**NARRATIVE**

1. **How CTE programs will be carried out:**

Gallatin County High School currently has two Career and Technical Education programs: agriculture and business. Because of the use of rotational classes, we offer our students the choice of three career majors in business and four career majors in agriculture. Career majors in business include: Administrative Support, Business Management and Business Technology. Career majors in agriculture include: Horticulture and Plant Science Systems, Structural and Technical Systems, Animal Science Systems, and Agribusiness. For the 2013-2014 school year the agriculture department will be offering dual credit courses through Murray State University. The business department consists of a model office classroom and a computer lab. The agriculture department consists of two classrooms, a shop, greenhouse and a modular computer/science lab. The two CTE programs are an integral part of the total school curriculum. Instruction consists of classroom instruction and hands-on activities in the various CTE labs. Integration with academic teachers is encouraged as a way to meet state and local performance and accountability levels. CTE student organizations (FFA and FBLA) are an integral part of each program. Students compete at regional, state, and national levels in both CTE student organizations. Also available to students is the Student Technology Leadership Program (STLP). This club provides students with the opportunity to compete in Technology associated events. During the 2012-2013 school year FFA students had many accomplishments. Three Impromptu speakers and the parliamentary procedure team won regional contests and will compete in the state contest in June.

1. **Timeline for Career Pathways:**

Gallatin County High School has articulation agreements and career pathways with the following postsecondary institutions: Gateway Community and Technical College, Northern Kentucky University, Jefferson Community and Technical College, Sullivan University and Lincoln College of Technology. All career majors have an appropriate career pathway. In the 2013-2014 school year the agriculture department will be offering dual credit classes through Murray State University in Ag Business, Animal Science, Vet Science, and Intro to Ag Education.

1. **Integration efforts:**

Agriculture students collaborated with business students working to improve team building skills throughout the year. The principles of Ag class and Ag Science classes collaborated with the English department on implementing writing strategies in the classroom. Integration pieces included topics such as avoiding plagiarism, responding to a prompt, writing a thesis statement, and writing an editorial. Students in Ag Science also collaborated with the media specialist to learn how to use scholastic research articles and how to take notes from text. Students also gained insight in how to properly cite sources. Students in Ag Science benefited from collaboration with the Biology department on topics in ecology that will appear on the end of course assessments this year. The landscape class collaborated with the various schools in the district to improve the landscape and school grounds.

The Business Communications class collaborated with the English department to create letters of complaint. Students in the Accounting class visited Integra Bank and are taught banking concepts by bank employees. They also worked with the local IGA store to do a price comparison project to be included as a writing portfolio piece. Business Law collaborated with the social studies department to complete a lesson on federal, state, and district court systems. Business Principles collaborated with the 4H group to create business plans which will be entered into the county fair exhibits to be judged. These projects definitely improved both academic and technical skills of the students. For the 2013-2014 school year, each CTE teacher will conduct at least one integration project with an academic teacher.

1. **Rigorous standards for all students:**

CTE students are taught the same coherent and rigorous content as other students. Administrators ensure these rigorous standards through monthly monitoring. Once each month, administrators do classroom observations looking for numerous signs of comprehensive, rigorous and relevant content aligned with challenging academic standards. Administrators interview teachers and students to determine the extent of coherent and rigorous content being taught. Students in FBLA mentored elementary students who are members of the "Be the E" entrepreneurship club sponsored by the Gallatin County Extension Office. Members met the 2nd Wednesday of each month and worked on advertising techniques and their record books.

Student Resource Officer Morris, who is also a member of the Gallatin County Sheriff's Office was a guest speaker on several occasions in the Business Law class. Students were given the opportunity to ask questions and to get to know local laws and law enforcement officers. In addition, Rhonda Huddleston, local attorney served as guest speaker to the same class to discuss the importance of contracts in their adult life.

Students in FFA participated in the “Kick Butts Day” at the middle school in March educating students on the health benefits of not using tobacco products. Ten students taught lessons to students in grades 6-8.

1. **Student enrollment in challenging academics:**

Students are encouraged to enroll in challenging courses in academic subjects. CTE teachers display career pathways, which shows academic courses needed to complete the pathway, in their classroom. With the addition of new career majors we have courses to meet the needs of all students. The school implemented a high school scheduling fair in which our CTE teachers act as “scheduling mentors” to their assigned students to ensure students are taking appropriate classes to achieve their post-secondary goals. For this event, our CTE teachers have developed a career pathway course sheet for all students listed as Preparatory in a career major. The sheet is used to help the student, parent/guardian, and staff member choose the correct classes to complete their career major during the scheduling fair. In addition, students are now required to “apply” for their elective classes based on their career major pathway. The application includes questions regarding the student’s career goals, ILP, and future coursework. This encourages students to think about their future and implement a plan to works towards their goals.

1. **All aspects of an industry:**

Students have the opportunity to understand and gain experience in all aspects of an industry through school sponsored activities. Students can enroll in a cooperative education program in order to gain experience in their career choice. All seniors are required to complete a Senior Culminating Event. One component of the Senior Culminating Event is a career portfolio. The portfolio consists of a resume, career research, job application, career interview, budget, community service and a career project of at least 15 hours. This activity promotes student awareness of their career objective. The senior culminating event project tasks also adhere to the Administrative Skill Standards and therefore taught in conjunction with the Advance Computer Applications. CTE concentrators and Advanced Computer Applications students also have the opportunity to obtain industry certifications, such as MOS and A+. Students also gain experience in career development through the FFA, FBLA and STLP. Every Agriculture class has a specific career development event designed to evaluate students on industry knowledge and skills, as well as participating in a Supervised Agriculture Experience Program

1. **Professional development availability:**

Teachers have attended workshops/conferences that promote integration activities. As a result, CTE teachers will implement at least one integration activity with an academic teacher during the 2013-2014 school year. The district leadership team (D.I.L.T.) will deliver professional development activities. This group, consisting of administrators and teachers, including a business teacher, will observe instruction, then reflect and de-brief the experience and recommend effective actions. D.I.L.T. has taught CTE teaches how to work in a Professional Learning Community and share in ideas and strategies throughout the building with other teachers. Classroom based staff development will be delivered by in-house educators which will prepare educators to deliver instruction derived from content and performance standards. In April of 2013 teachers will write their professional growth plans for the following year and choose professional development activities that meet the needs of their professional growth plans. Teachers will target areas in their classrooms that they feel need improvement and will seek out and plan their own growth this gives each teacher individualized PD to allow them to gain the most from their PD. At the beginning of the school year, the district also provides a technology training day to all its employees. During this time, teachers attend sessions to provide them with new ideas for implementing technology in their classroom. Our CTE teachers also attend a several addition professional development opportunities through the school year. For example, the CTE conference held each year at the Galt House in Louisville and the National Business Education Association conference.

In June 2013 the Agriculture teachers will attend the Kentucky Writing Project Summer Tech Conference to develop skills for implementing Ipads into the classroom. This 3 day conference will provide Ag Teachers with tools and skills for better implementing technology into the classroom.

1. **Stakeholder involvement in CTE programs:**

All CTE programs have an advisory committee consisting of business, industry, school administrator, former students, current student, parents and community leaders. The advisory committees assist in determining the needs of the CTE programs based on PLAN, ACT, quality core and KOSSA scores. Committee members recommend changes in program and course offerings to meet the needs of business and industry, hire co-op students and assist in student placement. They also support CTE student organizations, advise as to the need for changes to facilities and equipment, and help evaluate the program each year. Each year the CTE teachers up-date their advisory committee members on changes in the Perkins law, district and school policies and curriculum. The high school business advisory consists of Rena Mylor, President of the Chamber of Commerce; Matthew Zubaty of the Bank of Kentucky and former GCHS business concentrator and FBLA member and Lora Stewart, UK extension office Gallatin County. The committee met and discussed ways the business department could collaborate with local businesses and agencies in order to gain real world business experience while still in high school and also ways to showcase work being done in the business department. The UK Extension office will showcase business plans at the county fair and The Bank of Kentucky is working out an arrangement for guest speakers and tours of the bank. The FFA advisory committee consists of the FFA Alumni who act as a sponsor to support the activities of the CTE program. The Alumni president is Jackie Scott. The advisory committee would also like to see some type of job shadowing and to possibly work get local businesses to work directly with the teachers to assist in curriculum for specialized content. This is an area being reviewed by the Chamber of Commerce President. The advisory committee will meet again in the fall of the 2013-2014 school year to discuss/address new issues and ideas.

1. **Size, scope and quality:**

See number one above. The CTE department is located in an entire wing of the high school. The agriculture program has two teachers, two classrooms, a shop and greenhouse. The business department has one teacher and one classroom. Both departments have an office. Over 60% of all high school students enroll in a CTE class. According to the latest Perkins Accountability Report, Gallatin County met all of the performance measures. CTE students have won numerous regional, state and national awards. Agriculture students hold offices in the FFA regional and state organizations. This success is even greater when you consider that Gallatin County is one of the smallest counties in the state. The CTE programs set the standard for the rest of the school.

1. **Local evaluation of programs:**

The CTE Department meets regularly to discuss improvements in state assessment scores. The CTE department along with the CTE coordinator evaluates CTE student scores on the K-Prep, KOSSA and Perkins Accountability Measures Report. From this evaluation teachers have discussed and implemented strategies to increase student success. On these days the CTE department meets to review, update, and discuss the program review in each area and discuss ways for improving the CTE department as a whole

1. **Special population performance levels:**

Special population students take an active role in all aspects of the high school curriculum. Collaborative teachers assist the students in their regular classrooms and help with homework and assessments. Regular admissions and release meetings are scheduled with administrators, teachers and special populations coordinator in attendance. Special population students are actively involved in: the co-op program, ILP and the Senior Culminating Event. The Youth Service Center also provides specific services to students as needed. CTE teachers have attended special workshops/conferences to learn innovative strategies to assist special population students and to prepare them for high wage, high skill or high demand occupations. Local labor market analysis is used to determine high demand occupations.

1. **Prevent discrimination against special populations:**

Special population students are represented in all CTE classes and take an active part in the class. Collaborative teachers work with students in the agriculture and business classrooms as needed. Special population students take part in all career exploration activities, such as our college/career day. A representative of the special education department is always invited to CTE department meetings. Career and Technical Education teachers are always included in the student’s Admission and Release Committee meetings. Special population students also enroll in the co-op program.

1. **Promote nontraditional fields:**

The CTE coordinator sponsors an annual college/career day where over 45 college representatives and local business/industry talks to all students about career opportunities. The CTE classrooms display posters depicting workers in non-traditional fields. Career and Technical Education teachers invite non-traditional career speakers to their classrooms. CTE teachers actively recruit for their classes. The FBLA officer team holds membership drives at the beginning and end of each year in order to recruit students into FBLA and the CTE classes. Both Agriculture and Business CTSOs also are present at the High School and Beyond College Fair Program to provide information to students and parents. The CTE teachers also hold informational sessions at the High School and Beyond Program to inform students and parents of our department. In addition, the school implemented a high school scheduling fair in which our CTE teachers act as “scheduling mentors” to their assigned students to ensure students are taking appropriate classes to achieve their post-secondary goals. For this event, our CTE teachers have developed a career pathway course sheet for all students listed as Preparatory in a career major. The sheet is used to help the student, parent/guardian, and staff member choose the correct classes to complete their career major during the scheduling fair.

1. **Career guidance and counseling services:**

The CTE coordinator along with the high school counselor implements a comprehensive guidance and counseling service. The CTE coordinator sponsors an annual college/career day and the guidance counselor takes students on campus visits throughout the year. Seniors have the opportunity to receive the Career Passport/Work Ethic Diploma, sponsored by the Northern Kentucky Chamber of Commerce. Students work throughout the senior to attain the number of points necessary to receive the diploma. The Senior Culminating Event is also a career activity where students have to complete a career related project, a career portfolio and presentation before a business and industry panel. A CAPP (college awareness and promotion program) was initiated this year as a way to promote transition to post-secondary education. The school requested and received five t-shirts from every post-secondary institution in the state. Teachers then selected several of the shirts to wear to school on Fridays. Students were encouraged to ask the teachers questions about the institution that they were promoting. College Now, a new program has been implemented to allow students to obtain dual credit. These are examples of the many activities that link students to education and training opportunities. In addition, the school implemented a high school scheduling fair in which our CTE teachers act as “scheduling mentors” to their assigned students to ensure students are taking appropriate classes to achieve their post-secondary goals. For this event, our CTE teachers have developed a career pathway course sheet for all students listed as Preparatory in a career major. The sheet is used to help the student, parent/guardian, and staff member choose the correct classes to complete their career major during the scheduling fair.

1. **Recruit, retain and transition new CTE teachers:**

The district employs a CTE coordinator that helps recruit, retain and transition new CTE teachers. The CTE coordinator is a former CTE teacher and that experience will help transition new teachers into the district and high school system. The CTE coordinator job description specifies that most state required documentation is the responsibility of the coordinator. This will allow teachers to focus on teaching and not paperwork requirements which will help both recruitment and retaining CTE teachers.

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

**July 1, 2013 – June 30, 2014**

kdelogo

***PLANNED USE OF FUNDS—KDE Budget Page with MUNIS Codes***

**Objective: To Collaborate with local businesses and post-secondary institutions to provide smoother transition for students from high school to post-secondary education and careers.**

**Program(s) Current Amount**

**Affected: \_Agriculture Enrollment: \_200 Requested: $ 500**

**JUSTIFICATION**

1. Identify the performance indicator/s for which this funding will be directed.

* \_\_\_ 1S1 Academic Attainment Reading
* \_\_\_ 1S2 Academic Attainment Math
* \_\_\_ 1S3 Academic Attainment Science
* \_\_\_ 1S4 Academic Attainment On-Demand Writing
* \_\_ 2S1 Technical Skills Attainment
* \_X\_\_ 3S1 Secondary School Completion
* \_X\_\_ 4S1 Graduation Rate
* \_X\_\_ 5S1 Secondary Placement
* \_X\_\_ 6S1 Non-Traditional Participation
* \_X\_\_ 6S2 Non-Traditional Completion

2. How will this expenditure impact or improve the program?

* By exposing students to real-world industry and post-secondary institutions student graduation rate and college and career readiness will be increased.
* Student engagement will be increased through the real world tasks. Students will make strong connections between classroom instruction and real-world careers, business, and education.

3. How did you determine that this expenditure was a relevant need in the program?

* Agriculture is moving from the traditional methods to a more highly technological and advanced area. Through instructional field trips students will be able to gain real world experience and make strong connections between classroom concepts and real world jobs.

4. Are articulation agreements in place for this program(s)? \_X\_\_ Yes \_\_\_ No

5. Is a program of studies in place for this program(s)? \_X\_\_ Yes \_\_\_ No

**BUDGET SUMMARY: Using the line item budget below, identify each item requested and it’s estimated cost.**

|  |  |  |
| --- | --- | --- |
| **Category/Description** | **Cost (Round to nearest dollar)** | **KDE MUNIS Code** |
| **Curriculum/Program of Studies/Assessment** |  |  |
| **Professional Development Activities** |  |  |
| **Instructional Material** |  |  |
| **Stipends/Salaries** |  |  |
| **Support Services** |  |  |
| **Equipment/Software** |  |  |
| **Other**  **1.Instructional Field Trips, College Campus Tours etc.** | **$500** | **0894** |

**USES OF FUNDS**

Required Use (Identify use)

**#2** link career and technical education at the secondary level and career and technical education at the postsecondary level

**#3** provide students with strong experience in and understanding of all aspects of an industry, which may include work‐based learning experiences

**#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.

Permissible Use (Identify use)

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

**July 1, 2013 – June 30, 2014**

kdelogo

***PLANNED USE OF FUNDS—KDE Budget Page with MUNIS Codes***

**Objective: To improve and modernized CTE programs in order to meet industry standards.**

**Program(s) Current Amount**

**Affected: \_Agriculture Enrollment: \_200 Requested: $ 3800**

**JUSTIFICATION**

1. Identify the performance indicator/s for which this funding will be directed.

* \_\_\_ 1S1 Academic Attainment Reading
* \_\_\_ 1S2 Academic Attainment Math
* \_\_\_ 1S3 Academic Attainment Science
* \_\_\_ 1S4 Academic Attainment On-Demand Writing
* \_X\_ 2S1 Technical Skills Attainment
* \_\_\_ 3S1 Secondary School Completion
* \_\_\_ 4S1 Graduation Rate
* \_\_\_ 5S1 Secondary Placement
* \_\_\_ 6S1 Non-Traditional Participation
* \_\_\_ 6S2 Non-Traditional Completion

2. How will this expenditure impact or improve the program?

* By Purchasing Ipads for student use in the classroom, students will have access to various applications, internet, and be able to complete research. Ipads will increase student engagement and allow learning to be more student centered and student inquiry based.

3. How did you determine that this expenditure was a relevant need in the program?

* Agriculture is moving from the traditional methods to a more highly technological and advanced area. Each and every day new research, articles, and current events surface. By providing Ipads for student use students will have the latest and most up to date information. They will have access to websites and articles that offer information on cutting edge technology.
* Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.

4. Are articulation agreements in place for this program(s)? \_X\_\_ Yes \_\_\_ No

5. Is a program of studies in place for this program(s)? \_X\_\_ Yes \_\_\_ No

***MUST HAVE A BUDGET PAGE FOR EACH OBJECTIVE – Not Necessarily each Program Area***

**BUDGET SUMMARY: Using the line item budget below, identify each item requested and it’s estimated cost.**

|  |  |  |
| --- | --- | --- |
| **Category/Description** | **Cost (Round to nearest dollar)** | **KDE MUNIS Code** |
| **Curriculum/Program of Studies/Assessment**  **1.** |  |  |
| **Professional Development Activities**  **1.** |  |  |
| **Instructional Materials**  **1.** |  |  |
| **Stipends/Salaries**  **1.** |  |  |
| **Support Services**  **1.** |  |  |
| **Equipment/Software**  **1.7 IPads and Otterbox Cases** | **$3800** | **0734** |
| **Other** |  |  |

**USES OF FUNDS**

Required Use (Identify use)

**#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

**#3** provide students with strong experience in and understanding of all aspects of an industry, which may include work‐based learning experiences

**#4** develop, improve, or expand the use of technology in career and technical education

**#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

**#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

Permissible Use (Identify use) Purchase, upgrade equipment, Provide programs for special education student, develop and expand postsecondary offerings, Develop or implement curriculum, particularly for high skill/wage/demand occupation

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

**July 1, 2013 – June 30, 2014**

kdelogo

***PLANNED USE OF FUNDS—KDE Budget Page with MUNIS Codes***

**Objective: To increase academic and technical skills by 2% on KOSSA assessment.**

**Program(s) Current Amount**

**Affected: \_ Agriculture Enrollment: \_ 200 Requested: $ 3300**

**JUSTIFICATION**

1. Identify the performance indicator/s for which this funding will be directed.

* \_X\_\_ 1S1 Academic Attainment Reading
* \_X\_\_ 1S2 Academic Attainment Math
* \_X\_\_ 1S3 Academic Attainment Science
* \_X\_\_ 1S4 Academic Attainment On-Demand Writing
* \_X\_\_ 2S1 Technical Skills Attainment
* \_X\_\_ 3S1 Secondary School Completion
* \_\_\_ 4S1 Graduation Rate
* \_X\_\_ 5S1 Secondary Placement
* \_\_\_ 6S1 Non-Traditional Participation
* \_\_\_ 6S2 Non-Traditional Completion

2. How will this expenditure impact or improve the program?

* Special Populations students increase skill development with the use of hands-on technology.
* Instructional material will be used to facilitate integration projects with academic teachers.
* Professional Development Opportunities are provided to teachers at the Kentucky Agricultural Teachers Conference through hands on workshops.
* Teachers will collaborate will core content teachers to improve the quality of units being taught as well as increase rigor and help students in CTE programs gain a better understanding of the standards set forth by end of course assessments
* Silk flowers for demonstration purposes will allow students more hands-on opportunities in floral design class.
* Collaborate with colleges and business to increase transition to college and career.

3. How did you determine that this expenditure was a relevant need in the program?

* The Agriculture Department will be attending will workshops that will expand leadership develop skills and provide opportunities for career success. The students will also be attending workshops that will provide them with leadership and career-readiness skills necessary for post-secondary education. Agriculture Teachers will attend training to improve KOSSA scores and technical skills attainment these trainings may include but are not limited to: KACTE Summer Conference in Louisville, KY; Agricultural Education Update Trainings, Professional Development in to develop assessment items and add rigor to classroom work.
* Teachers in Agricultural education need to work collaboratively with teachers in core content areas more frequently to increase technical skills through the use of core content standards as well as increase rigor.
* Additional instructional supplies are needed to ensure that students receive the best possible instruction available.

4. Are articulation agreements in place for this program(s)? \_X\_\_ Yes \_\_\_ No

5. Is a program of studies in place for this program(s)? \_X\_\_ Yes \_\_\_ No

***MUST HAVE A BUDGET PAGE FOR EACH OBJECTIVE – Not Necessarily each Program Area***

**BUDGET SUMMARY: Using the line item budget below, identify each item requested and it’s estimated cost.**

|  |  |  |
| --- | --- | --- |
| **Category/Description** | **Cost**  **(Round to nearest dollar)** | **KDE MUNIS Code** |
| **Curriculum/Program of Studies/Assessment** |  |  |
| **Professional Development Activities**  **1.KAAE Workshops/ Summer Conference/Technical upgrade workshops** | **$1500** | **0580** |
| **Instructional Materials**  **1. Reference materials (3-D models and posters) for Ag. Business, Vet Science, Horticulture, AgriScience, and Ag. Construction.** | **$1300** | **0647** |
| **Stipends/Salaries** |  |  |
| **Support Services** |  |  |
| **Equipment/Software** |  |  |
| **Other**  **Supervision of student organization activities** | **$500** | **0580** |

**USES OF FUNDS**

Required Use (Identify use)

**#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

**#2** link career and technical education at the secondary level and career and technical education at the postsecondary level

**#3** provide students with strong experience in and understanding of all aspects of an industry, which may include work‐based learning experiences

**#4** develop, improve, or expand the use of technology in career and technical education

**#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

**#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

**#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.

Permissible Use (Identify use)

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

**July 1, 2013 – June 30, 2014**

Description: Description: kdelogo

***PLANNED USE OF FUNDS—KDE Budget Page with MUNIS Codes***

**Objective: To increase skill standards (KOSSA) and state test scores.**

**Program(s) Current Amount**

**Affected: Business Enrollment: \_200 Requested: $3600**

**JUSTIFICATION**

1. **Identify the performance indicator/s for which this funding will be directed.**

* \_X\_\_ 1S1 Academic Attainment Reading
* \_X\_ 1S2 Academic Attainment Math
* \_\_\_ 1S3 Academic Attainment Science
* \_\_\_ 1S4 Academic Attainment On-Demand Writing
* \_X\_ 2S1 Technical Skills Attainment
* \_X\_ 3S1 Secondary School Completion
* \_\_\_ 4S1 Graduation Rate
* \_\_\_ 5S1 Secondary Placement
* \_\_\_ 6S1 Non-Traditional Participation
* \_\_\_ 6S2 Non-Traditional Completion

1. **How will this expenditure impact or improve the program?**

* Students will complete hands-on activities in order to develop their academic knowledge and technical skills through integrated projects in core content areas. **(required use of funds #1)**
* Funds will be utilized to purchase supplemental and resource material to emphasize technical skills and career exploration. **(required use of funds #1, #3, and #4)**
* Classroom teachers and CTE coordinator will attend professional development conferences in order to obtain best practices to improve teaching strategies and to improve all performance indicators. **(required use of funds #4,5)**
* Funds will be used for supervision of FBLA supervision and instructional field trips for CTE students. **(required use of funds #3)**
* Funds will be utilized to collaborate with core academic areas to strengthen academic and technical skills**. (required use of funds #1)**
* Teachers will encourage students to enroll in CTE programs and to take advantage of articulated and dual credit courses. **(required use of funds # 1, 2, 5)**
* Students will be closely monitored in order to determine post-secondary placement. **(required use of funds #1,3, 8)**
* Funds will be utilized to purchase material that will promote project based learning to enhance real world application and career exploration. **(required use of funds #7)**
* Funds will be spent on alternative curriculum material/software in order to meet student’s needs which will in turn assist in the retention and academic progress of special populations. **(required use of funds #6, 9)**

1. **How did you determine that this expenditure was a relevant need in the program?**

* State PPM report indicates students are not meeting state performance levels.
* These activities and funds will help meet the accountability goal for technical skill attainment.

**4. Are articulation agreements in place for this program(s)?** \_X\_\_ Yes \_\_\_ No

**5. Is a program of studies in place for this program(s)?** \_X\_ Yes \_\_\_ No

***MUST HAVE A BUDGET PAGE FOR EACH OBJECTIVE – Not Necessarily each Program Area***

**BUDGET SUMMARY: Using the line item budget below, identify each item requested and it’s estimated cost.**

|  |  |  |
| --- | --- | --- |
| **Category/Description** | **Cost**  **(Round to nearest dollar)** | **KDE MUNIS Code** |
| **Curriculum/Program of Studies/Assessment** |  |  |
| **Professional Development Activities**  1. CTE Summer Conference Registration fees/meals/lodging  2. Kentucky Society for Technology in Education Conference registration/meals/lodging/fees  3. College and career readiness workshops/conferences | **$1100**  **$700**  **$300** | **0580**  **0580**  **0580** |
| **Instructional Materials**  1.Reference Material  -CD/DVDs for career exploration, post-secondary options and technical skills  2.Supplemental Books  -to supplement classroom activities for additional practice in technical skills for KOSSA. | **$500**  **$500** | **0647**  **0643** |
| **Stipends/Salaries** |  |  |
| **Support Services** |  |  |
| **Other**  **Supervision of FBLA activities** | **$500** | **0580** |

**USES OF FUNDS**

Required Use (Identify use)

**#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

**#2** link career and technical education at the secondary level and career and technical education at the postsecondary level

**#3** provide students with strong experience in and understanding of all aspects of an industry, which may include work‐based learning experiences

**#4** develop, improve, or expand the use of technology in career and technical education

**#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

**#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

**#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.

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

**July 1, 2013 – June 30, 2014**

Description: Description: kdelogo

***PLANNED USE OF FUNDS—KDE Budget Page with MUNIS Codes***

**Objective: To increase industry certification attainment.**

**Program(s) Current Amount**

**Affected: Business Enrollment: \_200 Requested: $3100**

**JUSTIFICATION**

1. **Identify the performance indicator/s for which this funding will be directed.**

* \_X\_\_ 1S1 Academic Attainment Reading
* \_X\_ 1S2 Academic Attainment Math
* \_\_\_ 1S3 Academic Attainment Science
* \_\_\_ 1S4 Academic Attainment On-Demand Writing
* \_X\_ 2S1 Technical Skills Attainment
* \_X\_ 3S1 Secondary School Completion
* \_\_\_ 4S1 Graduation Rate
* \_\_\_ 5S1 Secondary Placement
* \_\_\_ 6S1 Non-Traditional Participation
* \_\_\_ 6S2 Non-Traditional Completion

1. **How will this expenditure impact or improve the program?**

* Funds will be spent to purchase industry certification exams. **(required use of funds #7)**
* Students will complete hands-on activities in order to develop their academic knowledge and technical skills through integrated projects in core content areas. **(required use of funds #1)**
* Funds will be utilized to purchase supplemental and resource material to emphasize technical skills and career exploration. **(required use of funds #1, #3, and #4)**
* Funds will be utilized to purchase material that will promote project based learning to enhance real world application and career exploration. **(required use of funds #7)**
* Funds will be spent on alternative curriculum material/software in order to meet student’s needs which will in turn assist in the retention and academic progress of special populations. **(required use of funds #6, 9)**

1. **How did you determine that this expenditure was a relevant need in the program?**

* The business department is steadily growing and we must keep up with current trends and the most up-to-date technology.
* PPM report indicates students are not meeting state performance levels.
* These activities and funds will help meet the accountability goal for technical skill attainment.

**4. Are articulation agreements in place for this program(s)?** \_X\_\_ Yes \_\_\_ No

**5. Is a program of studies in place for this program(s)?** \_X\_ Yes \_\_\_ No

***MUST HAVE A BUDGET PAGE FOR EACH OBJECTIVE – Not Necessarily each Program Area***

**BUDGET SUMMARY: Using the line item budget below, identify each item requested and it’s estimated cost.**

|  |  |  |
| --- | --- | --- |
| **Category/Description** | **Cost**  **(Round to nearest dollar)** | **KDE MUNIS Code** |
| **Curriculum/Program of Studies/Assessment**  1. MOS Certiprep for certifications  2. MOS Vouchers for certifications  3. ASK Assessment & Pre-Assessment for certifications | **$800**  **$1000**  **$1000** | **0646** |
| **Professional Development Activities** |  |  |
| **Instructional Materials**  1.Reference Material  Modules containing hands-on activities for career exploration, post-secondary options and technical skills. | **$300** | **0647** |
| **Stipends/Salaries** |  |  |
| **Support Services** |  |  |
|  |  |  |

**USES OF FUNDS**

Required Use (Identify use)

**#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

**#3** provide students with strong experience in and understanding of all aspects of an industry, which may include work‐based learning experiences

**#4** develop, improve, or expand the use of technology in career and technical education

**#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;

**#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.

Permissible Use (Identify use)

Assisting FBLA student organization

GALLATIN COUNTY HIGH SCHOOL

MUNIS CODE

2013-2014 School Year

**0202144 (Business Department)**

0580 (Travel) $2200.00

0643 (Books, Study Guides $ 500.00

0646 (Certification tests) $2800.00

0647 (Reference Mat.) $ 800.00

Total $6300.00

**0202140 (Agriculture Department)**

0580 (Travel) $2000.00

0647 (Reference Mat.) $1300.00

0734 (Tech Hardware) $3800.00

0894 ( Inst. field trip) $ 500.00

Total $7600.00

**0202032 (Guidance) (CTE Coordinator)**

0580 (travel) $ 400.00

PERKINS GRAND TOTAL $14300.00

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

**July 1, 2013 – June 30, 2014**

kdelogo

***APPENDIX A – PROGRAMS OF STUDY—Attach one Career Pathway not previously submitted. See KDE website for template or developed pathways.*** [***www.education.ky.gov***](http://www.education.ky.gov) ***(search for Career Pathways)***

**Identify each CTE program available at the school and indicate whether or not a program of study is currently available for students. If a program of study is available, it must be attached.**

**All programs have a career pathway and they have been previously submitted.** X YES

**CTE PROGRAM CAREER PATHWAY AVAILABLE**

AGRICULTURE X YES NO

BUSINESS X YES NO

YES NO

***APPENDIX B – ADVISORY COMMITTEES—List names, titles, and business/category represented. Meeting agendas and minutes should be on file for audit purposes and need not be submitted.***

For each CTE program offered, identify members of the programs Advisory Committee. (Include title and category)

**Agriculture Department:**

Katie Brown, Teacher

Heather Hill, Teacher

Jackie Scott, Parent and alumni president

Angie Baker, Teacher

Lora Stewart, 4-H youth development agent

Robert Scott, Parent

Tony Jury, Assistant Principal

Larry Vaught, CTE Coordinator

Kristy Jury, Alumni Member

David Hull, County Ag Agent

Mariah Gullion, Student

**Business Department:**

Andrew Lovett, teacher

Rena Mylor, President, Gallatin County Chamber of Commerce

Matthew Zubaty, Bank of Kentucky

Lora Stewart, 4-H youth development agent

Angie Baker, Teacher

Larry Vaught, CTE Coordinator

**Perkins – Appendix D (Documentation of the 9 Required Uses of Funds)**

1. *Strengthen academic, career and technical skills of students through the integration of academic, career and technical programs.*

Ag Teachers will collaborate with the following academic teachers

* English Department: Avoiding Plagiarism Lessons, Writing an editorial and developing a good thesis and claim statement. Mrs. Howell worked with Ms. Sanders to help improve her teaching writing in the classroom.
* Media Specialist: Mrs. Howell worked with Ms. Baker to teach students how to use credible and scholarly sources for researching, how to take notes from an article and how to properly cite sources
* Business Department: Teachers collaborated with Ms. Baker to teach team building and leadership skills within our CTE programs
* Construction Math is utilized in Greenhouse and Agriculture Construction classes to plan facilities uses, designing Adirondack chairs, designing greenhouse structure models, determines physics of construction models
* The Vet Science class completed a “Posology” or veterinary math unit, which consisted of learning how to solve fraction and decimal problems, convert units of measurement, and determine ratios, all with a focus on determining and administering veterinary medicines.
* Mrs. Howell used Ecology ACT End of Course Standards and Assessments to teach an ecology unit in Agriscience that is in line with the End of Course Assessments in Biology.
* Mrs. Howell collaborated with Biology department to teach the scientific method.
* Mrs. Howell collaborated with Chemistry teacher to perform titration experiment.
* Various aspects of anatomy, genetics, cell structure along with physical and earth science are incorporated in the Principles of Agriculture Science and Technology and Agri-science classes. , as well as Animal Science, and Vet Science.
* Chemistry was incorporated into both Principles of Agriculture and Animal Science, as students completed many experiments around food science.
* Physics is integrated in the Ag. Construction/Power course by experimenting with student power output.
* All classes use record keeping to incorporate business math. Students used their SAE records to calculate and determine if they were making a profit on their SAE projects. Students in all agricultural classes recorded goals and skills obtained through their Supervised Agricultural Experience Program and recorded financial information on proficiency forms, highlighting their SAEs. Students with the most outstanding SAEs and proficiency applications will compete at the regional level.

Business teachers will collaborate with the following academic teachers:

English Department will collaborate with business department on persuasive techniques and letters of complaint. Our focus will be to incorporate reading and writing across the curriculum.

Art department will collaborate with Accounting on 3D visual art project for Accounting concepts. Our focus will be critical thinking and analyzing.

Science Department will collaborate with Business Communications on anatomy of vocals, speech and voice projection.

Math department will collaborate with Business Management to develop a budget for a start-up company.

Social Studies department will collaborate with Business Principles to review the history of business in the United States and throughout the world.

A school wide collaboration project will have all teachers/departments using the FBLA formatting guide when formatting various documents. This will allow all students to be familiar with and utilize one type of formatting across all contents.

1. *Link secondary and postsecondary education.* Links can be achieved through at least one program of study, transitional curriculums, articulation agreements, and joint professional development activities.

Throughout the year students in all agriculture classes have the opportunity to meet with and discuss representatives from several colleges including Gateway, Brown-Mackie, University of Northwest Ohio and several others. Students gain insight on applying to college and understanding how to apply for and receive financial aid.

During the 2013-2014 school year, the agriculture department will by offering dual-credit courses through Murray State University.

Kentucky Occupational Skills Standards Assessment (KOSSA) – Students must

complete 3 classes in an Agricultural Career Major to sit for the KOSSA assessment. Students may earn up to three hours of college credit.

The business department has an articulation agreement with Gateway Community and Technical College. As a school we have developed College Awareness through the College Awareness T-shirt days. The business department periodically brings in guest speakers from post-secondary institutions such as colleges and the military. There is an annual college/career fair for students to gain insight into colleges and careers.

Business students will tour First Farmers Bank to learn about bank related careers.

Doug Miles of Carrollton Federal Bank is working in collaboration with Ms. Baker to be a guest speaker throughout the school year and speak on various topics of the financial literacy curriculum.

Business students will take a comparison shopping field trip to the local IGA grocery store.

Student Resource Officer Ryan Morris will also be guest speaker for Business Law discussing various aspects of law throughout the year.

1. *Provide programs that address all aspects of an industry,* meaning that the student must have strong experience (work based learning) and a comprehensive understanding of the industry he or she is preparing to enter.

Students have the opportunity to enroll in the following courses: Greenhouse Technology, Agriculture Power & Construction, Principles of Agri-science, Floral Design, Animal Science, Veterinary Science, Landscape Design/ Turf Management, Principles of Teaching, and Agriculture Business & Employability Skills. Each of these classes is up to date and provides a curriculum that addresses all aspects of the industry.

Students learn to use various software programs in these classes, including: Media

Cruiser, Complete Land Designer, Compton’s Encyclopedia, Animal Kingdom

3D, Global Positioning, Sim Farm, Everything Weather, Encyclopedia of Nature,

Print Shop, and Microsoft Office Programs.

Students have the opportunity to learn to safely use: Small Engine Tools, Floral Shop equipment, irrigation systems, mechanics tools (electric & plumbing installation), and shop tools (radial arm saw, circular saw, drill press, etc.).

Videos, CD’s and computer software are used to portray real world application of materials learned, and give a visual aspect to the field of agriculture studied in each class, and teach career exploration. ILP will be incorporated into the CTE curriculum to be used as a real world tool to teach students to research various careers and schools. This will emphasize the concept of life-long learning.

The Business department brings in various guest speakers for all aspects of industry for students to gain knowledge of that field, including the military.

Guest speakers will talk to students about programs and scholarships offered to students at Lincoln Technical Institution in Indianapolis, IN, and Ohio Technical Institutions, Gateway Community and Technical College.

A cooperative education program is an integral part of the high school curriculum. Students in agriculture and business classes have the opportunity to co-op as a senior. The co-op program allows the students to gain experience in their intended career field.

1. *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 offering internships and mentoring programs.

Statewide CAERT (Center for Agricultural and Environmental Research and Training) curriculum is being used in agriculture classes, including Power Point lessons, lesson plans, and on-line assessments.

In the 2013-2014 school year, the agriculture department plans to assess students using the state CIITS web-based exams.

Agriscience & Technology class students are taught using the Applied Technologies, Agricultural Module Lab equipment. Students are assigned to one of thirteen computer stations with an individualized curriculum, and rotate every 4 weeks. There are 13 stations consisting of: Vet Science, Animal Science, Hydroponics, Natural Resources & Conservation, Agriculture Mechanics, Aquaculture, Plant Science, Global Positioning System, Landscape Design, Meteorology, Agriculture Marketing, Environmental Science and Forestry.

Students utilize various technology materials in daily curriculum including: remote control assessments, an Integrated Presentation Manager Board, and they are currently learning to use the new Inter-Write Tablets and ipads

All CTE teachers participate in professional development such as Summer Career and Technical Conference, High Schools That Work, National Drop-out Prevention and SBEA.

The business department offers KOSSA testing in Administrative Support and Business Management. In addition, they offer the industry certifications MOS, ASK and A+.

We currently offer job shadowing and co-op learning opportunities to allow students real world experience in the workplace.

1. *Provide sustainable professional development for teachers, administrators and counselors*, including in-service and pre-service training and practices to involve parents and the community.

Kentucky Vocational Agriculture Teacher’s Association (KVATA) Conference is held each July in Louisville, KY. Teachers are updated on CAERT curriculum upgrades, tour local agricultural facilities and learn about innovative programs for SAE’s and agricultural classroom activities.

FFA Alumni and parents are invited to attend the State FFA Alumni Convention held in Louisville, Kentucky at the Galt House each June. This convention offers ideas for continued support in the community, and makes participants award of activities on the state level. Two parents attended last year.

Mrs. Howell is working as part of the Gates Grant training on the Literacy Design Curriculum. She has attended three two day trainings on incorporating writing into the classroom. Students in her classroom are utilizing writing more efficiently.

Ms. Baker attended the state sponsored PLCS program review workshop. This will allow the PLCS department to be prepared for the program review. She also attended the regional transitional course workshop. This will allow the department to have insight as to how to incorporate math and reading strategies into the curriculum.

The PLCS teachers will participate in the High School and Beyond Program. The business department will give parents a presentation on ILP and how it can be used beyond the classroom.

1. *Evaluate programs serving all students and assess how special populations are being served*.

There are special population students in Agricultural classes. These students are given the opportunity for hands on training in several agriculture classes including, but not limited to: Ag. Construction, Ag. Mechanics, Landscape Design, Greenhouse Technology, Agri-science & Technology. Agriculture and business teachers use a variety of assessment models for special population students. Alternative curriculum and assessments are developed for special population students. Collaborative teachers work with special needs students in the agriculture and business classrooms.

1. *Initiate, improve, expand and modernize programs, including relevant technology.* In order to meet the needs of business and industry, and the community, programs must continually be developed and upgraded. This increases the chance of employment for the student. In many cases, this involves the development or revision of curriculum, new strategies in teaching methodology, and the opportunity for professional development for teachers.

New equipment is being utilized by teachers and students to keep students involved in the curriculum and learning through a variety of methods. CTE teachers have been trained on the Inter-Write Tablet. Students can write on the tablets and then project onto the smartboard. This innovation will help teachers develop new teaching strategies. Students have worked throughout the year with the Ipads that were purchased as part of the Perkins grant in the 2012-2013 school year. Six additional iPads were purchased in 2013. Mini-Lap tops have been purchased for use in the Agriculture Classrooms. These Lap tops will be used for class projects, research, and SAE proficiencies.

We have included Web Design class and software which allowed us created and implemented a high school web site. We have also updated accounting software. Mr. Lovett’s business lab was just given 28 brand new computers and all updated to the newest version of Microsoft Office as well as Windows 7.

In June of 2013, the agriculture department will be attending the Kentucky Writing Project Summer Technology Conference where they will learn strategies to better utilize iPads within the classroom.

1. *Provide**services of sufficient size, scope and quality.* This is encouraged to assure the student receives the attention, knowledge and experience necessary to successfully transition from the classroom to the work world or additional education and training.

There are twelve Agricultural classes taught each year. These classes can accommodate over 200 students, which is over 1/3 of the school’s population. There are seven Business classes taught each year. Over 150 students are enrolled in business classes for 2012-2013.

The Advanced Comp and Tech Apps class is set up as a simulated office environment.

1. *Provide activities to prepare special population students for high skill, high wage or high demand occupations.*

Students are assigned to research and create a power point presentation of a career they are interested in within the subject matter being covered. This career exploration allows students to learn about the job responsibilities, wages and education required for specific employment opportunities.

Within each Agricultural lab module, students cover a unit with a career focus. They study how that career relates specifically to the subject area being taught; learn about job shadowing and internship opportunities, as well as education and experience that is needed. Students utilize the Career Cruising website to access their ILP several times throughout the year to learn about careers, getting a job, completing a resume and cover letter, compare careers, and learn interview skills. Students are taking an active role in planning for their future.

Alternative curriculums are created and implemented to proved students with technical skills needed for post-secondary employment.

The opportunity to obtain various industry certifications is present in the business department.

In addition, a business management class will be offered that will allow students the opportunity to gain real world experience in an office setting.

Students with high analytical and technical skills are given the opportunity to work 2 hours a day with the district technology team to enhance, repair and maintain district technology.

Special populations student take an active part in the annual college/career day, which allows them to explore high skill, high wage and high demand occupations.

Veterinary Science students are required to complete 10 hours of on-the-job training in a veterinary clinic or animal shelter. This provides an excellent opportunity for students to gain real-world experience in the field of veterinary medicine.

***APPENDIX E – IMPROVEMENT PLANS FOR PREFORMANCE INDICATORS***

**Develop an improvement plan for each performance indicator “not met” from the 2011-12 data found in TEDS.**

**Our district met all 8 Perkins performance indicators for 11-12. \_\_X\_\_Yes \_\_\_\_\_No**

**PERKINS IV**

**Secondary Performance Measures: Plan for Improvement**

# District: \_\_\_Gallatin County\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Core Indicator** | **Plan for Improvement: Strategies to Implement** |
| ***Example:***  Completion | ***Example:***  ●career counseling prior to entering program  ●observe classroom instruction and recommend changes in methods as needed  ●provide tutoring sessions as needed  ●assign mentors |
|  |  |
|  |  |

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

**July 1, 2013 – June 30, 2014**

kdelogo

***STATEMENT OF ASSURANCES***

**Gallatin County High School**

**Eligible Recipient (Educational Institution Requesting Funding)**

The applicant hereby assures the Kentucky Workforce Investment Board of the following:

1. All funds made available under this Act will be used in accordance with this Act {Section 6}
2. 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 equipment and facilities purchased with funds under this Act may be used for such students.
3. No funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major. {Section 314(a)}
4. Maintenance of fiscal effort will be maintained on an aggregate expenditure basis. {Section 311(b)(1)(A)}
5. Federal funds made available shall be used to supplement not supplant, non-federal funds expended to carry out career and technical education programs. {Section 311(a)}
6. To the extent consistent with the number and location of individuals who are members of special populations who are enrolled in private secondary schools, provision is made for the participation of such individuals in the career and technical education programs assisted under Section 2.
7. Relevant training and vocational education activities will be furnished to men and women who desire to enter occupations that are not traditionally associated with their gender. {Section 124(5)}
8. No funds provided under this Act will 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. {Section 322}
9. The portion of any student financial assistance received under this Act that is 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. {Section 324(a)}
10. Funds made available under this Act may be used to pay for the costs of vocational and technical education services required in an individualized education plan developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act. Funds made available under this Act may be used to pay for the costs of services necessary to the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to vocational and technical education {Section 324(c)}
11. The school does not discriminate on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. Students who are members of the special populations will not be discriminated against on the basis of their status as members of special populations. {Section 316}
12. Sufficient information will be provided to the Kentucky Office of Career and Technical Education to enable the Office to comply with the reporting requirements specified in the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency.
13. The grantee certifies that it will provide a drug-free workplace.

**CERTIFICATION**

I do hereby certify that the above assurances will be complied with and programs, services, and activities approved will be conducted in accordance with the Federal Acts, the Regulations, and the State Plan for Career and Technical Education.

I further agree that funds will be used as stipulated in the application.

I further certify to the best of my knowledge and belief 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 or any agency, a Member of Congress, an officer or employee of a Member of Congress in connection with making of any Federal grant, the entering 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 the Federal grant, the undersigned shall complete and submit Stand Form – LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions. 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; (c) the undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

I do hereby certify that to the best of my knowledge that all information contained in this application is true and correct.

Chief School Administrator (signature) Date