



Planning Guide

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

for

Secondary, Adult and Postsecondary (College)
Recipients

July 1, 2008 – June 30, 2013

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Introduction

Perkins IV requires each eligible recipient to prepare a local five-year plan for delivering and improving career and technical education programs (Sec. 134; Local Plan for Career and Technical Education Programs, and Sec.135; Local Uses of Funds).

The Ohio Department of Education, Office Career-Technical and Adult Education developed this guide to assist you in preparing your local plan under the newly authorized Carl D. Perkins Career and Technical Education Act of 2006 (Act), 20 U.S.C. 2301 et seq. as amended by P.L. 109-270.

The framework for the guide is based on the requirements in the Act and a renewed vision of career and technical education (CTE) programs for the 21st century. Signed into law on August 12, 2006, the Act represents nearly three years of work on the part of Congress and the U.S. Department of Education (USDOE), in cooperation with other Federal agencies and the State and local agencies affected by its policies, to provide continuing Federal support for rigorous CTE programs that prepare students for today's competitive workforce. The Act envisions that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions. The Act provides an increased focus on the academic achievement of career and technical education students, improves State and local accountability, and strengthens the connections between secondary and postsecondary education. The local plan must reflect services for all students in the Career-Technical Planning District (CTPD) and be consistent with Ohio's Five-Year State Plan.

Ohio has adopted three major goals for the improvement of secondary career-technical education:

- Increase the high school graduation rate to 100 percent.
- Increase academic rigor to minimize the need for postsecondary remediation.
- Develop an accountability system that links funding to performance.

State Perkins Vision

All local planning activities are intended to support the following Perkins Vision for the State of Ohio. By June 30, 2013:

- All state-approved secondary career-technical programs to be based on a state-approved Program of Study (POS)
- Pathway of secondary and postsecondary non-duplicative course sequences that culminate in a diploma, credentials and/or degrees
- Minimally span Grades 9-14; encouraged to span Grades 8-16
- All state-approved secondary career-technical programs to meet State Quality

- Program Standards that include factors such as 1) inquiry-based curricular and instructional strategies; 2) use of state-of-the-art industry and educational technology; 3) work-based learning opportunities; and 4) alignment with economic/workforce development needs
- Includes periodic review of results to renew eligibility for state-weighted funding
- Includes technical assistance and monitoring
- As a result of all programs operating under POS and meeting secondary State Quality Program Standards, all programs to meet Tech Prep criteria
- Tech Prep programs characterized by open entry for all students
- Effective academic/career counseling and effective IEP development available in schools to ensure that students are in appropriate programs for their individual needs
- All educators, especially teachers, supported with access to products/services that will help them ensure student success
- High expectations in place for students to exit Tech Prep programs as successful “completers;”
- Demonstration of high level academic and technical achievement
- Prepared to move seamlessly to postsecondary Tech Prep programs

Overview of the Performance Plan

In summary, this five-year performance plan process provides districts with the opportunity to:

- reduce redundant activities and paperwork
- increase collaboration
- maximize local flexibility
- integrate the recipient’s planning work with other improvement efforts as outlined within the Consolidated Continuous Improvement Plan (CCIP)
- submit a highly individualized, streamlined document electronically
- comply with new state and federal regulations without having to initiate an entirely new process

Timeline: The plan covers the five-year period of FY2009- FY2013. Local five-year plans may be modified at any time during the five-year period. Consult with the assigned Administrative Field Services (AFS) Liaison or Ohio Board of Regents (OBR) representative for guidance regarding local plan modifications.

An electronic format of the five-year plan has been developed to standardize and simplify the Perkins Section 134 requirements for local recipients’ plans. The format allows recipients to select potential activities/strategies and enter comments, additional categories, or narratives needed to further describe or explain local programs. Additional information may be requested to clarify the plan before final approval. Recipients’ five-year plans must describe how the funds will be used to plan for and deliver activities that are mutually beneficial to **all** members of the CTPD.

Applicants must follow all requirements of section 134 and 135 of the Perkins Act. All required and permissible uses of funds as described in the Act apply under Ohio's Five-Year Plan. All expenditures must have supportable rationale for how they will align to the Ohio Perkins Vision outlined above and impact performance levels on performance indicators identified in the "Accountability and Evaluation" section of the State Plan.

Highly encouraged expenditures will be those that directly connect to:

- "Support for learner success" activities that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level
- Student success in Grades 7-10
- Student success in becoming a successful "completer" in a Tech Prep Program of Study
- Student preparatory services that lead to high school graduation, rigorous course taking in high school, postsecondary aspiration and non-remediation in higher education
- Instructional support for educators, administrators and counselors through pre-service and in-service professional development
- Program of Study development of which Technology Education and Family and Consumer Sciences could be an appropriate part
- Transitioning secondary programs to Tech Prep quality characteristics (Programs of Study and secondary Quality Program Standards) and to including open-entry of students; and/or
- Technical assessment development and implementation

Submission of the Local Plan

To assure on-time payment and subsequent on-year CCIP approval, please submit the five-year plan by June 1, 2008. Individual Plan documents must be submitted from each recipient – Secondary, Adult Workforce, and Postsecondary (college).

Perkins IV Local Five-Year Local Performance Plan Submission & Approval Procedure for Secondary, Adult Workforce and Postsecondary (College) Recipients

1. The individual(s) responsible at the CTPD or college for completing the Local Five-Year Performance Plan will download a copy of the Five-Year Performance Plan to their desk top from the ODE Administrative Field Services Web site. **Separate plan documents are required for Secondary, Adult and Postsecondary (college) recipients.**
2. Each applicable section of the plan must be addressed, making sure that the appropriate check boxes are selected and/or that the expandable text boxes for additional information are completed.
3. A draft plan version is to be e-mailed to the ODE consultant or OBR representative responsible for approving the plan.
4. The ODE/OBR consultant will review the draft plan according to an established rubric. The consultant will note any plan revisions that are required for final approval in an e-mail to the primary contact. Revisions will be made at the local level. The revised plan will be e-mailed by the contact to the appropriate ODE/OBR consultant. When the revised plan is approved by the consultant, it is sent to the AFS assistant director for final review and approval.
5. Once approved by the assistant director, an e-mail will be sent to the primary contact confirming approval by both the consultant and assistant director.
6. A hard copy of the approved plan document must be printed and be signed by the CTPD Superintendent/College President and the Treasurer/College Fiscal Representative on the Signature Page.
7. The recipient will mail the original hard copy of the approved plan to the appropriate ODE/OBR consultant, to secure remaining signatures.
8. A plan approval letter signed by the AFS assistant director and a hard copy of the signed, approved Five-Year Plan will be mailed to the CTPD contact and the superintendent/college president.

Secondary and AWE plans are to be forwarded to your assigned consultant at ODE:

Joe Elk – joe.elk@ode.state.oh.us (614) 466-4835

Elizabeth Badurina – Elizabeth.badurina@ode.state.oh.us (614) 466-4835

Bridgette Sloan – bridgette.sloan@ode.state.oh.us (614) 466-4835

Postsecondary (College) plans are to be forwarded to Tony Landis at the Ohio Board of Regents:
alandis@regents.state.oh.us (614) 387-1214

The staff representatives at the Office of Career-Technical and Adult Education, Administrative Field Services, and Ohio Board of Regents are available at any time to answer questions that arise as you prepare your plan.

ODE Administrative Field Services: (614) 466-4835
Ohio Board of Regents: (614) 387-1214

Required Components of the Local 5-Year Performance Plan

I. Stakeholder Participation (Secondary, Adult and Postsecondary) [Sec. 134(b)(5)]

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.

Parents, students, academic and career-technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals must be involved in the ongoing development, implementation, and evaluation of the career technical five year plan.

This plan must document those representatives of the following groups that participated in the development, implementation or evaluation of the Performance Plan.

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

On the template, check all boxes that apply to each stakeholder group’s level of involvement. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK.”

For Secondary 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 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
- Students
- Business/Industry/Labor representatives
- Representative for Special Populations

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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 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 brief response in text box provided in the plan template)

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

1. Describe how CTE programs will be carried out with funds received under this title: [Sec. 134(b)(1)]

Please include within the description:

- Type of recipient (compact, comprehensive, JVSD, adult, postsecondary, adult consortium)
- List number of approved programs /majors currently delivered and the career fields they represent
- List names of associate schools and/or districts (**secondary recipients only**)
- Number of schools that contract with the CTPD for career technical programming (**secondary recipients only**)

On the template, fill in all information requested for this section.

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)]

The State will develop a phase-in plan that will ensure that existing secondary programs transition to POS and that 100 percent of State-approved secondary career-technical education (CTE) programs have a State-approved Program of Study in FY2014. Postsecondary recipients will be required to develop, review and revise Programs of Study in collaboration with their secondary partner(s) following the same schedule as the secondary recipients.

The purpose of Programs of Study is to ensure, through collaboration between secondary and postsecondary institutions, that CTE programs will:

- Support 100 percent graduation from high school and successful transition to and through completion of postsecondary education, including matriculation without the need for remediation;
- Provide rigorous coursework at the secondary and postsecondary levels that will prepare learners for the attainment of a diploma, industry credentials and college degrees without remediation;
- Provide all learners with the appropriate academic, technical and workplace readiness skills to enable them to graduate from high school and transition seamlessly to a postsecondary pathway and the workplace;
- Eliminate duplication of coursework between high school and postsecondary systems;
- Meet the workforce needs of Ohio's economic growth industries;
- Support pathways leading to Science, Technology, Engineering and Mathematics (STEM) and other high-skill, high-wage or high-demand occupations; and

- Address employer-validated skills broadly enough defined to enable workers to move laterally within career fields and specialized enough, where appropriate, to enable workers to secure positive occupational placements in positions needed by employers.

Recipients shall:

- Develop 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 CT 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 Math (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 their partner education agencies in disseminating Programs of Study information to the constituencies of those partner agencies, including Special Populations

A Program of Study must include:

- Required academic and technical coursework spanning **minimally** grade nine through the associate degree, listed by course name, sequenced by grade level and appropriate for an Ohio pathway identified in one of Ohio's 16 Career Field Technical Content Standards documents; additionally, POS that begin in middle school and extend through baccalaureate level education will be encouraged
- Recommended academic and technical electives
- Assurance of the alignment of courses to State academic and technical standards and regulatory business and industry standards where applicable
- Assurance that applicable course descriptions are available
- Identification of articulated and/or dual enrollment/postsecondary credit opportunities as well as matriculation opportunities
- Identification of appropriate and obtainable industry credential opportunities
- Identification of appropriate adult workforce education transition opportunities
- Provisions to assure access and success for special populations
- Transitioning secondary programs to Tech Prep quality characteristics that include Programs of Study and secondary Quality Program Standards

(Insert a brief response that describes the required elements in the text box on the plan template)

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.

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 Core requirements **(required)**
- Provide dual-enrollment programs
- Develop and implement programs of study to facilitate a seamless transition from secondary to postsecondary education
- Advisory committees input on the development/delivery of more rigorous content
- Provide 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 of academic and career-technical content
- Support inquiry-based and problem-based education

Check applicable boxes and provide any additional information in the “describe other” text box in the plan template. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK.”

4. Encourage secondary career-technical student enrollment in rigorous core academic courses [Sec 134 (b)(3)(E) (Secondary recipients 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. Examples may include, but are not limited to:

- Implement rigorous 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 low level academic courses
- Use business/industry mentors to encourage rigorous course selection by students

Check applicable boxes and provide any additional information in the “describe other” text box in the plan template. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK.” (Secondary recipients only)

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.

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

Check applicable boxes and provide any additional information in the “describe other” text box in the plan template. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK.”

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. Examples may include, but are not limited to:

- providing students with information about occupations within an industry including skills, aptitudes, licensing requirements, work settings, hiring practices, wages in Ohio and the nation, number of people employed in Ohio and the nation, outlook for employment, and education and training necessary for entry
- providing school-based experience to all students including field trips and industry presentations in the classroom
- providing students with an opportunity to participate in industry-based career-technical student organization (CTSO) events
- providing students enrolled in an approved career-technical education program work-based learning experiences such as job shadowing, mentoring, and internships

Check applicable boxes and provide any additional information in the “describe other” text box in the plan template. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK.”

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.

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

- Institute regularly scheduled collaboration among member districts and 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

Check applicable boxes and provide any additional information in the “describe other” text box in the plan template. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK.”

2. Technical Skill Attainment/Assessment

Describe how all students will be assessed in the program areas where state-recognized technical skill assessments are available.

Supporting Information:

Secondary Workforce Development Program Assessment

Secondary programs will use a State developed system of career-technical testing called the Ohio Career-Technical Competency Assessment (OCTCA). Beginning in FY2009, OCTCA will include third-party, State-developed tests and selected

State and industry assessments that are aligned to ODE's Career Field Technical Content Standards. All OCTCA State and industry assessments meet tests of validity, reliability and usability.

In addition to the OCTCA system currently in place, the Ohio Department of Education will continue to select/develop additional assessments based on career field pathways and Programs of Study. Tests used in the OCTCA system may include those developed by a third party contractor, those produced through regional/national collaborations and industry certification and licensure examinations where such assessments exist. All tests will meet validity and reliability criteria as established by the State, will be developed in collaboration with postsecondary institutions so as to enhance the seamlessness of secondary/postsecondary pathways and the articulation of credit, and will be developed in collaboration with industry representatives to enhance test quality and test recognition among business partners.

All secondary programs will have a required valid and reliable assessment in FY14 and all CTE concentrators leaving school will be reported as to whether they meet established State benchmarks on the test. The State will develop a graduated schedule for reaching this 100 percent goal. One mechanism for achieving this goal will be the requirement of an appropriate assessment for all State-approved POS.

Postsecondary/Colleges Technical Skill Assessment

During FY2008, the Ohio Board of Regents will use the HEI data system to report Technical Skill Assessment by using a combination of information reported at the local level. The standards will vary by program and may use Grade Point Average, passage of a particular course or series of courses, or passage of a locally administered assessment.

Additionally, the Ohio Board of Regents will review the current postsecondary CTE program offerings and Programs of Study. In collaboration with Ohio colleges, the State will identify existing appropriate technical skill assessments that are aligned with industry-recognized standards, CTE program standards and Higher Learning Commission (HLC) accreditation criteria; identify gaps; collaborate with the Ohio Department of Education and agencies in other States to initiate regional/national processes leading to the development of needed technical skill assessments; and implement changes in the HEI data system to collect technical skill assessment data beginning in FY2009.

The postsecondary assessment system in Ohio will be driven by the following.

- The HLC directive that assessment is most efficacious when it occurs through a variety of methodologies consistent with an institution's mission
- The expectation that an institution's faculty will determine how learning outcomes are developed, what is to be taught, how students will learn, how

that learning will be assessed and how teaching and learning will continuously be improved

- Direction from Ohio, regional and national employers and industry and professional associations
- Alignment between secondary and postsecondary assessment processes
- Federal Perkins criteria for assessment

Postsecondary/Adult Workforce Education (AWE) Technical Skill Assessments

Each student who completes an adult workforce career development program will demonstrate technical knowledge and skill attainment as evidenced by meeting established benchmark scores on State-recognized tests or industry certification and licensure examinations. State-recognized tests will include tests administered through the Ohio Career-Technical Competency Assessment System, other State-recognized assessments based on aligned industry standards and/or State or industry certificate or license-based assessments. Adult Workforce Education will continue to increase its focus on industry-recognized certificate- or license-based programs, especially those that lead to a nationally recognized State or industry certificate or license.

(Insert a brief response that addresses the required elements in the text box on the plan template)

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 a recipient may select, but are not limited to:

- Analysis of local federal performance indicator data
- Analysis of local state performance indicator data
- Annual CTPD stakeholder and program level advisory committees input
- Student survey data analysis
- Stakeholder survey data analysis
- Annual Program of Study implementation progress
- Utilize opportunities for technical assistance through the CTAE Office
- Use monitoring reports to generate improvement strategies
- Analyze disaggregated performance data by student category (gender, race, ethnicity, special populations and Tech Prep) to target improvement efforts.

Check applicable boxes and provide any additional information in the “describe other” text box in the plan template. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK”.

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

Special populations are defined as:

- Individuals from economically disadvantaged families, including foster children
- 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.

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

- 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.
- Provide appropriate student placement and transition services through the Individualized Educational Plan (IEP).
- 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 limited English proficiency students.

- 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.

Check applicable boxes and provide any additional information in the “describe other” text box in the plan template. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK.”

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. Strategies may include, but are not limited to:

- Utilize Individualized Educational Plan (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 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.
- Provide programs and services that facilitate appropriate program selection by members of special populations.
- 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.

Check applicable boxes and provide any additional information in the “describe other” text box in the plan template. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK.”

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.

Strategies a recipient may select may select, 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.

Check applicable boxes and provide any additional information in the “describe other” text box in the plan template. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK.”

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.

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

- Provide a Title IX Coordinator (**required**)
- Eliminate physical barriers
- Provide physical accessibility
- Provide appropriate accommodations on instructional and assessment practices
- Provide ongoing professional development on nondiscrimination to staff
- Provide student and staff diversity educational training with regards to nondiscrimination
- Provide assisted technology
- Update progress reports on IEPs

Check applicable boxes and provide any additional information in the “describe other” text box in the plan template. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK.”

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. Strategies 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;
- Using non-traditional success stories to promote participation and retention.

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

1. Comprehensive Professional Development [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 on-going workshops or conferences that are a part of a high quality, sustained and intensive professional development program.**

In-Service and Pre-Service Professional development activities may:

- 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 special populations; and assist in accessing and using data.
- Promote effective teaching skills based on research that includes promising practices.
- Promote effective practices to improve parental and community involvement.
- Promote effective use of scientifically based research and data to improve instruction.
- 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.
- Provide staff externship programs that provide relevant business experience.
- Provide programs designed to train staff specifically in the effective use and application of technology to improve instruction, which may include distance learning.

Check applicable boxes and provide any additional information in the “describe other” text box in the plan template. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK.”

2. Recruitment and Retention of Career-Technical Education Teachers, Faculty and Counselors

[Sec. 134(b)(12)(A)]

Describe your 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. Efforts may include, but are not limited to:

- Induction programs for new teachers
- Teacher mentoring programs
- Actively recruit minority teachers
- Actively recruit non-traditional teachers
- Actively recruit individuals with disabilities

Check applicable boxes and provide any additional information in the “describe other” text box in the plan template. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK”.

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

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

- New teacher induction programs
- Teacher mentoring programs
- Provide tuition reimbursement for Route B certification process
- 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.

Check applicable boxes and provide any additional information in the “describe other” text box in the plan template. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK”.

VI. Student Services (Secondary, Adult and 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.

Strategies may include, but are not limited to:

- providing information to students about occupational fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation; and
- providing information about educational programs of study and training that prepare students for employment in high-skill, high-wage, high-demand fields, including description, program admissions, typical course work, and the schools in Idaho offering degrees or certificates
- OCIS and IACP, Pathways, Programs of Study, Vocational Assessment Services, labor market information (including worker supply and demand)

Check applicable boxes and provide any additional information in the “describe other” text box in the plan template. To select a check box, double-click on the box. A prompt will ask you to select the “checked” default value, and then click on “OK”.

2. 3% Earmark for Intervention and Assessment (From Ohio’s State Plan)

Local recipients must describe how the 3% earmark for “support for learner success” will be collaboratively planned for and used.

Supporting information:

Earmarked funds (3%)

In order to support the Perkins Vision and the foundational elements of this Plan, including intensive and robust preparatory services, three percent from the secondary allocations, 3 percent from the postsecondary-colleges allocations and 3 percent from postsecondary-adult workforce education allocations will be earmarked for “support for learner success” activities that identify the way students best learn in career-technical programs and provide appropriate interventions to help all students in career-technical programs achieve at a high level. Thus, 3 percent of the total Title I Basic grant subsidy funds will be earmarked for “support for learner success” activities. The purpose of the “support for learner success” earmark is to foster a) secondary/postsecondary collaboration in support of the Perkins Vision and foundational elements of this Plan, b) seamless secondary/postsecondary education that forms a “no-way-out” system, c) education that is responsive to regional workforce development needs and d) effective supports to ensure success for learners, especially learners who are:

- At the beginning of the pipeline (Grades 7-10) and vulnerable to dropping out of high school and/or being unprepared for the Ohio Core graduation requirements and Tech Prep level career-technical coursework
- In need of extra help to avoid the expense and discouragement of remediation in order to earn a diploma, credentials, certificates and/or degrees; and
- In need of help with re-entry into the education system and a mechanism for applying earned competencies (e.g., certificates and credentials) toward the earning of a diploma and/or degrees.

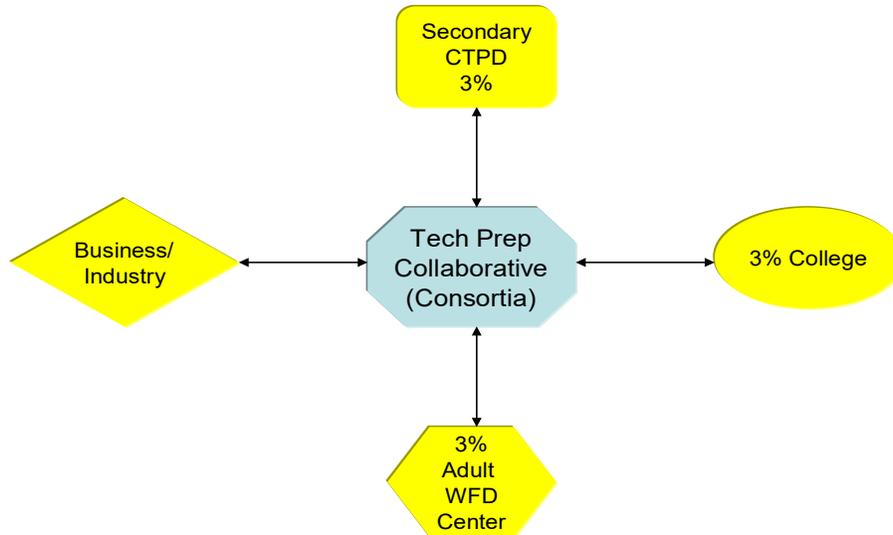
The earmark will be jointly planned for and leveraged through Ohio's Tech Prep consortia, which will include all secondary, and postsecondary Perkins recipients as well as business/industry representatives, including representatives from Ohio's 12 economic development regions. The intention of this earmarking of funds and of engaging all sub-recipients, including business/industry representatives, in strategic planning for the use of those funds, is to deploy a targeted effort to respond to Ohio's economic development priorities through efforts to ensure that more learners are successful in high quality career-technical programs.

The State will develop guidance for the administration of the earmarked funds by local recipients. After two years, Ohio will evaluate the efficiency and effectiveness of earmarking funds this way and of using the Tech Prep consortia as a means for planning and leveraging the earmarked funds across educational systems. Upon evaluation, adjustments will be made, if needed. Chart 3 illustrates the earmark model that includes CTPDs, colleges, adult workforce centers and business/industry representatives.

To assure plan approval, recipients must describe how they will collaborate with the local Tech Prep Consortia and business industry stakeholder representatives to use this 3% earmark to support the activities described above.

(Insert a brief response that addresses the required elements in the text box on the plan template)

EARMARK MODEL



***Note 1:** The arrows represent common planning and collaboration activities.

***Note 2:** The business/industry element includes representatives of the economic development region(s) served by the Tech Prep consortia.

Appendix 1 - Approval Process

(Detail on p. 7-8)

All recipients' Five-Year plans must be submitted in draft as an e-mail attachment to the assigned AFS Liaison or OBR representative for review and approval. If revisions/clarifications are needed to secure approval of the five-year plan, the AFS consultant or OBR representative assigned to the recipient will notify the recipient's primary contact person to discuss any changes needed to grant final approval. Recipients will be notified in writing when their five-Year plan is approved by AFS. Approved plans must be printed and submitted with original signatures by the superintendent/college president and treasurer/fiscal representative and mailed to:

**Ohio Department of Education
Administrative Field Services Unit
25 S. Front St. #610
Columbus, Ohio 43215**

For information or technical assistance on Local Plan development or the approval process, please call your assigned liaison or OBR Contact (colleges).

Appendix 2 – Student Definitions

A. Secondary Level

CTE Participant –

A secondary student who has earned credit in one (1) or more courses in any career and technical education (CTE) workforce development program area.

CTE Concentrator –

A secondary student who has completed a minimum of 50% of the high school credits allowed for a single career and technical education (CTE) workforce development program (e.g., health sciences or marketing), and has enrolled for additional credit at the secondary level.

B. Postsecondary/Colleges

CTE Participant –

A postsecondary/adult student who has earned one (1) or more credits in any career and technical education (CTE) program area.

CTE Concentrator –

A postsecondary/adult student who: (1) completes at least 12 career and technical education (CTE) credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

C. Postsecondary/Adult Level – Adult Workforce Education

CTE Participant –

A postsecondary/adult student who has completed a minimum of 10% of an adult workforce education career development program.

CTE Concentrator –

A postsecondary/adult student who has completed 20% of an adult workforce education career development program that terminates in the award of an industry-recognized certificate or license.

Appendix 3 - Definitions –From Perkins Act, Sec. 3

“Unless otherwise specified, in this Act:

“(1) **ADMINISTRATION.**—The term ‘administration’, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

“(2) **ALL ASPECTS OF AN INDUSTRY.**—The term ‘all aspects of an industry’ means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter, including information as described in section 118.

“(3) **AREA CAREER AND TECHNICAL EDUCATION SCHOOL.**— The term ‘area career and technical education school’ means— “(A) a specialized public secondary school used exclusively or principally for the provision of career and technical education to individuals who are available for study in preparation for entering the labor market; “(B) the department of a public secondary school exclusively or principally used for providing career and technical education in not fewer than 5 different occupational fields to individuals who are available for study in preparation for entering the labor market; “(C) a public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits, as

regular students, individuals who have completed secondary school and individuals who have left secondary school; or “(D) the department or division of an institution of higher education, that operates under the policies of the eligible agency and that provides career and technical education in not fewer than 5 different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits, as regular students, both individuals who have completed secondary school and individuals who have left secondary school.

“(4) ARTICULATION AGREEMENT.—The term ‘articulation agreement’ means a written commitment— “(A) that is agreed upon at the State level or approved annually by the lead administrators of— “(i) a secondary institution and a postsecondary educational institution; or “(ii) a sub baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and “(B) to a program that is— S. 250—4 “(i) designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and “(ii) linked through credit transfer agreements between the 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).

“(5) CAREER AND TECHNICAL EDUCATION.—The term ‘career and technical education’ means organized educational activities that— “(A) offer a sequence of courses that— “(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; “(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and “(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and “(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

“(6) CAREER AND TECHNICAL STUDENT ORGANIZATION.— “(A) IN GENERAL.—The term ‘career and technical student organization’ means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program. “(B) STATE AND NATIONAL UNITS.—An organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.

“(7) CAREER GUIDANCE AND ACADEMIC COUNSELING.—The term ‘career guidance and academic counseling’ means guidance and counseling that— “(A) provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual’s occupational and academic future; and “(B) provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs.

“(8) CHARTER SCHOOL.—The term ‘charter school’ has the meaning given the term in section 5210 of the Elementary and Secondary Education Act of 1965.

“(9) COOPERATIVE EDUCATION.—The term ‘cooperative education’ means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous S. 250—5 and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation—“(A) shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual; and“(B) may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

“(10) DISPLACED HOMEMAKER.—The term ‘displaced homemaker’ means an individual who—“(A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;“(ii) has been dependent on the income of another family member but is no longer supported by that income; or“(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and“(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

“(11) EDUCATIONAL SERVICE AGENCY.—The term ‘educational service agency’ has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.

“(12) ELIGIBLE AGENCY.—The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.

“(13) ELIGIBLE INSTITUTION.—The term ‘eligible institution’ means—“(A) a public or nonprofit private institution of higher education that offers career and technical education courses that lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree;“(B) a local educational agency providing education at the postsecondary level;“(C) an area career and technical education school providing education at the postsecondary level;“(D) a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.) or the Act of April 16, 1934 (25 U.S.C. 452 et seq.);“(E) an educational service agency; or“(F) a consortium of 2 or more of the entities described in subparagraphs (A) through (E).

“(14) ELIGIBLE RECIPIENT.—The term ‘eligible recipient’ means—S. 250—6 “(A) a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131; or “(B) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

“(15) GOVERNOR.—The term ‘Governor’ means the chief executive officer of a State.

“(16) INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY.—The term ‘individual with limited English proficiency’ means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—“(A) whose native language is a language other than English; or “(B) who lives in a family or community environment in which a language other than English is the dominant language.

“(17) INDIVIDUAL WITH A DISABILITY.—“(A) IN GENERAL.—The term ‘individual with a disability’ means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)). “(B) INDIVIDUALS WITH DISABILITIES.—The term ‘individuals with disabilities’ mean more than 1 individual with a disability.

“(18) INSTITUTION OF HIGHER EDUCATION.—The term ‘institution of higher education’ has the meaning given the term in section 101 of the Higher Education Act of 1965.

“(19) LOCAL EDUCATIONAL AGENCY.—The term ‘local educational agency’ has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.

“(20) NON-TRADITIONAL FIELDS.—The term ‘non-traditional fields’ means occupations or fields of work, including careers in computer science, technology, and other current and 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.

“(21) OUTLYING AREA.—The term ‘outlying area’ means the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

“(22) POSTSECONDARY EDUCATIONAL INSTITUTION.—The term ‘postsecondary educational institution’ means—“(A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;“(B) a tribally controlled college or university; or “(C) a

nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

“(23) POSTSECONDARY EDUCATION TECH PREP STUDENT.— The term ‘postsecondary education tech prep student’ means a student who— “(A) has completed the secondary education component of a tech prep program; and S. 250—7 “(B) has enrolled in the postsecondary education component of a tech prep program at an institution of higher education described in clause (i) or (ii) of section 203(a)(1)(B).

“(24) SCHOOL DROPOUT.—The term ‘school dropout’ means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

“(25) SCIENTIFICALLY BASED RESEARCH.—The term ‘scientifically based research’ means research that is carried out using scientifically based research standards, as defined in section 102 of the Education Sciences Reform Act of 2002 (20 U.S.C.9501).

“(26) SECONDARY EDUCATION TECH PREP STUDENT.—The term ‘secondary education tech prep student’ means a secondary education student who has enrolled in 2 courses in the secondary education component of a tech prep program.

“(27) SECONDARY SCHOOL.—The term ‘secondary school’ has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.

“(28) SECRETARY.—The term ‘Secretary’ means the Secretary of Education.

“(29) SPECIAL POPULATIONS.—The term ‘special populations’ means—“(A) individuals with disabilities; “(B) individuals from economically disadvantaged families, including foster children;“(C) individuals preparing for non-traditional fields;“(D) single parents, including single pregnant women;“(E) displaced homemakers; and“(F) individuals with limited English proficiency.

“(30) STATE.—The term ‘State’, unless otherwise specified, means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area.

“(31) SUPPORT SERVICES.—The term ‘support services’ means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and **instructional aids and devices**.

“(32) TECH PREP PROGRAM.—The term ‘tech prep program’ means a tech prep program described in section 203(c).

“(33) TRIBALLY CONTROLLED COLLEGE OR UNIVERSITY.—The term ‘tribally controlled college or university’ has the meaning given the term in section 2(a)

of the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801(a)).

“(34) TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTION.—The term ‘tribally controlled postsecondary career and technical institution’ means an institution of higher education (as defined in section 101 of the Higher Education Act of 1965, except that subsection (a)(2) of such section shall not be applicable and the reference to Secretary in subsection (a)(5) of such section shall be deemed to refer to the Secretary of the Interior) that—“(A) is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or Indian tribes; S. 250—8 “(B) offers a technical degree or certificate granting program;“(C) is governed by a board of directors or trustees, a majority of whom are Indians; “(D) demonstrates adherence to stated goals, a philosophy, or a plan of operation, that fosters individual Indian economic and self-sufficiency opportunity, including programs that are appropriate to stated tribal goals of developing individual entrepreneurships and self-sustaining economic infrastructures on reservations;“(E) has been in operation for at least 3 years;“(F) holds accreditation with or is a candidate for accreditation by a nationally recognized accrediting authority for postsecondary career and technical education; and “(G) enrolls the full-time equivalent of not less than 100 students, of whom a majority are Indians.

Appendix 4 – Federal/State Assurances

LOCAL PLAN CONTENTS (section 134 of the Carl D. Perkins Act)

Local Plans will include, at a minimum:

- Describe how CTE programs will be carried out.
- Describe how CTE activities will meet state and local adjusted levels of performance.
- Describe how the recipient will –
 - Offer the appropriate courses of not less than one of the career and technical programs of study.
 - Improve the academic and technical skills of students participating in CTE programs through integration.
 - Provide students with strong experiences in, and understanding of, all aspects of an industry.
 - Ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.
 - Encourage CTE students at the secondary level to enroll in rigorous and

challenging courses in core academic subjects.

- Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development).
- Describe how a wide variety of stakeholders are involved in the development, implementation, and evaluation of CTE programs, and how such individuals and entities are informed about, and assisted in understanding, the requirements of Perkins, including CTE programs of study.
- Provide assurances that programs are of such size, scope, and quality to bring about improvement in the quality of CTE.
- Describe the process that will be used to evaluate and continuously improve performance.
- Describe how the recipient will review CTE programs, identify and adopt strategies to overcome barriers that result in lower access or success for special populations, provide programs that enable special populations to meet local performance levels, and 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.
- Describe how individuals who are members of special populations will not be discriminated against based on this status.
- Describe how funds will be used to promote preparation for nontraditional fields.
- Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.
- Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including underrepresented groups, and the transition to teaching from business and industry.

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.

Appendix 5 - Requirements/Permissible Uses of Funds (Section 135 of the Carl D. Perkins Act)

Each recipient may not use more than 5% of the grant award for administrative purposes. The balance of the funds may be used as follows:

“SEC. 135. LOCAL USES OF FUNDS.

“(a) GENERAL AUTHORITY.—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

“(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

“(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs

through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

“(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

“(B) career and technical education subjects;

“(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

“(3) provide students with strong experience in and understanding of all aspects of an industry, which may include workbased learning experiences;

“(4) develop, improve, or expand the use of technology in career and technical education, which may include—

“(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

“(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

“(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

“(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

“(A) in-service and pre-service training on—
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“(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

“(ii) effective teaching skills based on research that includes promising practices;

“(iii) effective practices to improve parental and community involvement; and

“(iv) effective use of scientifically based research and data to improve instruction;

“(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;

“(C) internship programs that provide relevant business experience; and

“(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

“(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

“(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

“(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

“(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

“(c) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—

“(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

“(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—

“(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and

“(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

“(3) for local education and business (including small business) partnerships, including for—

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“(A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;

“(B) adjunct faculty arrangements for qualified industry professionals; and

“(C) industry experience for teachers and faculty;

“(4) to provide programs for special populations;

“(5) to assist career and technical student organizations;

“(6) for mentoring and support services;

“(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

“(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

“(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

“(10) to develop initiatives that facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs, including—

“(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;

“(B) postsecondary dual and concurrent enrollment programs;

“(C) academic and financial aid counseling for sub baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and

“(D) other initiatives—

“(i) to encourage the pursuit of a baccalaureate degree; and

“(ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

“(11) to provide activities to support entrepreneurship education and training;

“(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

“(13) to develop and support small, personalized career themed learning communities;

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“(14) to provide support for family and consumer sciences programs;

“(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school

education, or upgrade the technical skills, of the adults and school dropouts;

“(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);

“(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;

“(18) to provide support for training programs in automotive technologies;

“(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—

“(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;

“(B) establishing, enhancing, or supporting systems for—

“(i) accountability data collection under this Act;

or

“(ii) reporting data under this Act;

“(C) implementing career and technical programs of study described in section 122(c)(1)(A); or

“(D) implementing technical assessments; and

“(20) to support other career and technical education activities that are consistent with the purpose of this Act.

“(d) ADMINISTRATIVE COSTS.—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

End of Document
