

SOUTH DAKOTA **Consolidated Annual Report, 2006-2007**

I. State Administration [Section 121]

A. Sole State Agency and Governance Structure

The Office of Career and Technical Education (OCTE) in the South Dakota Department of Education administers all secondary and postsecondary career and technical education programs in the state. This structure allows OCTE to have an overall perspective of career and technical education in South Dakota. OCTE also administers Tech Prep, career guidance, and High Schools That Work/Making Middle Grades Work.

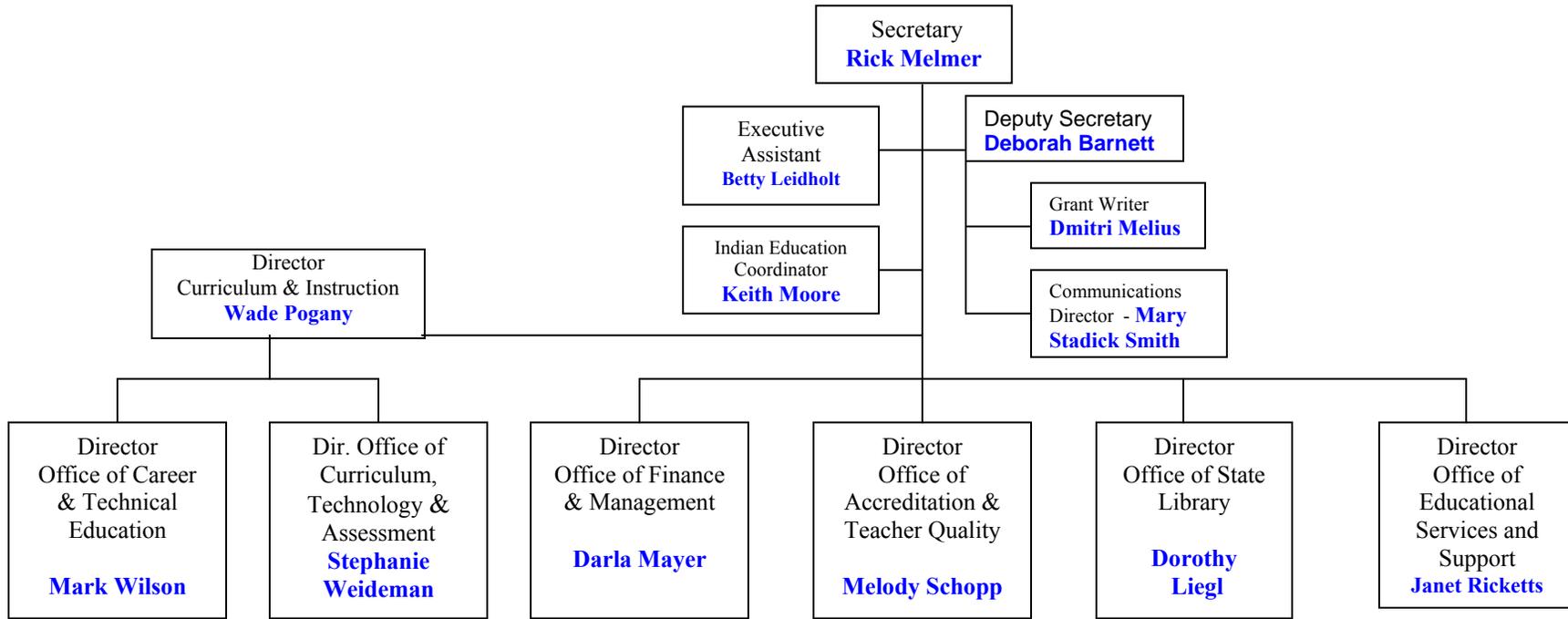
The South Dakota Department of Education has six offices: Office of Career and Technical Education; Office of Curriculum, Technology and Assessment; Office of Finance and Management; Office of Accreditation and Teacher Quality; Office of the State Library; and Office of Educational Services and Support. OCTE collaborates with the Office of Curriculum, Technology and Assessment on professional development and standards collaboration. OCTE staff work with the Office of Accreditation and Teacher Quality on teacher certification issues related to career and technical education. In addition, the High Schools That Work state director collaborates with OATQ on the statewide school accreditation system. The Director of OCTE works closely with the Office of Finance and Management to develop and manage the budget. The Assistant Director of OCTE works with the Grants Management office within OFM to monitor and manage Perkins local applications, amendments, and budgets. OCTE receives student data required for federal reports and Program Improvement from the Division of Data Collection in OFM. OCTE staff work with personnel in Data Collection and the Bureau of Information and Telecommunications to refine and revise required data bases to ensure the accuracy of data uploaded into OCTE's data collection system.

OCTE has a Director and an Assistant Director. The Director reports to the Secretary of Education who, in turn, reports to the Governor. The South Dakota Board of Education is the supervisory agency for the South Dakota Department of Education and approves South Dakota's State Plan for Perkins. The South Dakota Board of Education is the eligible agency for Perkins. Postsecondary new and continuing programs must be approved by the state board. The Secretary of Education and the South Dakota Board of Education work collaboratively to address K-12 and postsecondary education needs. The chart on the next page details the organizational structure of the SD DOE.

B. Organization of Vocational and Technical Education Programs

OCTE supervises both secondary and postsecondary career and technical education. South Dakota has middle school exploratory CTE courses (grades 7-8), high school CTE programs (grades 9-12), and postsecondary CTE programs (grades 13-14). The state is organizing its career and technical programs around the 16 career clusters. Career Cluster Implementation Committees have been meeting for over a year and have begun to develop core standards for all courses. Core standards will be validated by secondary and postsecondary teachers and business and industry representatives. Programs of study include foundational CTE courses, cluster-specific courses, pathway-specific courses and supporting upper-level academic courses. Programs of study will be piloted beginning fall of 2008. The program of study framework is the basis for developing personal learning plans. PLP's demonstrate the power of the career cluster framework to help students develop their life plans after high-school graduation.

**South Dakota Department of Education
December 19, 2007**



- Agriculture
- Business & Marketing
- Family & Consumer Sciences
- Health & Human Services Occupation
- Technology Education
- Trade & Industry
- Data Collection
- Civil Rights
- Non-Traditional
- Tech Prep
- Career & Technical Education Resource Center
- Career Guidance & Assessment
- Professional Development

- Testing & Assessment
- Content Standards
- NAEP Coordination
- Reading, Math & Science Curriculum Specialist
- Technology Integration
- Professional Development
- Writing Project (6+1)
- Title II Part D Technology
- Title II Part B Math/Science
- Reading First

- Data Collection / Reporting
- Consolidated Accounting
- Grants Management
- Student Awards / Scholarships
- State Aid
- School Finance
- E-Rate

- NCLB
- Teacher Certification
- Sch. Accreditation
- Highly Qualified Teacher
- Prof. Development
- Administrative Improvement
- Accountability Process
- Approval of Teacher Education Program
- Teacher Honors / Awards
- *EveryTeacher*
- Prof. Practices
- School Transportation
- Title II Part A Improving Teacher Quality

- Information Services
- Outreach, Development & Technology
- Administration
- Professional Development

- Title I A Basic
- Title III ELA
- Title I-C Migrant
- Title V Innovative Programs
- Special Education
- Birth to 3
- Title I F Comprehensive School Reform
- Professional Development
- Head Start/Even Start
- Title I Part D At Risk Youth
- Homeless
- Coordinated School Health
- Character Ed
- Child & Adult Nutrition
- 21st Century After-School

II. State Leadership Activities [Section 124]

A. Required Use of Funds

- Leadership funds support upgrades to the Perkins Portal web-based accountability system and Perkins application portal. The Perkins application portal is used to manage the annual applications and amendments to the applications.
- Professional development (including initial teacher preparation) activities were delivered by state universities that offer career and technical teacher preparation programs. Examples of activities funded were workshops, mentorship programs, and courses held via the Internet.
- \$60,000 of state leadership funds were designated for nontraditional training and employment activities. Four postsecondary technical institutes received leadership funds to provide nontraditional recruitment and retention activities in collaboration with the state's four Tech Prep consortiums. The nontraditional contracts specify activities to encourage student participation in and completion of courses leading to high-skill, high-wage nontraditional training and employment. Other activities include career guidance and academic counseling for students to prepare them for nontraditional training and employment; and development of work-based experiences in nontraditional careers.
- OCTE partners with the South Dakota Discovery Center, National Weather Service, and other businesses and industries and agencies across South Dakota to provide Women in Science and Technology nontraditional career awareness for female students in grades 7 through 12. Statewide partnerships provide for consistency across the state, pooling of funds and other resources. Conferences are held at five locations across the state.
- Leadership funds were used to improve three secondary programs at the Custer Youth Correctional Center, Star Academy: Welding, Carpentry and Business/Computers. The programs served over 100 incarcerated youth.

B. Permissive Activities

State Leadership funds were used to support five career and technical student organizations. Major activities included:

- ◆ Leadership camps involving approximately 500 youth;
- ◆ State Leadership events for over 2500 student participants in FBLA/PBL, FFA, FCCLA, DECA, and SkillsUSA;
- ◆ Hiring Executive Directors for career and technical student organizations; responsibilities included planning of student leadership events;
- ◆ Career guidance activities such as career planning tools.

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [Sections 131 and 134]

A. Provide a summary of the state's eligible recipients, listing the number of secondary local eligible agencies, area vocational and technical education agencies, postsecondary agencies, and consortia.

South Dakota has 168 K-12 school districts and 12 BIA or tribally controlled schools. Ten of these eligible secondary recipients have Perkins allocations which exceed the \$15,000 minimum. A waiver was granted to one rurally isolated consortium and three secondary eligible recipients because of rural isolation and sparse population. The remaining school districts are organized into 17 consortiums and four multi-districts.

Each consortium has an identified fiscal agent and Perkins contact person. The consortium, multi-district, or career/technical directors are responsible for submitting the annual Perkins application. Each local Perkins plan for a consortium describes how the Perkins funds will be distributed among members. Consortium members must address the required and permissible uses of local funds identified in the Act. The four public postsecondary technical institutes' allocations all exceed the \$50,000. One tribal college's allocation fell below the minimum \$50,000 allocation; it is located on an Indian reservation and was granted a waiver because it is extremely isolated and has no access to other technical education offerings.

Forty local applications from secondary and postsecondary institutions were approved using the criteria outlined in the State Plan and the OCTE program approval requirements. The local applications must describe how the use of Perkins III funds will help the consortium, multi-district, stand-alone school or postsecondary institution reach the goal(s) of the local Perkins plan and the Perkins Core Indicators of Performance. Budget requests **must** be tied to Program Improvement Goals, provide a clear, specific justification, and clearly impact student outcomes. Justifications may describe how a requested item helps the program meet the Perkins Core Indicators, the Program Improvement Process goals and/or program standards. Each request **must** provide an explanation of how the item will impact student outcomes in measurable terms. The secondary/postsecondary local application is attached at the end of this document.

IV. Accountability [Section 113]

A. State's Overall Performance Results and Program Improvement Strategies

OCTE continually monitors its data collection system and works with local recipients to ensure that data collected is accurate. OCTE provides technical assistance workshops for local programs and presents updates on accountability at annual career and technical education conferences, Perkins workshops, and PIP regional workshops. The OCTE director meets with postsecondary institute presidents and vice-presidents regarding accountability and data collection. OCTE staff attend in-service on performance accountability, including Data Quality Institutes, National Association of Career Technical Education Information (NACTEI) conferences, OVAE conference calls, Next Step Work Group calls to learn the most current information available on accountability. Data collection instructions and requirements are located at <http://doe.sd.gov/octe/pip/index.asp>.

A. State's Overall Performance Results and Program Improvement Strategies

Core Indicator	Final Agreed-Upon Performance Levels for 2006-2007	2006-2007 Actual Performance	Program Improvement Strategies
1S1	64.20%	71.15%	The state has exceeded this measure for several years. The OCTE professional development plan focuses on improving academic skills including reading, writing and mathematics. OCTE staff are implementing statewide frameworks for senior projects, Teachers as Advisors, 16 Career Clusters, and youth internships to demonstrate to students the importance of both academic and technical skill attainment. The state as a whole is emphasizing to schools the importance of meeting NCLB reading and math performance requirements. The actual performance for this measure may reflect the increased emphasis on doing well on the Dakota STEP, the state's NCLB assessment.
1S2	93.40%	98.75%	Technical skill attainment remains high. Local programs are encouraged to use Perkins funds to keep program equipment up-to-date. Programs of study are being developed and are based on core course technical standards. The career cluster implementation project focuses on improving curriculum design, with special emphasis on higher level technical and academic skill attainment.
2S1	71.17%	68.49%	As graduation requirements become more and more prescriptive, it becomes extremely difficult for students to choose to complete their CTE programs of study. This fact is being reflected in lower completion rates. The state continues to provide professional development to all CTE programs on ways to encourage students to complete their programs. OCTE is developing statewide youth internships with a state framework and set criteria so programs can include internships in their programs of study. The Teachers as Advisors program may provide opportunities for teacher mentors to encourage students to complete their CTE programs. Senior projects give students an opportunity to do an in-depth, semester-long study of an area in their program concentration. These additional opportunities will provide students with more ways to complete their CTE programs. The Career Clusters framework encourages students to explore wider areas within a concentration. The state's graduation requirements now include CTE courses. This may encourage students to complete their programs. The CTE scholar program encourages students to complete their programs to achieve this recognition.
2S2	SD does not give proficiency credential.	NA	NA
3S1	91.88%	87.01%	This is the first time in Perkins III that SD has not made this measure. A possible contributor could be the number of students who are not completing their programs plus there is currently not a systematic way for schools to collect the data. The past data collection system's data may not have transferred accurately into the new system either.
4S1	9.08%	10.78%	OCTE will continue to provide technical assistance to LEAs on recruiting students to nontraditional preparation. OCTE continues to collaborate with other equity projects, Tech Prep and the postsecondary nontraditional coordinators to organize and present a variety of activities to help local programs develop methods to recruit and retain students to nontraditional careers and courses/programs. Students are encouraged to enroll in and complete mathematics, science, and technology programs.

4S2	7.05%	6.64%	Teachers of nontraditional programs are beginning to realize the importance of recruiting and retaining students to their programs. Many of them participate in “equity day” activities at postsecondary institutions where students are able to participate in hands-on activities in programs nontraditional for their gender.
1P1/1P2	90.93%	91.15%	Personnel at the local postsecondary institutions employ special populations’ facilitators, tutors, lab aides, and other supports to assist students. Retention plans are in place; they include Personal Improvement Plans. Results indicate these measures are working since the performance level was exceeded.
2P1	61.50%	57.65%	Several factors affect the completion rate. A strong economy continues to lure students away from school. Students are often hired by industry before they finish their programs. Others leave when they have attained the desired skills. Increasing wages also entice students to leave before they complete their programs. Young students often cannot see the benefit of completing their programs when an employer offers them \$15 to \$20 an hour. Local institutions provide career counseling to demonstrate to students the long-term benefits of program completion. However, it is difficult to convince them that that new car or more expensive apartment could wait so they can finish their program. Institutions also offer professional and peer tutors, special accommodations, lab aides, facilitated study groups, all in an attempt to increase program completion.
3P1	95.00%	98.60%	Performance remains strong. Postsecondary institutions have data collection systems to track this data and are very intentional about follow-up surveys. Placement is one of the key marketing strategies for the postsecondary institutions.
3P2	85.36%	91.40%	Postsecondary institutions rely on the Labor Market Information Center for their one-year retention information. They also follow-up on students missing from LMIC’s report. This aids in the high percentage for this measure.
4P1	10.42%	10.56%	There was a significant increase in the performance on this measure, indicating that the nontraditional coordinators at the postsecondary institutions are being successful working with nontraditional students. OCTE collaborates with a variety of agencies to sponsor workshops to encourage students to enroll in and complete nontraditional programs. OCTE provides leadership and reserve funds to postsecondary institutions to partially fund nontraditional/equity coordinator positions.
4P2	7.30%	9.32%	Postsecondary nontraditional coordinators are demonstrating success in this measure with a significant increase in performance over the previous year. All in all, the outcomes for postsecondary measures this year are encouraging. There have been significant increases in several areas. Completion continues to pose problems; the director of OCTE is working with the presidents and vice-presidents of the postsecondary institutions to impact the outcomes for each measure. Nontraditional participation and completion are particularly encouraging. These two measures are perhaps the most difficult to impact; however, investment of leadership funds and postsecondary reserve are beginning to show positive results.

B. State's Performance Results for Special Populations and Program Improvement Strategies

Core Indicator	Agreed Upon Level of Performance	Actual Level of Performance All Students	Actual Level of Performance for Race/Ethnicity & Special Populations	Program Improvement Strategies
1S1	64.20%	71.15%	Am. Indian 46% Asian 70.59% Black 45.45% Hispanic 57.14% Disabled 23.55% Econ. Dis. 64.61% Sg. Parents 52.38% Other 48.15% LEP 18.18% NT 77.97%	The numbers for racial/ethnic minorities and special populations' groups are small. A few students can affect the performance level dramatically. Even so, it is important to analyze the lower achievement levels of even these small populations. OCTE prepared data reports for all programs and shared with teachers during the Program Improvement Process. Staff monitor Perkins budget requests to see if LEAs are designating Perkins funds to address needs of minority and special populations' students. During workshops with consortium and technical education directors, they are encouraged to allocate funds to address the needs of these populations for all core indicators. Investment seems to be positively impacting the academic and technical skill attainment.
1S2	93.40%	98.75%	Am. Indian 96.36% Asian 100.00% Black 100.00% Hispanic 100.00% Disabled 96.74% Econ. Dis. 98.79% Sg. Parents 96.88% Other 98.58% LEP 95.65% NT 97.80%	Racial/ethnic minority and special populations' students are all attaining technical skills at a higher rate than the adjusted level of performance. OCTE has worked with local recipients on budgeting funds to address the needs of these students. LEAs are requesting Perkins funds for special populations. The high achievement levels may be a result of investing extra funds in them.

Core Indicator	Agreed Upon Level of Performance	Actual Level of Performance All Students	Actual Level of Performance for Race/Ethnicity & Special Populations	Program Improvement Strategies
2S1	71.17%	68.49%	Am. Indian 60.97% Asian 52.50% Black 29.17% Hispanic 37.88% Disabled 73.42% Econ. Dis. 68.13% Sg. Parents 47.47% Other 46.45% LEP 26.56% NT 45.59%	<p>Students with disabilities are performing above the adjusted level of performance. However, other ethnic groups and special populations are not performing well. The numbers of these students are very small, however, and the percentages can be affected by small increases or decreases in the numbers. Students with other barriers, LEP, single parents and nontraditional students are below actual and negotiated levels. The state tech prep coordinator will work with regional Tech Prep coordinators and guidance counselors in schools where these populations are not meeting the required performance level. Program completion is difficult for even the majority students as described above.</p>
2S2		N/A	N/A	N/A
3S1	91.88%	87.01%	Am. Ind. 82.93% Asian 80.95% Black 92.86% Hispanic 80.00% Disabled 84.40% Econ. Dis. 87.78% Sg. Parents 97.87% Other 98.63% LEP 82.35% NT 82.26%	<p>This measure was not met by most populations this year, which is unusual. Black students, single parents and students with other barriers rank above the negotiated levels. Other groups will be monitored at the state and local levels. Once again, the numbers in the subgroups are small. The state plans to develop a uniform data collection instrument which may help increase performance in this measure.</p>
4S1	9.08%	10.78%	Am. Ind. 13.19% Asian 11.11% Black 17.64% Hispanic 10.00% Disabled 5.34% Econ. Dis. 11.68% Sg. Parents 6.90% Other 8.08% LEP 13.21%	<p>When all minority/ethnic students are combined, they exceed the negotiated level of performance. Nontraditional/equity specialists continue to address the issues of both nontraditional students and minority groups and other special populations within the measure. Nontraditional coordinators in each Tech Prep consortium provide activities at their consortium schools to encourage students to enroll in nontraditional programs. Students spend a day on the campuses of postsecondary technical institutes experiencing nontraditional careers through hands-on activities.</p>

Core Indicator	Agreed Upon Level of Performance	Actual Level of Performance All Students	Actual Level of Performance for Race/Ethnicity & Special Populations	Program Improvement Strategies
4S2	7.05%	6.64%	Am. Ind. 6.67% Asian 66.67% Black 50.00% Hispanic 0% Disabled 4.92% Econ. Dis. 9.42% Sg. Parents 14.29% Other 0% LEP 0%	Racial/ethnic minority student numbers are so small that they are probably not statistically significant. However, OCTE will continue to provide technical assistance to all populations to encourage nontraditional enrollment and completion, as well as professional development for guidance counselors, administrators, and classroom teachers. Workshops will be conducted at the annual summer conference to address nontraditional issues
1P1/1P2	90.93%	91.15%	Am. Ind. 94.44% Asian 81.82% Black 85.31% Hispanic 76.47% Unknown 88.28% Disabled 84.09% Econ. Dis. 91.41% Sg. Parents 93.69% Displ. Hmkr. 80.95% Other 81.34% LEP 100.00% NT 90.87%	For the most part, subgroups are achieving at or lower than the actual level of performance. Native American students, the largest minority group, receive special services at the postsecondary schools; one school has a Native American counselor. Native American students, the largest minority population, are doing well which probably reflects the extra support they receive through counseling and support groups. Other minority groups are very small in number. These populations can benefit from increased levels of support, and OCTE will monitor to ensure that Perkins funds are being directed toward their needs. The postsecondary schools all have special populations' coordinators to monitor the needs of students.

Core Indicator	Agreed Upon Level of Performance	Actual Level of Performance All Students	Actual Level of Performance for Race/Ethnicity & Special Populations	Program Improvement Strategies
2P1	61.50%	57.65%	Am. Ind. 58.33% Asian 70.00% Black 100.00% Hispanic 69.23% Unknown 38.64% Disabled 51.85% Econ. Dis. 64.14% Sg. Parents 58.74% Disp. Hmkers 69.57% Other 52.31% LEP 0.00% NT 51.28%	<p>I believe the subgroups reflect the fact that the overall measure was not met. Numbers for minority students are generally small; Native Americans, the largest group, are achieving at rates below other minorities. However, minority students except those designated as "other" are outperforming the actual level of performance. OCTE will work with postsecondary student services personnel to address student needs. Native American coordinators will continue to provide the supports needed for students. Native Americans deal with cultural difference, separation from families and their reservations, plus insufficient academic preparation. Special populations' students receive services from veteran counselors at all institutions. Of particular concern are students with disabilities, and students with other barriers to success. Postsecondary personnel attend local, state, regional and national professional development to learn techniques for helping these groups.</p>
3P1	95.00%	98.60%	Am. Ind. 95.83% Asian 100.00% Black 100.00% Hispanic 100.00% Unknown 98.54% Disabled 94.37% Econ. Dis. 98.48% Sg. Parents 96.30% Displ. Hmkrs 96.43% Other LEP 0 NT 95.65%	<p>All groups performed above the negotiated level of performance. Each postsecondary institution has special populations' specialists on staff to attend to the needs of students. One school has a Native American coordinator because of high enrollment of Native students. Most institutes use Perkins funds for tutors and lab aides.</p>

Core Indicator	Agreed Upon Level of Performance	Actual Level of Performance All Students	Actual Level of Performance for Race/Ethnicity & Special Populations	Program Improvement Strategies
3P2	85.36%	91.40%	Am. Ind. 100.00% Asian 87.50% Black 80.00% Hispanic 83.33% Unknown 65.96% Disabled 88.24% Econ. Dis. 90.13% Sg. Parents 94.48% Displ. Hmkrs 96.88% Other 90.00% LEP 100.00% NT 95.44%	Native American students exceed the negotiated level of performance. Each postsecondary institution has special populations' specialists on staff to assist these students. One school has a Native American coordinator because of high enrollment of Native students. Most institutes use some Perkins funds for tutors and lab aides. All special populations groups exceeded the negotiated level of performance.
4P1	10.42%	10.56%	Am. Ind. 24.55% Asian 6.25% Black 15.38% Hispanic 12.50% Other 16.81% Disabled 11.50% Econ. Dis. 11.67% Sg. Parents 13.89% Displ. Hmkrs 23.08% Other 11.44% LEP 0.00%	It is exciting to see the progress in 4P1 and 4P2. The investment of state leadership funds and postsecondary reserve are having a positive affect on this measure. The postsecondary NT and Tech Prep coordinators will be asked to do more work with the secondary teachers to try to give them strategies to help the secondary nontrad measures. Native American students are below the negotiated level but above the actual level of performance. Special populations' students are achieving at or above the negotiated level of performance.
4P2	7.30%	9.32%	Am. Ind. 17.78% Asian 12.50% Black 33.33% Hispanic 20.00% Other 11.43% Disabled 7.69% Econ. Dis. 11.49% Sg. Parents 11.01% Displ. Hmkrs. 12.50% Other 9.29% LEP 00.00%	Once again, the outcome for this measure is positive. All groups are at or above the negotiated and actual levels of performance.

C. Definitions

Vocational Participant: A student enrolled in at least one vocational technical education course

Vocational Concentrator: A student who earned two Carnegie units of credit within a program and is at least a junior in high school. (The definition has not changed.)

Vocational Completer: A student who earned two Carnegie units of credit or more in a program and has graduated. This includes 12th graders graduating who earned at least two Carnegie credits in a prior year but were not enrolled in the program for 2006-2007.

Tech Prep Student (Secondary): A student who has completed an identified career cluster or pathway consisting of a sequence of both academic and technical courses. This process begins in high school and continues with articulated postsecondary credits leading to an apprenticeship program, diploma, or associate or baccalaureate degree. A Tech Prep student has skills and competencies for entry-level employment and/or advanced educational programs. (The definition has not changed.)

Tech Prep Student (Postsecondary)

A Tech Prep student is a postsecondary student who uses an articulation agreement at the technical institute. (The definition has not changed.)

Perkins IV definition of secondary career and technical education concentrator:

Concentrator– A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipient.

D. Measurement Approaches

Core Indicator	Measurement Approach	Measurement Definition	Assessment of Quality
1S1	State Academic Assessment System	<p>Numerator: Total number of vocational education completers who attained a complete battery percentile rank score of 50 or higher on the Stanford Achievement Test 10.</p> <p>Denominator: Total number of vocational education completers taking the Stanford Achievement Test.</p>	<p>SD has the same issue as many other states with its ability to measure academic attainment for secondary CTE students. The SAT 10 test is given in the 11th grade. Many completers do not complete or even begin their CTE programs until 12th grade. The Perkins Accountability Portal does provide a tracking system to help LEAs monitor students who might not be enrolled in the senior year but who have obtained the two Carnegie units to become a completer. At least the Portal improves the accuracy of the students counted in this measure. SD cannot afford end-of-course exams at this time or other tests that would be given only to CTE students to ascertain the academic impact of CTE.</p>
1S2	State/Local Assessment System	<p>Numerator: Total number of vocational education concentrators and completers attaining at least 70% of vocational and technical skills.</p> <p>Denominator: Total number of concentrators and completers.</p>	<p>Measure is adequate for this indicator. SD cannot afford a pre-post-test alternative or an end-of-course exam to determine vocational and technical skills attainment. The Perkins Accountability Portal provides a tracking system to help LEAs keep track of students who might not be enrolled in the senior year but who have obtained the two Carnegie units to become a completer. These students are at least then counted in the measure.</p>
2S1	State/Local Assessment System	<p>Numerator: Number of senior students who earned two or more Carnegie units of credit in this program and will graduate.</p> <p>Denominator: Number of senior students enrolled in the program this reporting year.</p>	<p>Measurement is adequate. Most schools have data management systems which track the grade level status of students. The Perkins Accountability Portal provides a tracking system to help LEAs keep track of concentrators who might not be enrolled in the senior year but who are becoming completers.</p>
2S2	N/A	N/A	N/A

Core Indicator	Measurement Approach	Measurement Definition	Assessment of Quality
3S1	State-developed, School-administered Surveys/Placement Records	<p>Numerator: All secondary students who completed this vocational technical education program and are placed in further education, military services or employment.</p> <p>Denominator: Total secondary students who completed this vocational technical education program.</p>	Measure for this core indicator is adequate. Most SD schools are small and student surveys work well. Larger schools have data collection systems that allow them to collect this information and report it to the State. However, the State is planning to develop a uniform guide for collecting placement data.
3S2	SD does not give a proficiency credential.	N/A	N/A
4S1	State/Local Administrative Data	<p>Numerator: Number of nontraditional enrollees in this program preparing for nontraditional occupations.</p> <p>Denominator: Total number of traditional and nontraditional students enrolled in this program preparing for non-traditional occupations.</p>	This measure is satisfactory. Programs that prepare for nontraditional careers are clearly identified to LEAs. With the Perkins Accountability Portal, nontraditional programs are identified within the system which increases the accuracy of this measure.
4S2	State/Local Administrative Data	<p>Numerator: Number of nontraditional completers of this non-traditional program.</p> <p>Denominator: Number of all completers (traditional plus nontraditional) of this nontraditional program.</p>	Same as 4S1.

Core Indicator	Measurement Approach	Measurement Definition	Assessment of Quality
1P1 and 1P2	Overall Grade Point Average	<p>Numerator: Total number of threshold students (full-time) of state-approved technical programs with a cumulative GPA of 2.0 or higher.</p> <p>Denominator: Total number of threshold students (full-time) of state-approved technical programs leading to a diploma or AAS degree.</p>	<p>The State and local recipients agree that this is a good measure. Students must attain program competencies to attain the 2.0 grade point average. This is true for academic and technical skills. All postsecondary agencies are accredited by the Higher Learning Commission. Part of their accreditation is a review of grading policies and standards. Local institutes feel confident that grade point average is an accurate measure of academic and technical skill attainment.</p>
2P1	State/Local Administrative Data	<p>Numerator: Number of entering first-year, full-time students (cohort group) of state-approved technical education programs who earned a diploma or AAS degree.</p> <p>Denominator: Number of entering first-year, full-time students of state-approved technical education programs (cohort group).</p>	<p>This is a good measure. Postsecondary institutions have sophisticated data systems and trained personnel to work with the data. All institutions have agreed on the definition of cohort group to help ensure consistency of data reporting.</p>
3P1	State-developed, School-administered Surveys/Placement Records	<p>Numerator: Number of program completers employed, in the military, or going on for further education within six months following graduation.</p> <p>Denominator: Number of program completers.</p>	<p>This measure is satisfactory. A six-month follow-up is done through student surveys. Postsecondary personnel follow-up with students who do not complete the survey through phone surveys, mail, fax, and e-mail.</p>

Core Indicator	Measurement Approach	Measurement Definition	Assessment of Quality
3P2	Administrative Record Exchange	<p>Numerator: Graduates of state-approved technical institute programs and, according to UI wage records, are employed, in the military or attending advanced education one year following graduation.</p> <p>Denominator: Total graduates of state-approved technical institute programs leading to a diploma or AAS degree.</p>	Data accuracy has improved over the past years. Individual institutions work with the Department of Labor to locate students who do not show up in the UI wages.
4P1	State/Local Administrative Data	<p>Numerator: Number of non-traditional enrollees in programs preparing for non-traditional occupations.</p> <p>Denominator: Total number of students enrolled in programs preparing for non-traditional occupations.</p>	This is a good measure. Postsecondary institutions have nontraditional coordinators who provide support services to students enrolled in these programs. Nontraditional and Tech Prep personnel work in partnership to provide training for teachers in nontraditional programs. All programs preparing students for nontraditional careers are clearly identified in the Perkins Portal to ensure accuracy of data reporting.
4P2	State/Local Administrative Data	<p>Numerator: Number of nontraditional completers of this non-traditional program.</p> <p>Denominator: Number of all completers (traditional plus nontraditional) of this nontraditional program.</p>	Same as for 4P1.

E. Improvement Strategies

The Office of Career and Technical Education will continue to provide technical assistance to all local secondary and postsecondary programs to help them meet the expectations and requirements of Perkins III, especially accountability. OCTE is working with the Department of Education's programmers to develop and refine the Perkins Accountability Portal. The Perkins Accountability Portal mines data from the SD Department of Education's data base for students and teachers. The majority of student information including gender, race, grade level, economically disadvantaged and LEP status are drawn directly from the state system. This helps ensure that the data is more accurate than if LEAs entered the data manually. The OCTE staff works closely with the software developers to verify that reports are accurate. They check and recheck reports to make sure the data is pulling correctly to the reports. The Perkins Portal which collects all Perkins data and Perkins applications provides reports for all secondary and postsecondary programs in an easy-to-use web-based program. Each LEA can run reports for every program and also for statewide performance in all programs. Therefore, LEAs can compare their progress with statewide data, providing a benchmark for them to evaluate their performance. OCTE staff follow-up with every school by phone, fax, or e-mail to make sure that the data is as accurate as possible. Local administrators sign assurance forms that data reported are accurate and reliable. OCTE staff attend the National Association for Career Technical Education Information (NACTEI) professional conference, OVAE Data Quality Institutes, Next Steps Work Group conference calls, and other activities related to Perkins III. OCTE provides ongoing technical assistance to local career and technical programs and educators and administrators to help them understand and implement the requirements of Perkins III. Improvement strategies are also included in the tables above. The OCTE web site contains links to important data collection, accountability and program improvement documents at <http://doe.sd.gov/octe/pip/index.asp>.

V. Monitoring Follow-up

No review conducted during this program year.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

N/A

ANNUAL PERKINS SECONDARY/POSTSECONDARY APPLICATION

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

This Application is for Title I Part C state-allocated funds.

For school year 2006-2007, the Perkins Annual Application will be submitted to the Office of Career and Technical Education and approved ONLINE through the South Dakota Perkins Accountability Portal. You may use this work packet as a planning tool with career technical teachers and consortium members. NO paper applications should be submitted. Portal address is <http://vistronix.state.sd.us/octeperkinsapp>.

As in the past, however, hard copy of the **Consortium Allocation Transfer of Funds** form, the **General Assurances** page, and **Authorization** page with the original signature of the authorized official of the submitting agency plus 2 copies must be submitted to:

**Department of Education
Office of Career and Technical Education
700 Governors Drive
Pierre, SD 57501-2291**

The Office of Career and Technical Education (OCTE) reserves the right to reject any application if the application does not meet the criteria or there is a lack of available funds.

APPLICATIONS ARE DUE IN THE OFFICE OF CAREER AND TECHNICAL EDUCATION (OCTE) May 1, 2007

Eligible recipients for Title I Part C state-allocated funds include:

- CATEGORY 1:** School districts who were allocated amounts over \$15,000 and are not a member of a consortium or multi-district.
- CATEGORY 2:** The five legally constituted career and technical education multi-districts meeting the \$15,000 minimum allocation.
- CATEGORY 3:** Consortiums - two or more school districts that have joined together in order to meet the minimum \$15,000 grant requirements.
- CATEGORY 4:** Postsecondary technical institutions that provide vocationally-approved programs meeting the minimum of \$50,000 allocation.
- CATEGORY 5:** Schools districts or postsecondary institutes whose allocation falls below the minimum but have received an OCTE-approved waiver.

Purposes of the Perkins Act:

- ◆ further develop the academic, career and technical skills of career and technical students through high standards
- ◆ link secondary and postsecondary career and technical programs
- ◆ increase flexibility in the administration and use of federal funds
- ◆ disseminate national research about career and technical education

- ◆ **provide professional development and technical assistance to career and technical educators**

DEFINITIONS

Articulation Agreement: The term means a written commitment to a program designed to provide students with a non-duplicated sequence of progressive achievement leading to a degree or certificate in a Tech Prep program.

Career and Technical Education: Organized educational programs offering a sequence of courses or instruction in a sequence or aggregation of occupational competencies directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. These programs must include competency-based, applied learning that contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills and the occupationally specific skills necessary for economic independence as a productive and contributing member of society.

Career / Technical Program: A planned sequence of instruction, courses, services or activities designed to meet an occupational objective.

Career and Technical Student Organizations (CTSOs): Secondary and postsecondary career and technical student organizations (CTSOs) offer educational opportunities tied directly to what is being taught in the classroom, including both academic and technical course content. By combining academic, technical, leadership, teamwork and communication skills, as well as a strong focus on citizenship and entrepreneurship, CTSOs are an integral part of the curriculum, not an “extra-curricular” activity.

Displaced Homemaker: 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 two years after the date on which the parent applies for assistance under this title; and
- (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Economically Disadvantaged Person: Identified as a “special population”; individuals who receive free or reduced lunch, receive TANF, receive benefits under the Food Stamp Act, receive services under Title I, Chapter I of the Education Act of 1965 or have other indicators of economic status that identify them as in need of economic assistance.

Eligible Agency: A State Board designated or created consistent with state law as the sole state agency responsible for the administration of career and technical education or for supervision of the administration of career and technical education in the state. In South Dakota, this board is the South Dakota State Board of Education.

Eligible Institution:

- (A) An institution of higher education;
- (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 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 Act or the Act of April 16, 1934;
- (E) An educational service agency; or
- (F) A consortium of two or more of the entities described in subparagraphs (A) through (E).

Eligible Recipient:

- A) A local educational agency, an area career and technical education school, an educational service agency or a consortium eligible to receive assistance; or
- B) A postsecondary institute or consortium of postsecondary institutes eligible to receive assistance.

Equipment – tangible items that can depreciate, such as digital cameras, computer systems (monitor, keyboard, CPU), modules, welders, etc. Items will be inventoried in the State Inventory System.

Individuals with a Disability:

- (A) A person with a physical or mental impairment that substantially limits one or more major life activities;
- (B) A person with a record of such a physical or mental impairment; or
- (C) A person who is regarded as having such an impairment.

In-Kind Contributions: Facilities, overhead, personnel and equipment fairly valued.

Instructional Materials: Instructional and related or supportive materials, including materials using advanced learning technology, in any occupational field that is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field and appropriate counseling and guidance material.

Limited English Proficiency: 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 whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language.

Local Educational Agency (LEA): A board of education (or other legally constituted local school authority) having administrative control and direction of public elementary or secondary schools in a city, county, township, school district or political subdivision in a state, or any other public educational institution or agency having administrative control and direction of a career and technical education program.

Local Plan: Each eligible agency desiring assistance under this Title for any fiscal year shall prepare and submit to the Office of Career and Technical Education a Local Plan for a five-year period, together with such annual revisions as required by OCTE.

Nontraditional Training and Employment: Occupations or fields of work, including careers in computer science, technology and other emerging high skill occupations, for which individuals from one gender comprise fewer than 25% of the individuals employed in each such occupation or field of work.

Prevocational Training Programs: Programs designed to provide attitudinal and motivational services to students prior to their entering career preparatory programs. Programs may also include basic skills development, assessment of student needs, abilities, aptitudes and interests in relation to career and technical education and jobs, as well as guidance and counseling services.

Program: The recipient's entire career system, whether funded with federal or non-federal funds.

Program Areas: Defined as secondary career and technical disciplines including Technology Education, Marketing, Agriculture, Business and Office, Health Occupations, Family and Consumer Sciences, New and Emerging (Information / Communications Technology), and Trade and Industrial and a wide variety of postsecondary programs, including Agriculture, Business, Health, Information / Computer Technology, and Trades and Industrial.

Sequential Course of Study: An integrated series of courses directly related to the educational and occupational skills' preparation of individuals for jobs or preparation for postsecondary education.

Single Parent: An individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody.

Special Assistance: Specially designed instruction, teachers' aides to support classroom or laboratory instruction, taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments and other similar services and actions, as well as facility modifications.

Special Populations:

- (A) Individual with disabilities;
- (B) Individuals from economically disadvantaged families, including foster children;
- (C) Individuals preparing for nontraditional training and employment;
- (D) Single parents, including single pregnant women;
- (E) Displaced homemakers; and

- (F) Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

State Board: A board designated or created by state law as the sole state agency responsible for the administration of career and technical education or for supervision of the administration of career and technical education in the state.

State Plan: Each eligible agency desiring assistance under this Title for any fiscal year shall prepare and submit to the US Office of Education a State Plan for a five-year period, together with such annual revisions as the eligible agency determines to be necessary.

Supplanting of Funds: Replacing state or local funds appropriated with federal funds. (In preparing their applications for federal funds, local educational agencies need to be certain that such funds would not replace (supplant) state or local funds appropriated for the same purposes.)

Supplementary / Support Services: Curriculum modification, equipment modification, classroom modification, supportive personnel and instructional aids and devices.

Tech Prep Program: A program of study that –

- (A) Combines at least two years of secondary education (as determined under state law) and two years of postsecondary education in a non-duplicative sequential course of study;
- (B) Strengthens the applied academic component of career and technical education through the integration of academic, and career and technical instruction;
- (C) Provides technical preparation in an area such as engineering technology; applied science; a mechanical, industrial or practical art or trade; agriculture; a health occupation; business or applied economics;
- (D) Builds student competence in mathematics, science and communications (including through applied academics) in a coherent sequence of courses; and
- (E) Leads to an associate degree or a certificate in a specific career field and to high-skill, high-wage employment or further education.

LOCAL USES OF FUNDS

Each eligible recipient receiving funds under this Act **may use NOT more than 5% for administrative purposes.** The balance of the funds may be used as follows:

Required Uses of Local Funds:

1. Strengthen academic, career and technical skills of students through integration of academic, career and technical programs.
2. Provide programs that address all aspects of an industry.
3. Develop, improve and expand the use of technology, which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries.
4. Provide professional development for teachers, administrators and counselors, including in-service and pre-service training and practices to involve parents and the community.
5. Evaluate programs and assess how special populations are being served.
6. Develop and upgrade programs.
7. Provide services of sufficient size, scope and quality.
8. Link secondary and postsecondary education.

Permissible Uses of Local Funds:

1. Involve parents, business and labor organizations in planning, implementing and evaluating career and technical education programs.
2. Provide career guidance and academic counseling.
3. Provide work-related experiences.

4. Provide programs for special populations.
5. Support local business and education partnerships.
6. Assist Career and Technical Student Organizations.
7. Provide mentoring and support services.
8. Lease, purchase and upgrade equipment.
9. Provide initial teacher preparation, including that for teacher candidates from business and industry.
10. Develop and improve curriculum.
11. Support Family and Consumer Sciences Education.
12. Provide programs for adults and school dropouts to complete secondary education.
13. Provide services for placement in employment and further education.
14. Support nontraditional training and employment.
15. Other activities consistent with purposes of this Act.

Standard Unallowable Costs

1. Capital expenditures
2. Equipment and supplies for building maintenance.
3. General storage files or cabinets not designed to store specific tools or equipment.
4. Standard classroom furniture not unique to the instructional program. (Except for new programs.)
5. Furniture, files and equipment utilized by the teacher or instructor. (Except for new programs.)
6. Vehicles such as automobiles, trucks, buses, airplanes, boats, golf carts, snow mobiles, motorcycles.
7. Leasing of vehicles, car rentals, etc.
8. Consumable supplies to be made into products to be sold or to be used personally by students, teachers or other persons (paper, pens, CO₂ cartridges, toner cartridges, batteries, etc.).
9. Instructional aids, uniforms, tools or other items to be retained by the students.
10. Maintenance contracts, equipment repair and excessive installation costs.
11. Meals, banquets, entertainment.
12. Contingency or "petty cash" funds.
13. Dues/memberships to professional organizations or societies.
14. Gifts, door prizes, etc.
15. Lodging, food, transportation, registration fees, dues for Career Technical Student Organizations
16. Supplanting.

ANNUAL APPLICATION (INSTRUCTIONS FOR COMPLETION)

The regular annual application will be submitted ONLINE through the South Dakota Perkins Accountability Portal, <http://vistrionix.state.sd.us/octeperkinsapp>.

Hard copy of the **General Assurances** page and **Authorization** page must be submitted bearing the original signatures of the authorized official of the submitting agency for each application category.

- Step 1. General Assurances. Read and complete only one General Assurances set for the school, multi-district or consortium.
- Step 2. Complete only one Annual Application for Federal Funds - Authorization Page for the school.
- Step 3. Select each approved career and technical education program that will be operated during the -2007 school year.

LINKING USE OF PERKINS FUNDS TO THE LOCAL PERKINS PLAN: To link the use of Perkins funds to the activities described in the Local Perkins Plan, please write the justification in the appropriate text box in the Perkins application portal. Justifications must address at least one of the following three: 1) How the requested funds help the program meet the Perkins Core Indicators of Performance; 2) How the requested funds help the

program meet Program Improvement Goals; and 3) How the requested funds help the program meet program standards. All requests must address the following: How will the requested item(s) improve or enhance student learning? How will you measure student outcomes?

Step 4. List contracted salaries and benefits that will be used to pay for services/activities that will benefit either ALL career and technical education programs or specific programs.

Step 5. List supplemental/contractual services that will benefit ALL or specific career and technical education programs.

Step 6. Itemize travel. Include **traveler's name and program name** with appropriate justifications.

Step 7. Itemize instructional material that will be purchased to benefit ALL or specific career and technical education programs.

Step 8. Itemize equipment purchases that will benefit ALL or specific career and technical education programs.

Be sure to list equipment requests in order of priority and provide written justification, including how the equipment will be used to meet the needs of special population students.

Step 9. Budget Summary Page. Review requested use of Perkins III funds.

FINAL NARRATIVE - due with the request for final payment and NO LATER THAN JUNE 30, 2007.
Submitted online through Perkins Accountability Portal or via e-mail.

LOCAL ANNUAL PERKINS APPLICATION
CONSORTIUM ALLOCATION TRANSFER OF FUNDS

I certify that the _____ has formed a
Multi-District/Consortium Name

consortium for the purpose of receiving federal vocational funds under Title I -
Part C of the Carl D. Perkins Vocational and Technical Education Act of 1998.

The following federal vocational and technical education funds allocated to

_____ are to be released to
Local Educational Agency

_____, for the school
Multi-District/Consortium Fiscal Agent

year 20 ____ - 20 ____.

Title I - Part C, Basic Grant – Vocational and Technical Programs \$ _____

Date

Signature of Local Education Agency Superintendent

Send ONE SIGNED FORM PER CONSORTIUM MEMBER (if applicable) to the Office of Career and Technical Education.

School/Consortium/Multi-district/Postsecondary Institution _____

ANNUAL APPLICATION FOR APPROVAL OF VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

This Perkins application is a firm request for assistance from funds available through the Carl D. Perkins Vocational and Technical Education Act. The application is consistent with the purposes of the Act and with the intent of the South Dakota State Plan for the Office of Career and Technical Education.

GENERAL ASSURANCES

This applicant certifies to the South Dakota Board of Education that:

1. All programs, services and activities covered by this application will be conducted in accordance with Titles I, II and III of the Act, Regulations and the State Plan.
2. Federal funds made available will be used to supplement and, to the extent practical, to increase the amount of local funds that would, in the absence of such federal funds, be made available, and in no case to supplant such local funds; supporting documents will be maintained for audit that specifically identify the purpose for which federal funds have been expended.
3. By accepting federal funds, the recipient hereby agrees to establish and maintain fiscal control and accounting procedures, as set forth in current federal regulations, in order to ensure proper disbursement of, and accounting for, federal funds for the intended purpose.
4. By accepting federal and/or state funds, the recipient hereby agrees to repay any funds that have been finally determined through the federal or state audit resolution process to have been misspent, misapplied or otherwise not properly accounted for.
5. Equipment purchased and curriculum developed with federal funds remain the property of the State of South Dakota.
6. The local application has been developed taking into consideration other educational and training resources available in the area including private and trade schools.
7. The applicant maintains documentation to verify the eligibility of students enrolled in programs supported by federal funds for education of students who are members of special populations.
8. The local applicant agrees to comply with all state and federal rules and regulations regarding nondiscrimination on the basis of disability, race, color, national origin and sex.
9. The local applicant agrees that if a curriculum grant is approved, two copies of the materials, booklets, etc. must be sent to Office of Career and Technical Education before final payment is made.
10. The state may terminate this grant within 30 days after approval for violation of this agreement or applicable regulations.
11. Funds expended under this Act will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity or its employees or any affiliate of such an organization.
12. State and local funds will be used in the schools that are receiving federal funds under the Act to provide services that, taken as a whole, are at least comparable to services being provided in schools that are not receiving such federal funds.

13. Individuals who are members of special populations will be provided with equal access to recruitment, enrollment and placement activities to the full range of career and technical education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs and, to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.
14. Career and technical education planning for individuals with disabilities will be coordinated between appropriate representatives of career and technical education, special education and state vocational rehabilitation agencies.
15. The provision of career and technical education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible.
16. Career and technical education programs/support activities funded under Title I, Part C, in a consortium arrangement shall be available to ALL students of the participating LEAs in the consortium.
17. No funds made available under this Act shall be used to require any secondary student to choose or pursue a specific career path or major.
18. No funds made available under this Act shall be used to mandate that an individual participation in a career and technical education program, including a career and technical program that requires the attainment of a federally funded skill level, standard or certificate of mastery.
10. No funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered.
20. No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that such students may use equipment and facilities purchased with funds under this Act.
21. The portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection (section 325(b)) shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. (Sec 325(a))
22. Funds made available under this Act may be used to pay for the costs of career and technical education services required in an individualized education plan developed pursuant to section 614(d) of the Individuals with Disabilities Education Act (IDEA) and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. (Sec. 325(c))
23. All programs, services and activities covered by this application will be conducted in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the U. S. Office for Civil Rights' "Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap."
24. Statistical data (Student Enrollment, Completer Data, Standards and Measures) and financial and descriptive reports required by Office of Career and Technical Education will be submitted on time.
25. WHEN PLANNING EXPENDITURE OF PERKINS FUNDS, ELIGIBLE RECIPIENTS MUST DESCRIBE HOW THE REQUESTS ARE RELATED TO PERKINS STANDARDS AND MEASURES OUTCOMES, PROGRAM IMPROVEMENT PROCESS (PIP) GOALS, PROGRAM STANDARDS/COMPETENCIES, AND MEASURABLE STUDENT OUTCOMES.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, 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 the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant 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 this Federal grant 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 subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. 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:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) 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) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) 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;

Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above assurances and certifications.

NAME OF APPLICANT	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

PERKINS BASIC GRANT FINAL NARRATIVE 2006-2007

SCHOOL/CONSORTIUM/MULTI-DISTRICT/POSTSECONDARY INSTITUTION:

Project Title _____
(Obtain information from approved Authorization Page)

Program (if applicable) _____
(Obtain information from approved Authorization Page)

DUE WITH REQUEST FOR FINAL PAYMENT

1. Did all of the career and technical programs included in this application complete the Standards and Measure via the Perkins Accountability Portal? YES NO. If not, this will need to be accomplished before the final payment is authorized.
2. Describe the activities that were accomplished that improved the academic and technical skills of students. List specific number(s) (#1-13) from your local Perkins plan that relate to this item.
3. What methods were used so students were taught about all aspects of the industry in the program in which the students were enrolled? List specific number(s) (#1-13) from your local Perkins plan that relate to this item.
4. How were parents, students, business and industry, employee representatives and special populations, as well as the OCTE Program Improvement Process (PIP), involved in the evaluation of programs included in this application? List specific number(s) (#1-13) from your local Perkins plan that relate to this item.
5. Describe how discrimination against special population students was prevented and how the needs of special population students were met. List specific number(s) (#1-13) from your local Perkins plan that relate to this item.
6. Describe the activities that were accomplished to increase the enrollment of nontraditional students. List specific number(s) (#1-13) from your local Perkins plan that relate to this item.
7. Describe the professional development activities from the local four-year plan that were funded by Perkins III allocated dollars. List specific number(s) (#1-13) from your local Perkins plan that relate to this item.
8. Describe the activities that programs accomplished to link secondary and postsecondary technical education more closely. List specific number(s) (#1-13) from your local Perkins plan that relate to this item.