course of study revisions that reflect current academic and career-technical content standards
- Provide professional development activities that reinforce integration
- Support inquiry-based and problem-based education

Describe Other:

4. Encourage secondary career-technical student enrollment in rigorous core academic courses [Sec 134 (b)(3)(E) (Secondary Only)]

Describe how the recipient will encourage career-technical students at the **secondary level** to enroll in rigorous and challenging courses in core academic subjects.

Check applicable boxes and provide any additional information under “describe other.” **Required activities have been pre-selected as indicated with “x.”**

Examples a recipient may include, but are not limited to:

- Implement rigorous academic and career-technical programs of study. **(required)**
- Provide career guidance and academic counseling.
- Provide extra time and extra help for students in rigorous academic courses.
- Promote Career-Technical Student Organization (CTSO) involvement.
- Eliminate remedial academic courses.
- Use business/industry mentors to encourage rigorous course selection by students.

Describe Other:

5. Develop and expand the use of technology [Sec. 135(b)(4), [135(b)(7)]]

Describe how the recipient will develop, improve or expand the use of technology in career-technical education.

Check applicable boxes and provide any additional information under “describe other.”

Examples a recipient may include, but not limited to:

- Professional development that focuses on technology, including distance learning
- Purchase of relevant high tech program equipment
- Prepare students for entry into high technology fields including STEM
- School collaboration with technology industries including internships and mentoring programs
- Leverage technical resources from stakeholders

Describe Other:

6. Provide students an understanding of and experience in all aspects of an industry [Sec. 134(b)(3)(C)] [Sec. 135(b)(3)]

Describe how the recipient will provide all career-technical education students with strong experience in, and understanding of, all aspects of the industry that the student is preparing to enter.

Check applicable boxes and provide any additional information under “describe other.”

- Provide career information
- In-class presentations from stakeholders and employers
- Field trips to related business/industry
- Career-Technical Student Organization (CTSO) participation
- Job shadowing opportunities
- Mentoring
- Participation in practicum or internship

Describe Other:

III. Program Performance and Evaluation (Secondary, Adult and Postsecondary)

1. Local Levels of Performance [Sec. 134(b)(2)], [Sec.113 (b)(4)(A)(i)(ii)]

Describe how career-technical education activities will be carried out with respect to meeting State and local adjusted levels of performance in accordance with Section 113 of Perkins IV.

Comprehensive data analysis using defined performance indicators is an integral component of continuous improvement. By collecting, organizing, analyzing and developing reasonable hypotheses from multiple indicators, a recipient can begin to understand how to be more effective. It is imperative that recipients look at demographics, stakeholder perceptions, student learning and process data over time, and then consider the interaction of those data elements. In addition, data exist at various levels - recipient, program, classroom and student. All must be used to sharpen the focus of the analysis.

Check applicable boxes and provide any additional information under “describe other.” **Required activities have been pre-selected.**

Examples of processes a recipient may select to examine current levels of performance may include but are not limited to:

- Institute regularly scheduled collaboration among member districts and/or consortia members (including Tech Prep) to analyze data for accuracy and inform subsequent decision making. **(required)**
- Analyze disaggregated performance data by student category (gender, race, ethnicity, special populations and Tech Prep) to target improvement efforts. **(required)**
- Examine and improve local policies and procedures regarding the accurate collection and reporting of data.
- Collaborate with member districts to monitor data verification reports for accuracy during the reporting window.
- Share performance data among participating districts within a CTPD or consortium.
- Use recipient level data to target improvement efforts and develop improvement plans.
- Provide professional development opportunities designed to improve data quality and in the use of data to improve performance.
- Identify and analyze relevant program, classroom, and student level data that will determine factors that are contributing to, or detracting from, student performance.
- Analyze current labor market trends to influence programmatic investment and disinvestment decisions
- Conduct surveys of student and stakeholder perceptions of quality and customer satisfaction. Use the data collected to develop improvement strategies.
- Use data to direct decisions leading to the development of goals and strategies designed to improve student performance

Describe Other:

2. Technical Skill Attainment/Assessment

Describe how **all** career-technical students will be assessed in the program areas where valid and reliable state-recognized technical skill assessments are available. *See the Planning Guide (p.16-17) for more specific information on this requirement.*

Describe how Technical Skill Assessment will occur

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3. Local Evaluation [Sec. 134(b)(7)], [Sec. 135(b)(6)]

Describe how local self-evaluations will be based on the federal and state performance indicators. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient, including an assessment of how the needs of special populations are being met.

Examples of evaluation activities may include, but are not limited to:

Check applicable boxes and provide any additional information under "describe other."

Examples of evaluation activities include, but are not limited to:

- Analysis of local federal performance indicator data
- Analysis of local state performance indicator data
- Input of stakeholder and program/career field level advisory committees
- Student survey data analysis
- Stakeholder survey data analysis
- Annual Program of Study implementation progress
- Utilize opportunities for technical assistance through the Office of CTAE
- Use monitoring reports to generate improvement strategies
- Use disaggregated performance data for all student categories (gender, race, ethnicity, special populations and Tech Prep) to target areas of weakness

Describe Other:

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IV. Services to Special Populations (Secondary, Adult, Postsecondary)

Special populations are defined as:

- Individuals from economically disadvantaged families, including foster Children
- Students with disabilities
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with limited English proficiency

1. Overcome Barriers to Special Populations [Sec. 134(b)(8)(A)]

Describe how the recipient will identify and adopt strategies to overcome barriers that prevent special populations from entering and succeeding in career-technical education programs.

Check applicable boxes and provide any additional information under “describe other.”

Strategies a recipient may include, but are not limited to:

- Provide appropriate student placement and transition services through the individualized educational plan (IEP)
- Increase collaboration between associate schools and recipients to improve services to special populations
- Increase collaboration between recipients and other service providers including, but not limited to Bureau of Vocational Rehabilitation (BVR), Mental health providers and MRDD, Rehabilitation Services Commission (RSC), Ohio Department of Job and Family Services (ODJFS) to provide services to students and promote successful transition to employment and additional educational opportunities
- Encourage career-technical student organization (CTSO) participation by members of special populations
- Provide career information through the Ohio Career Information System (OCIS)
- Provide support groups to encourage students
- Provide individualized career counseling to special populations students
- Provide ESL classes for students with limited English proficiency
- Promote career exploration and planning prior to enrollment in career-technical programs including Individual Academic and Career Plan (IACP) services
- Provide classes to facilitate employment in high-skill, high-wage high-demand occupations

- Provide professional development to staff designed to improve instructional delivery and support services to special populations
- Assure equal access for non-traditional students in all programs

Describe Other:

2. Provide programs that enable Special Populations to meet performance indicators [Sec. 134(b)(8)(B)]

Describe how the recipient will provide programs that are designed to enable special population students to meet local adjusted levels of performance.

Check applicable boxes and provide any additional information under "describe other."

Strategies a recipient may include, but are not limited to:

- Utilize IEP recommendations to modify programs for secondary students with Disabilities.
- Provide accommodations to enable students with disabilities to participate in mainstream programs.
- Provide services and support to assure full participation for special populations.
- Provide career awareness programs and services that facilitate appropriate program selection by members of special populations.
- Provide services and appropriate instructional materials to limited English proficiency students.
- Provide appropriate accommodations for technical and academic skill assessments for special populations students.
- Provide support services for non-traditional students designed to increase program participation and completion.
- Target special populations students in marketing efforts for programs leading to high-wage, high-skill or high-demand occupations.
- Provide career information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation.

Describe Other:

3. Provide activities to prepare Special Populations for high-skill, high-wage or high-demand occupations [Sec. 134(b)(8)(C)]

Describe how the recipient will provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

Check applicable boxes and provide any additional information under “describe other.”

Strategies/activities a recipient may include, but are not limited to:

- Provide job shadowing, internships, externships, co-ops, clinicals, early placement and mentoring opportunities.
- Encourage enrollment of special populations in all programs with emphasis on high wage, high skill, or high demand occupations.
- Provide career information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation.
- Provide support services for non-traditional students designed to increase program participation and completion.
- Provide career assessment services designed to evaluate aptitudes and interests leading to appropriate program placement.
- Increase collaboration between recipients and other service providers including, but not limited to Bureau of Vocational Rehabilitation (BVR), Mental health providers and MRDD, Rehabilitation Services Commission (RSC), Ohio Department of Job and Family Services (ODJFS) to provide services to students and promote successful transition to employment and additional educational opportunity.
- Provide services that facilitate the transition of special populations students to work, independent living and additional education.
- Provide activities specific to the identified needs of single parents and displaced homemakers that will prepare them for success in high-wage, high-skill, high demand occupations and become self-sufficient.
- Provide services and programs to assist pregnant or parenting learners to remain in school.

Describe Other:

4. Nondiscrimination [Sec. 134(b)(9)]

Describe how the recipient will assure that members of special populations are not discriminated against based on their status as members of special populations.

Check applicable boxes and provide any additional information under “describe other.” **Required activities have been pre-selected.**

Examples of strategies a recipient may employ to assure nondiscrimination may include but not limited to:

- Provide a Title IX Coordinator. **(required)**
- Provide physical accessibility.
- Provide appropriate accommodations in instructional and assessment practices.
- Provide ongoing nondiscrimination professional development to staff.
- Provide student and staff diversity educational training with regards to nondiscrimination.
- Develop and disseminate racially and ethnically diverse program marketing materials.
- Provide assisted technology
- Update progress reports on IEPs.

Describe Other:

5. Promote preparation for Nontraditional Fields [Sec. 134(b)(10)] [135(b)(9)]

Describe how the recipient will use funds to promote preparation for non-traditional fields. Nontraditional fields are defined as occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Check applicable boxes and provide any additional information under “describe other.”

Strategies/activities a recipient may include, but are not limited to:

- Providing career information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation;
- Providing students with work related experiences in nontraditional fields (i.e., internships, job shadowing, school-based enterprises);

- Providing students with nontraditional opportunities through career-technical student organizations;
- Teaching curricula with gender neutral applications;
- Providing information about educational programs of study and training that prepare students for employment in nontraditional high-skill, high-wage, high-demand fields, including description, program admissions, typical course work, and the schools in Ohio offering degrees or certificates;
- Providing professional development on promoting non-traditional participation;
- Including non-traditional members on advisory committees;
- Using gender neutral marketing materials for recruitment purposes;
- Promoting non-traditional student support groups including mentors; and/or
- Using non-traditional success stories to promote participation and retention.

Other:

V. Professional Development and Staff Retention (Secondary, Adult and Postsecondary)

1. Professional Development to promote academic integration [Sec.134(b)(4)], [135(b)(5)]

Describe how the recipient will provide comprehensive professional development (including initial teacher preparation) for career-technical education, academic, guidance and administrative personnel that high quality, sustained, intensive, focused on instruction, promote the integration of coherent and rigorous content aligned with challenging academic standards and relevant career-technical education (including curriculum development) and increase the academic knowledge and understanding of industry standards, as appropriate for secondary and postsecondary academic and career-technical teachers, faculty, administrators and counselors. **Perkins funds used for professional development must be used to provide ongoing experiences that are a part of a high quality, sustained and intensive professional development program.**

Check applicable boxes and provide any additional information under "describe other." **Required activities have been pre-selected.**

In-Service and Pre-Service Professional development activities a recipient may employ include but are not limited to:

- Promote the integration of coherent and rigorous academic content with career-technical education curriculum. **(required)**
- Encourage applied learning that contributes to the academic and professional-technical education knowledge of the student.
- Provide the knowledge and skills necessary to work with and improve instruction for

<p>special populations; and assist in accessing and using data.</p> <p><input type="checkbox"/> Promote effective teaching skills based on research that includes promising practices.</p> <p><input type="checkbox"/> Promote effective practices to improve parental and community involvement.</p> <p><input type="checkbox"/> Promote effective use of scientifically based research and data to improve instruction.</p> <p><input type="checkbox"/> Support education programs for teachers and other staff who are involved in the direct delivery of educational services to career-technical students, to ensure that such teachers and personnel stay current with all aspects of an industry.</p> <p><input type="checkbox"/> Provide staff externship programs that provide relevant business experience.</p> <p><input type="checkbox"/> Provide programs designed to train staff specifically in the effective use and application of technology to improve instruction, which may include distance learning.</p>
Describe Other:

2. Recruitment and Retention of Career-Technical Education Teachers, faculty and counselors [Sec. 134(b)(12)(A)]

Describe planned efforts to 1) improve the recruitment and retention of career-technical education teachers, faculty, and career and academic counselors and 2) increase the number of staff from underrepresented groups in the teaching profession.

<p style="text-align: center;">Check applicable boxes and provide any additional information under “describe other.”</p> <p>Efforts a recipient may include, but are not limited to:</p> <p><input type="checkbox"/> Induction programs for new teachers</p> <p><input type="checkbox"/> Teacher mentoring programs</p> <p><input type="checkbox"/> Actively recruit minority teachers</p> <p><input type="checkbox"/> Actively recruit non-traditional teachers</p> <p><input type="checkbox"/> Actively recruit individuals with disabilities</p>
Describe Other:

3. Transition to Teaching From Business and Industry [Sec. 134(b)(12)(B)]

Describe planned efforts to improve the transition to teaching from business and industry. Efforts may include, but are not limited to:

Check applicable boxes and provide any additional information under

Efforts a recipient may include, but are not limited to:

- New teacher induction programs
- Teacher mentoring programs
- Provide tuition reimbursement for Route B certification process (secondary)
- Increase the number of teachers that meet teacher certification or licensing requirements
- Utilize Troops to Teachers recruitment efforts
- Provide information that encourages entrance into the teaching profession to business organizations, such as labor unions, chamber of commerce, etc.

Describe Other:

VI. Student Services (Secondary, Adult, Postsecondary)

1. Career Guidance and Academic Counseling [Sec. 134(b)(11)]

Describe how career guidance and academic counseling will be provided for career-technical education students that include linkages to future education and training opportunities.

Check applicable boxes and provide any additional information under
“describe other.” **Required activities have been pre-selected.**

Strategies a recipient may include, but are not limited to:

- Providing information about educational Programs of Study and training that prepare students for employment in high-skill, high-wage, high-demand fields, including program descriptions, admissions requirements, typical course work, and the post-secondary institutions in Ohio offering related degrees or certificates including Adult Workforce Education (AWE) and apprenticeships (**required**)
- Providing information to students about occupational fields that may include job descriptions, required aptitudes, work settings, hiring practices, wages, employment outlook, and preparation requirements.
- Providing Ohio Career Information System (OCIS) and Individual Academic Career Plan (IACP), Pathways information, Programs of Study information, and Vocational Assessment Services, labor market information (including worker supply and Demand).

Describe Other:

2. 3% Earmark (From Ohio’s State Plan)

Three percent of each recipient’s grant amount must be earmarked for activities that provide “support for learner success.” Local recipients must describe how they will collaboratively plan for and use these funds. These activities should identify the ways students’ best learn in career-technical programs and provide appropriate activities and services to help all students in career-technical programs achieve at a high level.

See the Planning Guide Pages 25-26 for more specific guidance on planning requirements for this section.

(Insert response that addresses the required elements in text box below)

Ohio Department of Education Assurances

Certification Regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and Drug-Free Workplace Lower Tier Covered Transactions Requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and, Drug-Free Workplace, are prescribed in 34 C.F.R. Part 82 and Part 85, and 7 C.F.R. Part 3017, and in the required regulations implementing Executive Order 12549. Copies of these regulations may be obtained by contacting the Office of Federal and State Grants Management.

REQUIREMENTS FOR CERTIFICATION

This certification is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the participant or prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment. By signing and submitting this statement, it is understood that the participants and prospective lower tier participant has done so in accordance with the following:

LOBBYING:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the above signed, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer/or employee of Congress, or an employee of a Member of Congress in connection with a Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions.

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subgrantees shall certify and disclose accordingly.

(d) This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

(a) The prospective lower tier participant shall provide immediate written notice to the person to whom this statement is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

(b) The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered

transaction,” “principal,” “proposal,” and “voluntary excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the Office of Federal and State Grants Management for assistance in obtaining a copy of those regulations.

(c) The prospective lower tier participant agrees by submitting this statement that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency from which this transaction originated.

(d) The prospective lower tier participant further agrees, by submitting this statement, that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

(e) A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non procurement List.

(f) Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealing.

(g) Except for transactions authorized under paragraph (e) of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, the department or agency from which this transaction originated may, in addition to other remedies available, pursue suspension and/or debarment.

DRUG-FREE WORKPLACE (Grantee other than Individuals)

As required by the Drug-Free Workplace Act of 1988, and subsequent regulations, the applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- (b) Establishing an on-going drug-free awareness program to inform employees about the dangers of drug abuse; grantee's policy of maintaining a drug-free workplace; any available drug counseling, rehabilitation, and employee assistance programs; and, the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a).
- (d) Notify the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will abide by the terms of the statement; and, notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under paragraph (d) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3124, Washington, D.C. 20202.

CCIP assurance #2

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the Ohio Department of Education, herein referred to as the "ODE," and the local educational agency, herein referred to as the "SUBGRANTEE." ODE may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

1. That the local educational agency is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the No Child Left Behind Act of 2001 and the district has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public

schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools dated February 7, 2003.

2. That the SUBGRANTEE will accept funds in accordance with applicable Federal and State statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.

3. That the control of funds provided to the SUBGRANTEE under each program and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.

4. That the SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grant or subgrant and enter into the contract.

5. That the SUBGRANTEE will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996, OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and Ohio Revised Code Section 117.11 utilizing generally accepted accounting principles (GAAP). The SUBGRANTEE will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations. Additionally, the SUBGRANTEE will submit to ODE the aforementioned audit reports required in accordance with OMB Circular A-133 Section 300 (e) within the timeframes required by OMB Circular A-133 Section 320.

6. That the SUBGRANTEE will make reports to ODE and to the DEPARTMENT as may reasonably be necessary to enable ODE and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by ODE and/or the DEPARTMENT and shall be supported by appropriate documentation.

7. That the SUBGRANTEE will maintain records, including the records required under Section 437 of the General Education Provisions Act ("GEPA"), 20 U.S.C. § 1221, and provide access to those records as ODE or the DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by Federal Law or State Statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.

8. That the SUBGRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to statute.

9. That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.

10. That in the case of any project involving construction, the project is not inconsistent with overall State plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with Federal (which become subsequently State) funds are accessible to and usable by handicapped individuals.

11. That the SUBGRANTEE has adopted effective procedures for:

(A) Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from educational research, demonstration and similar projects; and

(B) Adopting, if appropriate, promising educational practices developed through those projects.

12. That no person shall, on the ground of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the SUBGRANTEE receives Federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the SUBGRANTEE agrees to assure compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794); the Age Discrimination Act (42 U.S.C. § 6101 et seq.); and the Americans with Disabilities Act (“ADA”) (42 U.S.C. § 12101 et seq.).

13. That the SUBGRANTEE may not use its Federal or State funding to pay for any of the following:

(A) Religious worship, instruction, or proselytization.

(B) Equipment or supplies to be used for any of the activities specified in this assurance, herein.

(C) Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in this assurance, herein.

(D) An activity of a school or department of divinity. A school or department of divinity is defined in 34 CFR 76.532(b).

14. That no Federal funding may be used for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program.

15. That the SUBGRANTEE may not count tuition and fees collected from students toward meeting matching, cost sharing or maintenance of effort requirements of a program.

16. That the SUBGRANTEE shall, to the extent possible, coordinate each of its projects with other activities that are in the same geographic area served by the project and that serves similar purposes and target groups.

17. That the SUBGRANTEE shall continue its coordination with ODE during the length of the project period.

18. The SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT.

19. That if a program so requires, provisions shall be made for the participation of children enrolled in private schools in the area to be served. Such provision shall:

(A) Provide private school students with a genuine opportunity for equitable participation.

(B) Provide an opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs.

(C) Maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools.

(D) Comply with the requirements of 34 C.F.R. §76.652 through 76.662.

20. That no provision of any law shall be construed to authorize the consolidation of any applicable program with any other program, such as the commingling of funds derived from one appropriation with those derived from another appropriation, except as specifically authorized by statute.

21. That funds will be used to supplement and not supplant State and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in the absence of such funds, be made by the SUBGRANTEE for educational purposes.

22. That the SUBGRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).

23. That the SUBGRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.

24. That it shall maintain records for 3 years following completion of the activities for which the SUBGRANTEE uses the federal or state funding and which show:

- (A) The amount of funds under the subgrant or grant.
- (B) How the SUBGRANTEE uses the funds.
- (C) The total cost of the project.
- (D) The share of that total cost provided from other sources.

25. If real property or structures are provided or improved with the aid of Federal financial assistance, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such property.

26. That in the event of a sustained audit exception, and upon demand of ODE, the SUBGRANTEE shall immediately reimburse ODE for that portion of the audit exception attributable under the audit to the SUBGRANTEE. The SUBGRANTEE agrees to hold ODE harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations.

27. That the SUBGRANTEE is aware all Federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Ohio General Assembly. These funds are subject to reduction or elimination by the United States Congress or Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the SUBGRANTEE shall hold ODE harmless for any reduction or elimination of Federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBGRANTEE shall immediately cease further expenditures under any Federal or state project.

28. The SUBGRANTEE will adopt and use the proper methods of administering the subgrants, including, but not limited to:

- (A) The enforcement of any obligations imposed by law.
- (B) The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.
- (C) The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.

29. The SUBGRANTEE will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).

30. Personnel employed as teachers and instructional aides by the SUBGRANTEE or personnel contracted to provide such service to the SUBGRANTEE shall be certified as required by Ohio Revised Code Section 3319.22, 3319.30 and 3319.088.

31. The SUBGRANTEE, by submission of a grant proposal, agrees that the DEPARTMENT or ODE have the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The SUBGRANTEE acknowledges this authority under 34 CFR 80.43, 34 CFR 74.62 and Ohio Revised Code Section 3301.07 (C), as applicable.

32. For the construction of facilities with Federal funds, the SUBGRANTEE will comply with the provisions of the Davis-Bacon Act.

33. When funded on an advance basis by ODE, the SUBGRANTEE agrees to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR part 205). Additionally, the SUBGRANTEE agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBGRANTEE will require repayment in accordance with OMB Circular A-102 §__.21 (i) or OMB Circular A-110 §__.22 (l), as applicable.

34. In the purchase of equipment and supplies, the SUBGRANTEE will comply with local, state and Federal procurement policies. In addition, equipment and supplies purchased for use in a Federal or state program will comply with the provisions of OMB Circular A-102 or OMB Circular A-110, as applicable, and any individual program regulations.

35. The SUBGRANTEE will comply with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended.

36. That the SUBGRANTEE will acquire, use, maintain and dispose of equipment purchased for the approved project in accordance with 34 CFR 80.32.

37. That the SUBGRANTEE will have effective financial management systems which conform to the standards present in 34 CFR 80.20, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.

38. That the SUBGRANTEE will conform all activities conducted under the approved grant to the provisions contained within OMB Circular A-87, A-21 and/or A-122, as applicable.

39. That the SUBGRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of approved projects, obligations have the same meaning as contained in 34 CFR 76.707.

40. Additionally, to certify compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and, Drug-Free Workplace, as prescribed in 34 C.F.R. Part 82 and Part 85, and 7 C.F.R. Part 3017, and the required regulations implementing Executive Order 12549. The SUBGRANTEE assures that (see "Document Library - Consolidated Application - Guidelines" for explanation of requirements):

(A) All fund participants certify, by submission of this statement, that project funds will not, in any way, be used for the purpose of Lobbying or other wise influencing decisions supporting the granting of funds administered by the Ohio Department of Education (ODE).

(B) The prospective lower tier participant certifies, by submission of this statement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(C) If the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this statement.

(D) That subgrantees receiving ODE administered funds will provide a drug-free workplace.

41. Any additional assurances listed within the document library for a specific application as required by the ODE program office administering the program.

Signature Page

CTPD Superintendent/ College President: _____ Date: _____

CTPD Treasurer/College Fiscal representative: _____ Date: _____

ODE AFS Liaison/OBR representative _____ Date: _____

ODE Assistant Director: _____ Date: _____