

MISSISSIPPI

Local Education Agency (LEA) 5 YEAR LOCAL PLAN APPLICATION

Federal Program Years (FPY) 2008-2012

Secondary Local Plan Update (LPU) Fiscal Year 2010 (PY 2009, School Year 2009-2010)

**Local Application Package for Perkins IV
Federal Funds**

District Number: 4120

**District Name: __ Tupelo Career-Technical Center
Eligible Recipient - Local Educational Agency (LEA) District**

**Application for Federal Program Years (PY) 2008 - 2012
Local Plan Update for Fiscal Year (FY) 2010, and
Federal Program Year (PY) 2009)**

District Number: 4120

**District Name: Tupelo Career-Technical Center
Eligible Recipient - Local Educational Agency (LEA) District**

**To be submitted by 5:00 PM April 15, 2009
or
Postmarked no later than April 15, 2009 to:**

**Branch Director of Federal Reporting
Mississippi Department of Education
Office of Vocational Education and Workforce Development
Bureau of Compliance and Reporting
P. O. Box 771
Jackson, Mississippi 39205-0771**

INSTRUCTIONS:

COMPLETE ALL PARTS OF THIS 5-YEAR APPLICATION, BY ENTERING THE REQUIRED INFORMATION IN THE SPACES PROVIDED, SAVE IT ON YOUR HARD DRIVE OF YOUR COMPUTER OR ON A DISC OR THUMB DRIVE SO YOU WILL BE ABLE TO FIND IT LATER (THIS FALL IT WILL SAVE YOU A LOT OF WORK), PRINT THE ENTIRE DOCUMENT, AFFIX THE REQUESTED SIGNATURES THROUGHOUT, MAKE 4 COPIES OF THE ORIGINAL, PUT ONE COPY IN YOUR FILES, SEND THE ORIGINAL AND 3 COPIES TO:

Branch Director of Federal Reporting
Mississippi Department of Education
Office of Vocational Education & Workforce Development
Bureau of Compliance and Reporting
P. O. Box 771
Jackson, Mississippi 30205-0771

To be Submitted (That is to be in the Bureau of Compliance and Reporting by 5:00 PM April 15, 2009)

or

POSTMARKED NO LATER THAN April 15, 2009

PART I--LOCAL PLAN APPLICATION INFORMATION

State Board Policy CT-15 requires that before any local district(s) may receive state or federal vocational funds an approved Local Plan for the Administration of Vocational Education and Workforce Development programs must be on file in the Office of Vocational Education and Workforce Development regardless of whether or not the LEA declines the federal Perkins IV allocation. As part of the required Local Plan, any LEA requesting Perkins IV financial assistance must complete the requirements for allocations through Perkins IV as identified in the Local Plan Application.

The 5-Year Local Plan Application for Vocational and Technical Education Programs is for Federal Program Year (PY) 2008 (July 1, 2008-June 30, 2009) through Federal PY 2012 (July 1, 2011-June 30, 2012), Mississippi Fiscal Year (FY) 2009-FY2013. If any modifications are made to the local plan originally submitted, an updated local plan will be required prior to the new fiscal year. Although the Local Plan Application is for Federal Program Years 2008-2012, the Local District allocations will be made on a single fiscal year basis. The allocations initially available to the LEA for FY2010 (July 1, 2009-June 30, 2010), and succeeding years are calculated by using the formula specified in Carl Perkins IV.

Section 1. LOCAL DISTRICT OPTIONS REGARDING THE PERKINS IV FEDERAL ALLOCATION.

A Local District has four options regarding the Perkins IV federal allocation:

If the allocation is equal to or greater than the minimum allowable allocation amount (\$15,000 for secondary or \$50,000 for postsecondary) agree to accept the allocation and submit a completed Local Plan Application.

Choose to enter into a consortium arrangement with another LEA:

- Agree on the designated Lead Planning District (LPD) for the consortium; and
- Submit a completed Local Plan Application for the consortium.

Request a waiver of the minimum allocation requirement. The LEA must submit a completed Local Plan Application including PART IV--Request for Waiver. To request the waiver, the local district must be either located within a rural sparsely populated area and be unable to enter into a consortium for the purpose of providing services under Perkins IV, or be a charter school established under the state's charter school requirement.

Decline the federal Perkins IV allocation.

Additional Information:

If the LEA (either secondary or postsecondary) chooses to decline the federal Perkins IV allocation in Federal Program Year 2009, the LEA may still elect to submit a local application in the remaining program years. However, it becomes the LEA's responsibility to request an application package from the MDE OVTE prior to the new fiscal year. All expenditures must

be consistent with (a) the requirements for uses of funds and (b) allowable activities that meet the requirements for uses of funds.

If the LEA accepts and does not use all of the federal allocation in the fiscal year for which the allocation was designated, those funds not disbursed to the district will be reallocated during the following year.

Section 2. CONSORTIA AGREEMENTS

An individual secondary LEA or secondary consortium shall not receive an allocation that is less than \$15,000 without approval of the specified waiver in PART IV of the Local Plan Application. However, any secondary LEA may enter into a consortium agreement with LEA(s) to provide secondary vocational and technical programs meeting the requirements for local plans. Through the consortium agreement, the participating LEA agrees to a designated Lead Planning District (LPD) that is administratively responsible for the consortium. Through this process, the consortium agrees to operate programs that are of sufficient size, scope, and quality to be effective that are mutually beneficial to all members of the consortium. These funds can only be used for programs that are authorized under Perkins IV.

An individual postsecondary LEA or postsecondary consortium shall not receive an allocation that is less than \$50,000 without approval of the specified waiver in PART IV of the Local Plan Application. A postsecondary LEA may enter into consortium agreements with other postsecondary LEAs to operate joint projects that provide services to all postsecondary institutions participating in the consortium and that are of sufficient size, scope, and quality to be effective.

The consortium's designated Lead Planning District (LPD) is responsible for submitting the Consortium Agreement, with its Local Plan Application. Part II identifies the consortium's LPD, the participating LEAs and the Consortium Plan of Operation; and contains original signatures of (1) the superintendent and/or president from each LEA participating in the consortia and (2) the board chair of the local district serving as the consortium's designated Local Planning District. It is necessary to have signatures from the board chair of each of the cooperating local districts.

Section 3. WAIVER FOR CONSORTIA JOINT PLANNING

LEAs may request a waiver of the minimum allocation requirement due to:

To request the waiver, the local district must be either located within a rural sparsely populated area, and is unable to enter into a consortium for the purpose of providing services under Perkins IV, or be a charter school established under the state's charter school requirement.

To request the waiver of the minimum allocation requirement, local districts not satisfied with the planning assignments and distribution of funds must submit PART IV: Request for Waiver to MDE/OVE & WD as part of the Local Plan Application. In PART IV, the local district must clearly specify the reasons for requesting the waiver by stating the justifying issues.

Appeal Process:

If the local district receives a negative reply regarding the request for waiver included in the Local Plan Application, in turn, the local district may submit a request for waiver to the associate state superintendent of education (State Vocational Director). This request should contain a copy of the Local Plan Application, the negative reply from MDE/OVE & WD, a restatement of the issue(s), and a request for outcome. The associate state superintendent is to review and respond within ten working days.

If the local district receives a negative reply from the associate state superintendent of education, the local district may, in turn, write to the state superintendent of education requesting the waiver. This request should contain a copy of the Local Plan Application, the negative reply from the associate state superintendent's office, a restatement of the issue(s), and a request for outcome. The state superintendent is to review and respond within ten working days.

If the local district receives a negative reply from the state superintendent of education, the local district may, in turn, write to the state superintendent of education requesting permission to address the state board of education. This request would then be placed on the board agenda according to established rules and guidelines. The decision of the board on this issue would be final.

This does not waive the local district's right to use state board Policy DCK-1 procedures if a local plan is not approved.

Section 4. USES OF FUNDS

Each LEA that receives a federal allocation shall use such allocation to improve vocational and technical education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of program areas. Priority for assistance under this allocation should be given to programs not meeting the performance measures.

Guidelines for the Expenditure of Perkins IV Funds

Estimated Perkins IV Federal Funds are budgeted by the LEA (or consortium) in preparing the district Local Plan Updates (LPU). The approved Federal Budget Summary provides the initial budget information for the Perkins Funding Notification Worksheet, which is to be revised after the Actual allocations are issued. The four Line Item categories are Salaries, Capitalized Equipment, Adult Programs and Other Cost. The Other Cost line item has sub-category lines as noted below.

SALARIES for Student Service Coordinators (Special Populations Coordinators) Secondary salaries for approved positions will be reimbursed at 50% of the minimum program scale for up to 200 days, based on contract length and total contracted salary. Postsecondary approved positions will be reimbursed at 100% of the MAEP program scale for up to 240 days, based on contract length and total contracted salary.

CAPITALIZED EQUIPMENT Specific Program Area Equipment should be targeted (a) to areas/programs with highest concentrations of special populations, (b) to programs that are not equipped for the delivery system, and (c) for technology enhancement. Equipment submitted for approval to purchase for reimbursement with Perkins funds should be state-of-the-art and incorporate current and emerging technology to improve and provide instruction that is technologically enhanced and appropriate in terms of emerging high-tech workplace environments. Equipment is not to be purchased to maintain status quo.

ADULT PROGRAMS Reimbursement of the approved instructor's salary only at the approved hourly rate for instructional time for approved programs. Requests should be limited to adult vocational programs that are directly related to industry needs, programs that are strongly tied to economic development, and programs for which job openings are projected or available.

OTHER COST Specific Program Area

The Office of Vocational Education and Workforce Development requires Secondary and Postsecondary School Districts that purchase Other Cost Items to be reimbursed with Perkins federal funds to follow these Other Cost Guidelines which are part of the State Plan. Supplanting State and/or Local funds is expressly forbidden.

The four general classifications of Other Cost Items that have been identified in the State Plan are: Testing Materials, Instructional Aids, In-service Training, and Student Organization Travel.

Examples of acceptable expenditures:

Testing Materials include such items as TABE testing materials or other software or printed testing materials used to assess student needs and student achievement.

Instructional Aids items such as: computer software, reference materials (electronic or printed), video cassettes/tapes/discs, posters, and charts, etc. for the direct support of special population students.

In-service Training includes staff development in order to: integrate vocational and academic education and should include both vocational and academic instructors that work with special populations students enrolled in vocational programs, enhance the delivery of the statewide curriculum frameworks, and enhance the ability of teachers/instructors to assist special populations. In-service Training (staff development) costs may include instructional materials, consultant fees, and contracted services.

Student Organization Travel is for travel expenses for first place State Contest winning students to enable students to participate in National Organization Contest activities.

REQUESTING REIMBURSEMENT FOR OTHER COST LINE ITEMS

Information will be provided in the near future for submitting FY2010 Reimbursement Requests. Requests for **Instructional Aids** and **Student Organization Travel** will be submitted under the name of the occupational/skill program for which the allowable expenses were incurred. Reimbursement requests for **Testing Materials** and **In-service Training** will

be submitted under the Special Populations/Student Services program name. Requests for the cost of items purchased for **Guidance and Vocational Counseling** programs will be submitted under the program name **Guidance**.

Salaries, capitalized or non-capitalized equipment, textbooks, staff travel that is not specifically approved (as noted below*), or consumable instructional materials, for which the school district is responsible, are not acceptable Other Cost expenditures. If staff travel is approved, reimbursement is to be requested under the program name Special Populations and on the In-service other cost classification.

Perkins federal Other Cost funds are not to be used for the purchase of instructional aids for Tech Prep Discovery courses or other secondary vocational courses that are not occupational/skill programs.

Other Cost reimbursement requests will be processed in a timely manner. Payment of approved reimbursement requests for Other Cost funds will be made electronically. If a Perkins federal budget revision is necessary, the request for revision should be made and approved prior to the expenditure of funds.

Perkins funds requested by LEA(s) must be expended within accordance with state and federal regulations and these guidelines. Documentation must be maintained on file in the local district for audit purposes.

*Travel expenses or registration fees for individuals to in-state or out-of-state conferences, or tuition, etc. are not acceptable Other Cost Expenditures without prior written approval from the Office of Vocational Education and Workforce Development.

INFORMATION REGARDING SPECIAL POPULATIONS / STUDENT SERVICES PERSONNEL

The Perkins IV legislation does not set aside funds for Single Parent/Displaced Homemaker/Single Pregnant Women and Sex Equity programs. Special populations include the following: (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including foster children; (3) individuals preparing for nontraditional training and employment; (4) single parents (teens and adults), including single pregnant girls and women; (5) displaced homemakers; and (6) individuals with barriers to educational achievement, including individuals with limited English proficiency. At the secondary/postsecondary levels, approved special populations personnel positions will be reimbursed as special instructional support staff serving special populations.

Special populations / student services personnel are funded from Perkins IV 85% vocational funds. The position of special populations / student services personnel is a non-administrative position. Special populations / student services personnel shall provide direct and indirect instructional services to special populations students as defined and identified in Perkins IV. Special populations services are to focus on the recruitment, enrollment, instruction, retention, completion,

placement, and follow-up of special populations students preparing for high skill, high wage occupations and/or nontraditional employment in new and emerging careers. The purpose of instructional services rendered by special populations / student services personnel is to enable special populations students to experience success in their chosen vocational education programs. The special populations / student services personnel may provide instruction for the disadvantaged vocational student in areas including mathematics, reading, and writing. The instruction shall be provided in cooperation with the vocational instructor. Instructional services shall be delivered concurrently with enrollment in a vocational education program. Special populations / student services personnel shall coordinate activities for special populations with academic instructors. Secondary and postsecondary special populations / student services personnel are mandated to perform the duties and provide the services specified in the district's Local Plan.

Responsibilities and Duties of Special Populations Personnel/Student Services Coordinators Should Include the Following:(The Local District Plan of Work for Special Populations and Other Groups shall describe how the responsibilities of special populations personnel/student services coordinators are to be carried out.)

1. Ensuring that special populations are provided equal access to recruitment, enrollment, retention, completion, placement activities, and preparatory and support services for vocational education programs and nontraditional education and training programs.
2. Providing, collecting, organizing, and analyzing information about individuals through assessments, student records, testing, interviews, and professional sources.
3. Assessing the interests, aptitudes, and abilities of special populations for vocational and educational planning, and for nontraditional education and training.
4. Compiling occupational and educational information to assist special populations in making and achieving educational, vocational, and career objectives. Providing the necessary nontraditional occupational, educational, and other information to enable special populations or their parents to formulate realistic educational, vocational, and career plans is essential.

5. Formulating and developing individualized educational or career plans relating to education and training needs of special populations enrolled or preparing to enroll in vocational education and/or nontraditional education and training programs.
6. Providing guidance, counseling, and career development services or referral to assist special populations achieve realistic educational, vocational, and career goals.
7. Providing the preparatory, supportive, tutorial, and mentoring services that are required to ensure the success of special populations enrolled in or preparing to enroll in vocational education and/or nontraditional education and training programs.
8. Ensuring that special populations are provided with supplementary services required by law, such as: (a) curriculum modifications, (b) classroom modifications, (c) equipment modifications, (d) supportive and related services, (e) instructional aids and devices, (f) academic assistance, and (g) equal access to nontraditional education and training programs and related services.
9. Providing transitional information and services for all special populations students enrolled or preparing to enroll in vocational education and training programs.
10. Reviewing curricula to eliminate sex bias and sex role stereotyping, and assist in the adaptations to special populations' needs. Preparing teaching outlines, lessons, and other materials for course of study.
11. Preparing or selecting and implementing assessments, and recording the results of assessments.
12. Conferring with special populations and/or their parents when indicated.
13. Working with others in the resolution of special populations' academic or behavioral problems.
14. Assisting special populations in the achievement and mastery of the necessary skills and objectives required for them to be successful in the vocational and academic courses in which they are enrolled by adapting techniques and methods of instruction to meet individual needs.

15. Providing, as required, counseling, instruction, and service to out-of-school youth and adults in academic and nonacademic courses, vocational programs, and nontraditional education and training programs.

16. Providing services to prepare special populations for nontraditional education, training, and employment in high skill, high wage occupations.

17. Maintaining records and documentation detailing services and activities provided to special populations.

18. Serving as special populations/student services liaison between academic and vocational instructors, special education teachers, counselors, administrators, and various agency personnel for the purpose of ensuring special populations' success in vocational and nontraditional education and training programs.

19. Developing and submitting a local program of work for special populations.

20. Informational Requirements:

Secondary - Provide members of special populations and parents of special populations participants with the following information on vocational and technical education programs at least one year prior to student enrolling: available opportunities; eligibility requirements for enrollment; specific program offerings; special services; employment opportunities; and placement opportunities.

Postsecondary - Provide available opportunities; eligibility requirements for enrollment; specific program offerings; special services; employment opportunities; and placement opportunities in a prepared packaged format to "all students" upon enrollment in a vocational-technical program. Postsecondary special populations personnel must (1) certify and document that special populations are provided with equal access to recruitment, enrollment, retention, completion, and placement and (2) maintain documentation of services and activities provided to each special populations participant.

Licensure

Regarding employment in a special populations personnel/student services coordinator position, MDE endorses the following licensure categories for Special Populations Personnel/Student Services Coordinators. Currently, no specific Special Populations/Student

Services Coordinator Educator License exists. Therefore, to be reimbursed with federal funds, all special populations personnel/student services coordinators shall possess current licensure in one or more of the following endorsement area(s):

Secondary Special Populations Personnel

- Code 117 Elementary Education (4-8)
- Code 119 English (7-12)
- Code 154 Mathematics (7-12)
- Code 174 Remedial Reading (K-12)
- Code 177 English as a Second Language (K-12)
- Code 206 Emotional Disability (K-12)
- Code 207 Gifted (K-12)
- Code 221 Mild/Moderate Disability (K-12)
- Code 224 Mild/Moderate Disability (7-12)
- Code 300's Only if grandfathered during FY2000 and maintaining continuous employment as Special Populations Personnel after that time

Postsecondary Special Populations Personnel

- Code 505 Vocational Resource Educator (only if grandfathered prior to FY97 and continuously employed as Special Populations Personnel since FY97)
- Code 506 Special Populations Personnel
- Code 514 Vocational Counselor (only if grandfathered prior to FY97 and continuously employed as Special Populations Personnel since FY97)

For information concerning current licensure requirements, please refer to Mississippi's current licensure guidelines, *Competency-Based Licensure for Postsecondary Vocational and Technical Personnel*.

REQUIRED USES OF LOCAL 85% FUNDS

The required uses of funds under Perkins IV are listed below. The funds shall be used to provide career and technical education programs that:

“(A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);

“(B) improve the academic 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 coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in—

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

“(ii) career and technical education subjects;

- (1) strengthen the academic, and vocational and technical, skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through coherent sequences of courses to ensure learning in core academic, and vocational and technical, subjects;

“(C) provide students with strong experience in, and understanding of, all aspects of an industry; S. 250—51

- (2) provide students with strong experience in and understanding of all aspects of an industry;

“(D) ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and“(E) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);

“(A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

“(B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and

“(C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;

- (3) develop, improve, or expand the use of technology in vocational and technical education, which may include:

training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;

- providing vocational and technical education students with the academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications field; or
- encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;

- (4) provide professional development programs to teachers, counselors, and administrators, including:

- inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - internship programs that provide business experience to teachers; and
 - programs designed to train teachers specifically in the use and application of technology;
- (5) develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (6) initiate, improve, expand, and modernize quality vocational and technical education programs;
- (7) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (8) link secondary vocational and technical education and postsecondary vocational and technical education, including implementing Tech-Prep programs.

Section 5. LOCAL ACCOUNTABILITY

Perkins IV places a heavy emphasis on accountability at both the state and local level. **Each LEA or consortium that receives any state or federal funds will be required to annually evaluate the effectiveness of all vocational and technical education programs, including those not directly receiving federal funds under Perkins IV.** The measures of performance are outlined in the document, Mississippi Statewide System of Indicators of Performance for Secondary, Postsecondary, and Adult Vocational Education Programs.

At a minimum, the evaluation involves determining enrollment, retention, program completion, graduation, placement, occupational competency, academic attainment, disaggregated data for nontraditional training and employment and involves program process reviews utilizing Mississippi Program Review Instruments. Local schools may adjust the standards based upon (i) economic, geographic, or demographic factors, or (ii) characteristics of the populations to be served as outlined in the document, Mississippi Statewide System of Indicators of Performance for Secondary, Postsecondary, and Adult Vocational Education Programs.

Section 6. **LOCAL APPLICATION REVIEW**

As per State Board Policy CT-15, before any local district receives state or federal vocational funds, an approved Local Plan for the Administration of Vocational and Technical Education must be on file in the Office of Vocational and Technical Education. However, **Perkins IV LEA allocations should not be considered an entitlement, i.e., funds are not automatically receivable upon completion of the local application.** The Program Year allocation will be granted only after the MDE OVE & WD has approved the Local Plan Application. All Local Plan Applications will undergo an extensive review in accordance with the criteria contained in the Mississippi 5-Year State Plan for Vocational and Technical Education. Appropriate staff as required in Perkins IV will review at least a 10 percent sampling of the Local Plans. Personnel involved in reviewing the Local Plan Application will note any discrepancies with state and federal compliance. The discrepancies will be noted on a worksheet and returned to the Planning Coordinator. The Planning Coordinator will notify the local district(s) of any noted discrepancies and request additional information from the local district to correct these discrepancies. When all discrepancies are cleared, the Planning Coordinator will notify the local district of final approval.

Section 7. **LOCAL APPLICATION PACKAGE COMPLETION AND SUBMISSION PROCEDURES**

The LEA must accomplish one of the following:

- (1) **If the LEA chooses to accept the allocation:**
The LEA must submit the Local Plan Application including PART III--Consortium Agreements (if applicable, and PART IV--Request for Waiver, if applicable).
- (2) **If the LEA is the LEAD PLANNING DISTRICT for a consortia:**
The LEA must submit, not only their district Local Plan Application, but also the Local Plan Application for the consortium (excluding PART IV--Request for Waiver), but including PART III--Consortium Agreements (with the original signatures of the superintendents/presidents and board members specified on the form) and the Federal Budget Summaries for the other District(s) participating in the consortium.
- (3) **If a LEA can not enter a consortium and requests a waiver to accept the allocation that is less than \$15,000:** The LEA must submit the Local Plan Application (excluding PART III--Consortium Agreements), must also submit and receive approval of PART IV--Request for Waiver, and must include Signatures for all of the Statements of Assurances.
- (4) **If the LEA declines the federal Perkins IV allocation:**
The LEA must submit the Local Plan Application indicating on Part II--Allocation and Options that the LEA declines the federal Perkins IV allocation. If the LEA is to receive State funds for vocational education, the LEA must submit the sections of the Local Plan Application that relate to State funds, including PART IV - Signatures for all of the Statements of Assurances (*per State Board Policy CT-15, before any local district(s) receive state or federal vocational funds, an approved Local Plan for the Administration of Vocational and Technical Education must be on file in the Office of Vocational and Technical Education regardless of whether or not the LEA declines the federal Perkins IV allocation*).

PART II--ALLOCATION AND OPTIONS

Directions: Enter requested information in the spaces provided.

Part II contains five sections (A. – E.). Section A provides local district contact information. Section B shows the amount of the LEA's Current Estimated Federal Program Year allocation. In Section C, select one of the options to accept or decline the Current Program Year allocation. Acquire original signatures for Sections D and E.

A. District Contact Information

District Number **4120**

District Name **Tupelo Career-Technical Center**

District Address **4125 Cliff Gookin Blvd. Tupelo, MS 38801**

Planning Contact Person **Shandra (Evet) Topp**

Daytime Telephone for Contact **662-841-8990**

B. District's Program Year Estimated Allocation (July 1 through June 30)

Use the Estimated Allocation Amounts from LAST YEAR ?

If the amount of the allocation pertains to a secondary LEA and is less than \$15,000, the LEA may request a waiver of the minimum \$15,000 without entering into a consortium agreement by submitting PART IV: Request for Waiver to MDE OTE & WD as part of this Local Plan Application.

C. LEA Options:

The LEA must select one of the following options regarding its Current Program Year federal allocation. Please place a check beside the option of the LEA's choice. (Put an "X" in front of the district's choice below.)

x If the LEA chooses to accept the allocation:

The LEA must submit the Local Plan Application excluding PART III--Consortium Agreements and if applicable, PART IV--Request for Waiver.

If the LEA is the LEAD PLANNING DISTRICT for a consortium:

The LEA must submit the Local Plan Application for the consortium (excluding PART IV--Request for Waiver) including PART III--Consortium Agreements (with the original signatures of the superintendents/presidents and board members specified on the form).

If the LEA requests a waiver to accept the allocation that is less than \$15,000:

The LEA must submit the Local Plan Application (excluding PART III--Consortium Agreements) and must also submit PART IV--Request for Waiver and it be approved.

If the LEA declines the federal Perkins IV allocation:

The LEA must submit the Local Plan Application indicating on Part II--Allocation and Options that the LEA declines the federal Perkins IV allocation. If the LEA is to receive State funds for vocational education, the LEA must submit the sections of the Local Plan Application that relate to State funds, including PART V - Signatures for all of the Statements of Assurances (*per State Board Policy CT-15, before any local district(s) receive state or federal vocational funds, an approved Local Plan for the Administration of Vocational and Technical Education must be on file in the Office of Vocational and Technical Education regardless of whether or not the LEA declines the federal Perkins IV allocation*).

D. Dated Signature of Superintendent/President of the LEA

Signature of Superintendent/President

Date

E. Dated Signature of Chair of the Local District's Governing Board

Signature of Chair of the Local District's School Board/Board of Trustees

Date

PART III--CONSORTIUM AGREEMENT

Submitted by the designated Lead Planning District

This part, Consortium Agreement, should only be submitted by the Lead Planning District, in coordination with the secondary LEAs who are entering into the consortium with one or more local district(s). The Lead Planning District bears the responsibility of submitting this agreement as part of the district's Local Plan Application.

Directions: Information pertaining to each local district entering into the consortium is requested in Section A. If necessary, attach information for additional consortium participants on a separate page. In Section B, one of the consortium participants must be identified as the Lead Planning District. In Section C, the superintendents of all participating local districts in the consortium (other than the Lead Planning District) are asked to sign and date the consortium agreement. In Section D, the superintendent/president of the Lead Planning District is asked to provide a dated signature. In Section E, include the operational agreement between the participating local districts including the responsibilities and functions of each LEA.

A. Consortium Participants

Please provide the information requested below for each consortium participant that is not the Lead Planning District.

District Number _____ District Name _____
Street Address _____
City _____ State _____ Zip Code _____
District Contact Person _____ Telephone _____

District Number _____ District Name _____
Street Address _____
City _____ State _____ Zip Code _____
District Contact Person _____ Telephone _____

District Number_ _ District Name_ _
Street Address_ _
City_ _ State_ _ Zip Code_ _
District Contact Person_ _ Telephone_ _

District Number_ _ District Name_ _
Street Address_ _
City_ _ State_ _ Zip Code_ _
District Contact Person_ _ Telephone_ _

District Number_ _ District Name_ _
Street Address_ _
City_ _ State_ _ Zip Code_ _
District Contact Person_ _ Telephone_ _

B. Lead Planning District (LPD) for the Consortium

Please provide the information requested below for the designated fiscal agent of the consortium.

Lead Planning District Name_ _ District Number_ _
Street Address_ _
City_ _ State_ _ Zip Code_ _

C. Dated Signatures of Superintendents (Participating Districts other than the LPD)

Entering the Consortium

The aforementioned LEAs in Sections A and B have agreed to enter into a consortium agreement and have agreed to all the Statements of Assurances contained in this Local Application for the purpose of providing services to vocational and technical education students under Perkins IV.

Signature of Superintendent_____ Date

Signature of Superintendent_____ Date

Signature of Superintendent_____ Date

Signature of Superintendent_____ Date

Signature of Superintendent_____ Date

Signature of Superintendent_____ Date

D. Dated Signature of the Consortium Lead Planning District (LPD) Superintendent/President

The LEA agrees to serve as the consortium Lead Planning District and accepts the responsibility for submitting the consortium application including PART III--Consortium Agreement. As the Lead Planning District, this district assumes administrative responsibility for submitting all requests for the consortium.

Signature of Superintendent _____ Date N/A

E. Consortium Plan of Operation

Describe the responsibilities and functions of each participating LEA by briefly describing how specific required services will be provided to consortium participants. Include in this description which consortium member(s) will be providing the services activities and which consortium participant(s) will be receiving the services. The contents of the individual LEAs' Federal Budget Summaries should reflect the individual LEA(s) anticipated expenditures budgeted to the delivery of the services.

F. (Enter the description of the Consortium Plan of Operation in the text block below.)

N/A

PART IV--REQUEST FOR WAIVER

Procedures for LEAs Requesting Waiver

To request the waiver, the local district must either be located within a rural sparsely populated area and unable to enter into a consortium for the purpose of providing services under Perkins IV, or be a state public charter school established under the state's charter school requirement.

Directions: In Section A, clearly specify the reasons/rationale for requesting a waiver of minimum allotment requirement. Section B requires the signature of the superintendent. Section C states the appeals procedures.

A. Request for Waiver

We request a waiver for more equitable distribution of Perkins IV funds based upon the rationale that our district is located within a rural sparsely populated area and unable to enter into a consortium for the purpose of providing services under Perkins IV identified in Section A of the instructions. We are informed of and agree to comply with the appeals procedure identified in Section C.

B. Dated Signature of Superintendent/President

The local district requests the waiver for more equitable distribution based upon the rationale that the local district is located within a rural sparsely populated area and unable to enter into a consortium for the purpose of providing services under Perkins IV identified in Section A, and is informed of and agrees to comply with the appeals procedure identified in Section C below.

PART V--STATEMENT OF ASSURANCES

ASSURANCES PRESCRIBED SPECIFICALLY FOR PERKINS IV**Compliance**

- (1) The LEA assures compliance with the requirements of Title I and the provisions of the State and Local plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs.
- (2) The LEA assures that none of the funds expended under Title I will 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 interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.

Funding Priority and Control

- (1) The control of funds provided under Perkins IV and property acquired from these funds shall be administered by the LEA for the uses and purposes provided in this title. The LEA will administer such property and funds and apply them only for the purposes for which they were granted.
- (2) The LEA assures that it will use fiscal control and fund accounting procedures that ensure proper distribution of, and accounting for, federal funds.

Equal Access for Members of Special Populations

- (1) Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities and will be provided equal access to the full range of vocational 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.
- (2) The LEA adheres to the provisions under Title VI of the Civil Rights Act of 1965, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.
- (3) The LEA adheres to the provisions under 612(D) IDEA and 504 Rehabilitation Act of 1973 with respect to ensuring equal access to vocational and technical education.

Least Restrictive Environment

Vocational or Career Technical Education will be provided to the disabled and disadvantaged, including students of limited English proficiency, in the most integrated setting possible and will include the use of supplementary and supportive services when necessary.

Participatory Planning

The LEA has established procedures, including an expedited appeals procedure, by which concerned parents, students, teachers, and area residents will be able to directly participate in decisions that affect their interests and influence the character of programs under the Act.

Provision of Information

The LEA has implemented a policy whereby students who are members of special populations and parents of such students are provided information concerning vocational education programs at least one year before such programs are first available but no later than the beginning of the ninth grade.

Participation of Private School Students

To the extent consistent with the number and location of individuals who are members of special populations in private secondary schools that are in compliance, an opportunity will be made available for their participation in the vocational education programs funded under the Act.

Personnel Preparation and Development

The LEA has a policy and procedures established for a systematic approach to personnel preparation and development. Needed inservice activities are provided for vocational staff in the development of the district's Staff Development Plan as required under Accreditation. The district will meet MDE certification requirements for secondary and/or postsecondary vocational staff.

Information Reports

The LEA will make appropriate reports as outlined in state and federal regulations. The agency will keep such records as are required and provide such information to the MDE as may be required for fiscal audit and program evaluation.

Comparable Services

State and local expenditures for the vocational programs supported by funds from Perkins IV will be comparable to expenditures for any similar program that may be supported from other sources. Records are maintained which show that this requirement is met.

Priority Non-supplanting

Funds made available under this application for vocational and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out vocational and technical education activities and Tech Prep activities.

Coordination of Services

To increase program effectiveness, eliminate duplication, and to expand the range of and accessibility to vocational education services, the LEA will coordinate planning of vocational education programs and services with relevant programs conducted under the Job Training Partnership Act (JTPA), the Adult Education Act, The Education of The Handicapped Act, the Rehabilitation Act, Chapter I, the Individuals with Disabilities Education Act, the Workforce Investment Act, programs conducted for students of limited English Proficiency, and apprenticeship programs.

Advisory Council Participation

The LEA will maintain documentation that the Local Advisory and Craft Committees had opportunities to provide input and to review the local plan and activities of vocational education.

The LEA also assures that:

- (1) No funds received under this Act may be used to provide vocational or career 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.
- (2) The following State Board of Education Policy will be followed as an assurance of maintenance of fiscal effort.

STATE BOARD POLICY ENSURING MAINTENANCE OF EFFORT

The State Board of Education shall not allow any payment to be made to any local educational agency unless the State Board finds the following to exist:

- A. In the case of a local educational agency, the combined fiscal effort per student, or the aggregate expenditures of that agency with respect to the provisions of vocational and technical education for the fiscal year preceding the fiscal year for which the determination is made, shall not be less than such combined fiscal effort per student or the aggregate expenditures for that purpose for the secondary preceding fiscal year.
 - B. The maintenance of effort for secondary school programs will be collected through the Annual Financial Report submitted to the Mississippi Department of Education, Office of Vocational and Technical Education. The Office shall notify the local educational agency of its approval or of any noted discrepancies. If any noted discrepancies are not alleviated, funds shall be withheld on the basis of failure to provide/prove maintenance of effort.
 - C. Postsecondary institutions shall file a Maintenance of Effort of Expenditure Form with the Office of Vocational and Technical Education on or before November 15, of each year. The Office shall notify the local educational agency of its approval or of any noted discrepancies. If any noted discrepancies are not alleviated, funds shall be withheld on the basis of failure to provide/prove maintenance of effort.
 - D. Programs funded with non-plan funds are not required to file a Maintenance of Effort Expenditure form with the Office of Vocational and Technical Education.
- (3) No funds under Perkins IV will be used to require any secondary school student to choose or pursue a specific career path or major.
 - (4) No funds under Perkins IV will be used to mandate that any individual participate in a vocational and technical education program, including a vocational and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
 - (5) All funds will be used in accordance with the Perkins IV.
 - (6) No funds under Perkins IV may be transferred and utilized to fund a School-to-Careers grant and that any Perkins IV funds expended for School-to-Careers activities must be allowable

under Perkins IV and meet the definition of "[vocational or career technical education]" found in Perkins IV.

- (7) For a student to be eligible to participate in activities funded under Perkins IV, the student must be in the 9th grade or higher. An activity funded under Perkins IV must meet all other applicable requirements, including the supplanting prohibition in Perkins IV.
- (8) Funds made available under Perkins IV for vocational and technical education activities shall supplement, and not supplant non-Federal funds expended to carry out vocational and technical education activities and Tech Prep activities.
- (9) No funds provided under Perkins IV 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.
- (10) The portion of any student financial assistance received under Perkins IV that is made available for attendance costs 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
- (11) Funds made available under this Act may be used to pay for the costs of vocational and technical education services required in an IEP developed under 612(D) IDEA and 504 Rehabilitation Act of 1973 with respect to ensuring equal access to vocational and technical education.

EDGAR CERTIFICATIONS

- (1) The 5-year Local Plan Application is being submitted by the Superintendent/President of the secondary or postsecondary LEA, the designated local agency for vocational and technical education that is eligible to submit the plan.
- (2) The LEA has authority under State law to perform the functions of the designated local agency for vocational or career technical education under the program.
- (3) All provisions of the plan are consistent with State law.
- (4) The local officer who submits the plan, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (5) The local officer who submits the plan, specified by title in the certification, has authority to submit the plan.
- (6) The LEA has adopted or otherwise formally approved the plan.
- (7) The plan is the basis for operation and administration of the program.

Signature of Superintendent _____
Date _____

ASSURANCES - NON-CONSTRUCTION PROGRAMS - [ALL PROGRAMS ARE NON-CONSTRUCTION PROGRAMS, BECAUSE NONE OF THE PROGRAMS IN YOUR LOCAL PLAN APPLICATION ARE AUTHORIZED TO USE THESE FUNDS TO CONSTRUCT FACILITIES] 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

DO NOT SEND YOUR COMPLETED FORM TO OMB. SEND IT TO THE ADDRESS PROVIDED: Office of Vocational Education and Workforce Development, MDE P. O. Box 771, Jackson, Mississippi 39205-0771.

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 sub-agreements.
 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). 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.

| | |
|--|---------------------------------|
| SIGNATURE OF SUPERINTENDENT | TITLE: SUPERINTENDENT |
| (LEA) APPLICANT ORGANIZATION (School District Name) Tupelo Public School District | DATE SUBMITTED 3/9/2009 |

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Standard Form 424B (Rev. 7-97) Back

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;

(e) 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: District Name **Tupelo Public School District**
Street address **72 South Green St.**
City **Tupelo**
County **Lee**
State **MS** Zip code **38804**

Place an "X" in the box X if there are workplaces on file that are not identified here.

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

| | |
|---|------------|
| NAME OF APPLICANT Tupelo Public School District PR/AWARD NUMBER AND / OR PROJECT NAME Perking IV Federal Funds | |
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Dr. Randy McCoy | |
| SIGNATURE _____ | DATE _____ |

ED 80-0013

12/98

PART VII--PROGRAM EVALUATION

A. Statement of Understanding that the Local District will conduct an Annual Self-Evaluation

The local district understands that by the receipt of state or federal vocational funds, it must annually evaluate the effectiveness of all vocational and technical education programs, including those not directly receiving federal funds under Perkins IV. The measures of performance are outlined in the document, Mississippi Statewide System of Indicators of Performance for Secondary, Postsecondary, and Adult Vocational Education Programs. These performance indicators shall be the basis for program evaluation.

The local district understands that at a minimum, the evaluation involves determining enrollment, retention, program completion, graduation, placement, occupational competency, and academic attainment for all students. The local district shall be responsible for reporting this information for all six categories of special populations. The evaluation also involves program process reviews using Mississippi's Comprehensive Monitoring Instruments to review programs. Also, local schools may adjust the standards based upon (i) economic, geographic, or demographic factors, or (ii) characteristics of the populations to be served as outlined in the document, Mississippi Statewide System of Indicators of Performance for Secondary, Postsecondary, and Adult Vocational Education Programs.

B. Dated Signature of Superintendent/President

Signature of Superintendent _____ Date _____

PART VIII--FEDERAL VOCATIONAL SERVICES AND ACTIVITIES

Section 1. Assure that Vocational and Technical Education Programs required under Section 134(b) ¹ will be carried out with funds received under Perkins IV, Title I.

The LEA assures that funds made available to LEAs under Title I of Perkins IV, shall be used to support vocational and technical education programs that:

- (1) Strengthen the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;
- (2) Provide students with strong experience in and understanding of all aspects of an industry;
- (3) Develop, improve, or expand the use of technology in vocational and technical education, which may include--

¹The specific programs, services, and activities to be supported and funded are to be described in the subsequent Sections 2-12.

- Training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;
- Providing vocational and technical education students with the academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications field; or
- encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;
-
- (4) Provide professional development programs to teachers, counselors, and administrators, including:
 - Inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - Support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - Internship programs that provide business experience to teachers; and
 - Programs designed to train teachers specifically in the use and application of technology;
- (5) Develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (6) Initiate, improve, expand, and modernize quality vocational and technical education programs;
- (7) Provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (8) Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing Tech Prep programs.

The LEA assures that the activities described on the Federal Budget Summary of this application are consistent with these requirements.

Signature of Superintendent _____ Date _____

Section 2. Describe How the Local District's Programs, Services, and Activities Are Designed to Meet the State's Adjusted Levels of Performance for the State's Adopted Performance Indicators

The LEA is required to Describe how it will document and report the local district's level of performance with regard to:

- (1) Enrollment: Average enrollment per full time equivalent (FTE) teacher unit.
- (2) Retention: Percentage of students completing and passing a level of instruction (Number of students passing all levels of instruction divided by duplicated program enrollment).
- (3) Program Completion: Percentage of student completing the vocational-technical program.
- (4) Graduation: Percentage of students receiving a degree, diploma or recognized equivalent, or certificate, divided by the number of students classified as either seniors or eligible to graduate at the beginning of the program year.
- (5) Placement: Percentage of students who complete or exit a program and are considered to have been positively placed.

- (6) Occupational Competency: Attainment of occupational competency may be demonstrated by either:
 - (1) passing a comprehensive examination on the major competencies and skills in the total program;
 - (2) completing an Individual Educational Program (IEP); or (3) documentation of competency through the use of an individual student competency profile.
- (7) Academic Attainment: Percentage of students completing a level in the program who demonstrate a gain in the basic and more advanced academic skills by passing academic courses, completing an IEP, or demonstrating a gain on a pre-test/post-test series.
- (8) ~~Program Process: Mississippi Program Review Instruments have been developed for administration, instructional programs, vocational guidance, special populations programs, and short-term adult vocational programs.~~
- (9) ~~Special Populations to include nontraditional training and employment: Percentage of students (in each of the categories of Special Populations) participating in and completing vocational and technical education programs. Percentages are included in indicators 1, 2, 3, 5, 6, & 7 and are disaggregated for nontraditional program areas.~~

(NOTE: The performance indicators are discussed in detail in the publication: *Mississippi Statewide System of Indicators of Performance for Secondary, Postsecondary, and Adult Vocational Education Programs*.) Provide a detailed description of the administrative procedures the LEA will have in place to meet this requirement. (Insert the required description in the block at the right.) We will use the indicators of performance with our craft and advisory committees.

Section 3. Describe How the Local District Will Accomplish the Following:

- (1) Describe how the local district will improve the academic and technical skills of students participating in vocational and technical education programs. Include strengthening the academic, and vocational and technical components of programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical subjects.
(Insert the required description in the block at the right.) The special pops/student services coordinators will provide instructional services for students in order to strengthen the students academic, vocational and technical components to ensure learning in the core academic, vocational and technical subjects.
- (2) Describe how the vocational and technical programs to be carried out by the local district will provide students with strong experience in, and understanding of, all aspects of an industry. .
- (3) **(Insert the required description in the block at the right.) by providing a safe and productive learning environment, that will allow for instructors to constructively carry out lesson plans in regards to the programs curriculum and by teaming up with local industry members who are also members of the crafts committees.**
- (4) Describe how the local district will ensure that students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students. .
(Insert the required description in the block at the right.) Students that participate in vocational and technical education programs at the Tupelo Career-Technical Center are

students that attend public schools in the Tupelo-Lee County area are students that are enrolled in academic programs as their peers, unless they are students that receive special education services where an IEP (Individualized Education Plan) is followed as set up by an IEP Committee.

Section 4. Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under Title I of Perkins IV, and how the individuals and entities are informed about, and assisted in understanding the requirements of the title (i.e., craft committees; work-related experiences such as: internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing; activities that support local education and business partnerships; services and activities related to vocational and technical student organizations; services and activities related to family and consumer sciences; services and activities designed to assist participating students in finding employment and continuing their education; etc.).

The LEA will inform and involve the following groups in the development, implementation, and evaluation of vocational and technical education programs assisted under Title I of Perkins IV:

- Parents,
- Students,
- Teachers,
- Representatives of business and industry,
- Labor organizations,
- Representatives of special populations, and
- Other interested individuals.

(5) *(Explain in detail how the LEA will inform and involve these groups.*

(Insert the required description in the block at the right.) Craft/advisory committees are formulated with intentions of implementing strategies to include representatives from the above.

Section 5. Provide assurances that the LEA will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs.

(Insert the required assurance in the block at the right.) The LEA has intentions of following state and local board policies on the size, scope and quality of vocational and technical education programs.

Signature of Superintendent/President

Date

(6) Describe the LEA's process/procedure for independently evaluating vocational and technical education programs and providing for continuous improvement.

(Insert the required description in the block at the right.) The LEA will use the District Summary Report to address (academic attainment in Reading, Language, and Math, Occupational Skills, Completers, Graduation Rate, Placement, Non-traditional participation and completion.

Section 6. Describe the strategies the LEA will implement to ensure that students who are members of special populations and other groups are making progress in meeting the State Adjusted Levels of Performance. (NOTE: Information and Instructions Regarding Special Populations Personnel are provided in Attachment 1 of the Local Application.)

The following list provides examples of such strategies:

- Identify and assess special populations students and other groups interested in or currently enrolled in a vocational and technical program;
- Provide tutorial or developmental services identified (through assessment) for special populations students and other groups;
- Provide for appropriate vocational assessment of interest, abilities, and special needs of special populations students and other groups;
- Provide inservice training and professional development to vocational instructors, counselors, academic teachers, special education teachers, administrators, local educational agency personnel, and business and community leaders to ensure success to students who are members of special populations and other groups;
- Provide for support services by appropriate personnel to ensure success of special populations students and other groups. Examples of support services are services related to curriculum modification, equipment modification, classroom modification, supportive personnel, instructional aids and devices, mentoring, pre-employment services, support groups, etc.;
- Provide appropriate services to all members of special populations and other groups that have been identified and who are enrolled in vocational and technical education programs;
- Develop and submit a local Program of Work for special populations and other groups to be included in the Local Plan Application;
- Local educational agencies will (based on student's needs) develop and implement a transitional plan for each identified member of special populations and other groups.

(Insert the required description in the block at the right.) The LEA has intentions of implementing strategies listed above to ensure that students (special pops and other groups) are making progress in meeting the state adjusted levels of performance.

Section 7. Describe the strategies the LEA will implement to report to MDE the progress of special populations and other groups participating in vocational and technical education programs in meeting the State Adjusted Levels of Performance.

The following list provides examples of such strategies:

- Early intervention strategies to provide members of special populations, parents of special population students, and other groups with the following information on vocational and technical education programs: available opportunities; eligibility requirements for enrollment; specific program offerings; special services; employment opportunities; and placement opportunities.

- Strategies for maintaining adequate documentation concerning special populations and other groups' equal access to recruitment, enrollment, retention, completion, and placement.
- Strategies for documenting services provided to each member of special populations and other groups. .

(Insert the required description in the block at the right.) The LEA has intentions to follow state requirements as well as local requirement to make sure adequate information is provided and submitted to the state on or before the recommended deadlines.

Section 9. Provide a detailed Local Plan of Work for Special Populations and Other Groups that describes the strategies the LEA will implement to ensure that special populations personnel perform the duties identified in the Local Plan Application.

These include:

- Identify needs to be addressed;
- Identify services to be provided; and
- Correlate required special populations activities with licensure requirements of special populations personnel. .

(Insert the required description in the block at the right.) The LEA has intentions of implementing strategies to provide a routine calendar of events that are to be carried out based on State requirements as well as local requirements. as the items on the calendar are met the special pops personnel and other team members of the LEA will meet to discuss the successes of the activity and anything that could be done differently.

Section 10. Assurance that individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations.

The LEA assures that individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations through assurance of the following:

- (1) The LEA assures that the LEA to the extent consistent with the number and location of individuals, who are members of special populations, will provide equal access to programs and services that will assist students in meeting and/or exceeding the states adjusted level of performance as indicated by the established core indicators.
- (2) The LEA assures that the LEA to the extent consistent with the number and location of individuals, who are members of special populations, will provide equal access to programs and services that lead to nontraditional, new and emerging careers, and high skill, high wage careers.
- (3) The LEA has adopted and implemented the policy "that no individual shall, on the basis of sex, race, color, national origin, handicap, or age be excluded from admission to, participation in, denied the benefits of, or be subjected to unlawful discrimination in any vocational technical education program, services, or activities operated by a Local Education Agency (LEA), or supported directly through contractual or other arrangements by an LEA.

- (4) The LEA will modify academic requirements as necessary to ensure that the requirements do not discriminate against students on the basis of their status as members of special populations. Modification may include substitution of specific courses required for the completion of graduation or degree requirements, and adaptation of the manner in which specific courses are conducted. Provide for the least restrictive environment as outlined in Section 504 of the Education Amendments of 1973, Americans with Disabilities Act and IDEA.
- (5) All facilities, services, programs, and activities provided to special population students shall be comparable to those which the Local Education Agency provided to non-special population students.
- (6) Special population students shall not be discriminated against in the selection or administration of test or evaluation to assess student performance in a course or program.
- (7) Equal access is provided in regard to membership in vocational education student organizations, cooperative vocational education, work study, apprenticeship training, work-based learning, employment placement, student housing and facilities, and student financial assistance. .
(Insert the required assurance in the block at the right.) The LEA has full intentions of implementing strategies listed above, to provide assurance that individuals who are members of special populations will not be discriminated against on the basis of their status of being a special populations student.

Signature of Superintendent/President

Date

Section 11. Describe the strategies the LEA will implement to use funds to promote preparation for nontraditional training and employment.

Examples of such strategies include:

- Provide preparatory services in academic and occupational skills, necessary educational materials, and career guidance counseling services in preparing for vocational and technical education training.
- Ensure access to preparatory services, support services, and vocational and technical education is more accessible to special population students and other groups by assisting those individuals with dependent care, transportation services, special services, referral services, supplies, books, and materials, and/or by organizing and scheduling the programs so that they are more accessible.
- Provide preparatory services and vocational education services and activities designed to prepare students ages 12-25 for nontraditional employment.
- Provide staff development, inservice training, professional development, curriculum development, and other services deemed effective to teachers, counselors, administrators, business leaders, and community leaders on nontraditional training and employment. .

(Insert the required description in the block at the right.) The LEA has intentions of implementing strategies listed above to promote preparation for nontraditional training and employment.

Section 12. Describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided.

- Describe how the local district will provide professional development for vocational and technical, academic, guidance, and administrative personnel to improve and expand the use of technology in vocational and technical education programs.

(Insert the required description in the block at the right.) The LEA provides various staff development workshops through a district database. The district requires 4 workshops in addition to 60 staff development hours per year.

- Describe how the local district will provide and encourage participation in professional development for vocational and technical, academic, guidance, and administrative personnel to improve, expand, and modernize vocational and technical education. (Also include how the local district will participate in inservice for new teachers and preservice for non-degree or non-education degree vocational and technical teachers.)

(Insert the required description in the block at the right.) The LEA provides various staff development workshops through a district database. The district requires 4 workshops in addition to 60 staff development hours per year.

Section 15. To be completed only by LEAs that provide programs, services, and activities to individuals located in state correctional facilities. Describe how funds will be used to serve individuals in state correctional institutions.

NOTE: The local educational agencies opting to provide programs to individuals in state correctional facilities will describe in the Local Plan Application the strategies it will implement to serve individuals in state correctional institutions. These strategies should demonstrate how the LEA will make preparatory and vocational and technical education training more accessible to individuals in correctional institutions and how the LEA will administer and coordinate vocational and technical education services to offenders before and after release.

N/A

Section 16. To be completed only by LEAs that provide programs, services, and activities to individuals located in state facilities other than correctional institutions (Mississippi School for the Blind and Mississippi School for the Deaf. Describe how funds will be used to serve individuals in state facilities other than correctional institutions.

Describe the strategies the LEA will implement in state institutions other than correctional facilities to assure that all individuals identified as special populations will be provided the following:

- equal access through recruitment, enrollment, retention, and placement services;
- equal access to appropriate vocational education programs available to “all students” including members of special populations;

- vocational educational programs and activities in the least restrictive environment in accordance with the Individualized Education Plan (IEP) and the rights and protections guaranteed by IDEA;
- support services including guidance, counseling, and career development activities will be provided by support staff to enable the special populations to succeed in a vocational education program;
- career information will be provided to all members of special populations; and
- assessment as required by the 1998 Perkins Act.

N/A

Section 17. Complete and Submit the Federal Budget Summary

Instructions for completing the Federal Budget Summary or Summary of Federal Vocational Education Activities Funded with Perkins IV 85% Funds:

- (1) Estimate the Federal Budget Summary line item amounts needed for the upcoming year, keeping in mind, and staying within, the estimated allocation of Perkins IV Federal funds by totaling all items in *each category (salaries, capitalized equipment, short-term adult classes, and other costs)* and then entering those amounts on the Federal Budget Summary on the appropriate lines.
- (2) Each LEA must estimate the federal reimbursed part of Special Populations/Student Services Coordinators to be entered on the Salary line of the Federal Budget Summary for planning purposes and then later (in July and August) enter the individual teacher employment data in MSIS to generate reimbursement payments to the district. A reasonably good estimate can be had by adding 5% to the Federal Reimbursed amount for the instructor(s) for last year.
- (3) After Federal Funds are budgeted for Salaries the remaining Perkins IV Federal funds should be budgeted in the manner that the career technical director or contact person doing the planning believes to best contribute to the effective delivery of required services to special populations, needed and allowable Short-term adult programs, and Other Cost line items needed to effect improvement in program performance.
- (4) Prior approval of other cost items is not required. However, local districts must budget available Perkins IV funds on the appropriate lines of the Budget Summary so that it will be possible to request reimbursements later, after having purchased items within the guidelines.

SPECIAL NOTES FOR DISTRICTS IN CONSORTIUM WITH OTHER DISTRICTS, LEAD PLANNING DISTRICTS AND PARTICIPATING DISTRICTS:

Districts that are participating in a consortium, but NOT as the Lead Planning District, will complete and submit a District State Budget Summary.

The Lead Planning District will complete and submit the District Federal Budget Summaries for their district and for each of the participating local districts,

INCLUDING THE TEXT SECTIONS FOR EACH BUDGET LINE: Funding Need, Purpose/Objective, and Location and Activities/Outcomes.

THE LEAD PLANNING DISTRICT OF THE CONSORTIUM IS RESPONSIBLE FOR THE SUBMISSION OF A COMPLETED STATE BUDGET SUMMARY FOR EACH MEMBER OF THE THEIR CONSORTIUM.

Local Plan Update FY2010

District Name: Tupelo Public Schools

District Number: 4120

Estimated New Federal Funds:

77,781.44

Estimated New Federal Funds Budgeted:

77,781.44

Estimated New Federal Funds Unbudgeted:

0.00

For Planning Purposes, USE ESTIMATED Amounts from LAST YEAR in the Blanks above.

SECONDARY Federal Budget Summary

Federal Capitalized Equipment 22,573.04

Funding Need- Federal Capitalized Equipment

22,573.04

Purpose/Objective

To purchase Capitalized Equipment to improve and enhance instruction.

Location and Activities/Outcomes

Tupelo Career-Technical Center

Equipment will be used to better prepare graduates for the workforce and readiness for post-secondary training.

Federal Adult Vocational

Funding Need- Federal Adult Vocational

Purpose/Objective

Location and Activities/Outcomes

Other Costs TOTAL: 6,993.81

- Testing Material 2,817.05

Funding Need- Testing Material

2,817.05

Purpose/Objective

To provide testing materials for our two special populations personnel to screen for potential population students and provide tutoring.

Location and Activities/Outcomes

Tupelo Career-Technical Center

Equipment will be used to better prepare graduates for the workforce and readiness for post-secondary training.

- Instructional Aids 4,176.76

Funding Need- Instructional Aids

4,176.76

Purpose/Objective

To provide instructional aids to all students and enhance student learning.

Location and Activities/Outcomes

Tupelo Career-Technical Center

Equipment will be used to better prepare graduates for the workforce and readiness for post-secondary training.

- Student Organizations Travel

Funding Need- Student Organizations Travel

Purpose/Objective

Location and Activities/Outcomes

- In-service Training

Funding Need- In-service Training

Purpose/Objective

Location and Activities/Outcomes

Federal Salaries (Special Populations/Student Services Coordinators) 48,214.59

Funding Need- Federal Salaries (Special Populations/Student Services Coordinators)
48,214.59

Purpose/Objective

To employ Student Services Coordinators at the Tupelo Career-Technical Center to implement services to all special populations.

Special Populations/Student Services Coordinator's Salaries for the Delivery of Services to Special Populations Students 48,214.59

Cost

Total Proposed For Reimbursement: \$0.00

Federal Non-budgeted Amount: \$0.00

Secondary STATE Budget Summary FY2010

Estimated State Equipment Funds: — —

Estimated Total State Funds Budgeted: — —

State Adult Funds REQUESTED: — —

State Capitalized Equipment \$27,953.82

27,953.82

Purpose/Objective

To improve programs by purchasing state of the art equipment for the delivery of Mississippi Curriculum Frameworks.

Location & Activities/Outcomes

Tupelo Career-Technical Center/Better programs and to improve student performance

State Non-Capitalized Equipment \$6,940.61**Funding Need - State Non-Capitalized Equipment**

6,940.61

Purpose/Objective

To improve programs by purchasing equipment for the delivery of the Mississippi Curriculum Frameworks.

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Curriculum Frameworks.

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Location & Activities/Outcomes

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Tupelo Career-Technical Center/Better Programs and to Improve Student Performance.

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State Adult Vocational Funds REQUESTED \$35,633.88

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Funding Need - State Adult Vocational

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35,633.88

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Purpose/Objective

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To employ an adult vocational education instructor for the Regional Rehabilitation Center; a Job Readiness program for the Blind.

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Location & Activities/Outcomes

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Mississippi Regional Vocational Rehabilitation Center

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Adults re-entering the job market after being rehabilitated.

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State Funded Vocational Salaries: \$417,266.26

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Funding Need - State Funded Vocational Salaries (Administration, Guidance Counselors, & Instructors):

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417,266.26

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Purpose/Objective

Field Code Changed

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To employ administration, guidance counselor, and instructors for the successful implementation of programs.

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Location & Activities

Cost

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Tupelo Career-Technical Center

\$417,266.26

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Program Certification for Duty Assignment

for

EMPLOYEES HAVING FEDERAL REIMBURSED SALARIES

Tupelo Public School District
DISTRICT NAME

This is to certify that Pamela Coleman, an employee of the Tupelo Public School District (District Name), is employed to perform the duties of Student Services Coordinator, a position funded with Federal Funds and a US Department of Education program. The employee herein named will be assigned full-time and will perform duties exclusively for this program for the period from August 10, 2009 to June 1, 2010.

Certification

I certify to the above statement:


Employee Signature

Date

3/23/09

Superintendent/President (Signature)

Date

Program Certification for Duty Assignment

for

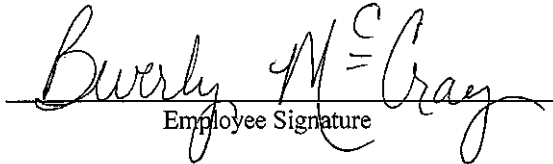
EMPLOYEES HAVING FEDERAL REIMBURSED SALARIES

Tupelo Public School District
DISTRICT NAME

This is to certify that Beverly McCray, an employee of the Tupelo Public School District (District Name), is employed to perform the duties of Student Services Coordinator, a position funded with Federal Funds and a US Department of Education program. The employee herein named will be assigned full-time and will perform duties exclusively for this program for the period from August 10, 2009 to June 1, 2010.

Certification

I certify to the above statement:


Employee Signature

3/23/09
Date

Superintendent/President (Signature)

Date

Secondary School District FY2010 Signatures*

REQUIRED* Signatures for Local Plan Updates FY2010 These Signature Pages have been prepared to secure necessary signatures and to make the Local Plan Update preparation and submission process easier and more convenient for you.

Local School District Number: 4120

Local School District Name: Tupelo Public Schools

Witness:

The submission of these hardcopy, original signatures is expressly done administratively in recognition of the assurances and assertions of the respective Parts and Sections of the Local School District Extended Five-Year Local Plan as set forth in the Mississippi State Plan for Vocational and Education and Workforce Development under which this Five-year Local Plan Application and our FY2010 Local Plan Update is being submitted.

Dated Signature of Superintendent/President of the LEA

*

Signature of Superintendent (REQUIRED) Date

Dated Signature of Chair of the Local District's Governing Board

*

Signature of Chair of the Local District's School Board (REQUIRED) Date

Dated Signature of Vocational Director/Contact Person

*

Signature of Local District's Vocational Director/Contact Person (REQUIRED) Date

Teacher Budget information submitted electronically through the MSIS system
the District's Proposed Teacher Budget and Application for State and Federal Aid Vocational and Technical Education Ongoing Programs Fiscal Year July 1, 2009 to June 30, 2010. I certify that the statements and budget data for the ongoing vocational programs represented on the Teacher Budget submitted through MSIS or otherwise as directed, for the Local Plan Update for FY2010, are true and correct to the best of my knowledge and belief, and that adequate funds have been budgeted and will be utilized to maintain instructional equipment and to provide instructional supplies and other support essential to the successful operation of these programs. I hereby pledge full cooperation with the State Board in maintaining these vocational classes so as to comply with policies and other requirements for state and federal

aid as provided by law. I therefore request the maximum reimbursement for which the district qualifies.

Check applicable condition. (REQUIRED)

Our FY2010 Vocational Budget has Local Board Approval

Our FY2010 Vocational Budget is tentative, pending Local Board Approval

Certifying signatures:

_____*

Superintendent (REQUIRED) _____ Date

_____*

Vocational Director/Contact Person (REQUIRED) _____ Date

Short Term Adult Program Application(s)

The original signature below is done administratively to validate requests submitted through the MS-OVEWD web site for Short Term Adult Programs, funded by State or Perkins IV Federal funds, and to assure accurate electronic reporting of instructional, enrollment, and demographic data that will be submitted when requesting payments to the district for completion of approved Short Term Adult Programs.

Superintendent/Vocational Director (REQUIRED if requests are to be made) _____ Date

Acceptance of Administrative and Financial Responsibility for Electronic Reimbursement Requests Submitted by the District to the MDE/OVTE

I hereby accept full administrative and financial responsibility for FY2010 electronic data submitted by the district for reimbursement requests submitted by the district for allowable expenditures of state funds allocated to Short Term Adult Programs and/or federal Perkins IV funds budgeted to "Adult" or "Other Cost" and I hereby certify that the requisition(s), as submitted, is/are/will be correct and that funds are/have been expended in accordance with state and federal regulations and documentation is on file in the local school district.

Signature N _____ Title _____

New Program Application

PUBLIC SECONDARY AND STATE INSTITUTION REQUEST FOR APPROVAL OF NEW PROGRAMS

Submit electronic copy to the Office of Vocational and Technical Compliance and Reporting through Lotus Notes. AND MAIL the Original Signed hard copy of the Application to:

Office of Vocational Education and Workforce Development
Bureau of Compliance and Reporting
P. O. Box 771
Jackson, MS 39205-0771

NOTE: The electronic Request and the Hardcopy of the Application MUST be RECEIVED before the DEADLINE of 5:00 p.m. Wednesday, April 15, 2009, or be Postmarked not later than April 15, 2009.

FAXED APPLICATIONS WILL NOT BE PROCESSED

School District Name School District No.
School Name SCH LOC Code
Program Name Program CIP Code

Check type of proposed program to be operated:

Skill
H. B. 1467
Other

If Other, Specify here

Proposed Implementation Date

The local vocational education advisory committee recommended the approval of the proposed program
during their meeting on (month, day, year).

Signature, Chairperson of Local Advisory Committee Date

The local board of trustees of the district recommended the approval of the proposed program and agreed to provide adequate supply funds for operation of the program.

Local Superintendent Signature Date

I. Student Supply

a. What is the total enrollment of this school district?

b. What is the total number of students available for vocational training?

c. What is the number of students available for the requested program?

d. Complete for the proposed program:

Enrollment per class x Number of Class Periods

= Total number to be served

e. Length of Class Period minutes

II. Plan for Providing Equipment

Is adequate equipment available for this proposed program? Yes/No

If No, state the cost of equipment and specify source of funds for supplying the equipment.

III. Plan for Providing Facilities

a. Estimate the total square feet of floor space needed for the training program.

b. Indicate if new or existing space is proposed.

c. If an existing facility is to be used, describe prior or current use.

d. Indicate source and amount of funds required for facility for this program.

IV. Plan for Providing Instruction

a. State the number of positions needed.

b. Does this program require teaching positions to be converted?

Yes/No

If yes, identify the specific position(s) to be converted.

School Name SCH LOC Code

Program Name Program CIP Code

- c. Does this program require existing programs/positions to be converted or terminated?
- d. Yes/No
- e. If yes, identify the program(s) to be converted/terminated.

School Name SCH LOC Code

Program Name Program CIP Code

V. Program Support

Describe the plan for providing program support. (These might include services such as guidance, transportation, instructional supplies, placement, etc.)

VI. Program Accessibility

- a. Is there another program like the proposed program in operation in the district?
Yes/No If Yes, indicate location(s).
- b. Will the proposed program be available to all eligible district students?
Yes/No (If No, Explain why not)

VII. Training Needs (Complete the following, when appropriate.)

- a. Skill Programs (Describe objectives of the training program in terms of need.)
- b. Technology Applications Programs (List available advanced postsecondary technical training by program location for transfer on a 2 + 2 system.)
- _____

VIII. Job Demands (Skill Programs Only)

- a. Include pertinent data and source which support job needs for the proposed program.
- _____

- b. List programs conducted by community and junior colleges in the area that are available to the trainee for advanced/articulated training in the program field.
- _____

IX. Available Labor Supply

List available labor supply already trained or being trained from sources such as other secondary programs, private and public postsecondary programs, etc.

X. Curriculum

List the standard curriculum unit for instruction and give outline for local option to complete the course of instruction. If no standardized curriculum is available, attach an outline of proposed curriculum to be used.

XI. Other

Add any other pertinent data which would further support your program application.

(State Office Use Only)

The Office of Vocational Education and Workforce Development reviewed this new program application and has

_____ disapproved it.

_____ approved it for an effective date of _____ and will recommend to the State Board that it approve support.

Michael Mulvihill, Interim Associate Superintendent of Education Date
Director, Office of Vocational Education and Workforce Development

APPLICATION FOR FY2010 VOCATIONAL SERVICES
(40-Day Extended Contract for Secondary Skill Program Teachers)
CONTRIBUTING TO ECONOMIC DEVELOPMENT*
MISSISSIPPI CODE 37-31-13
From July 1, 2009 to June 30, 2010 (FY2010)

SELECTION CRITERIA

- 1) All necessary information must be provided. Requested information is necessary. Use the (Tab key/Shift and Tab keys) or the arrow keys to move from one text box to another. Use as much space as you need in your responses. Text spaces will expand as responses are entered. Secure the essential signatures, make a file copy, and deliver the original hard copy of the application before the deadline.
- 2) Superintendent's dated signature is essential.
- 3) Local School Board President's signature and approval date are essential.
- 4) Incomplete and/or late applications are ineligible as are applications involving staff other than vocational teachers.
- 5) Eligibility is limited to those teachers who are already on a 200-day contract.
- 6) If selected, adequate local funds will be budgeted to pay the instructor the MAEP scale extended to 240 days.
- 7) No MAEP support is available.
- 8) The complete, printed Application for Extended Contracts for Economic Development bearing the ORIGINAL essential signatures must be delivered to the Office of Vocational Education and Workforce Development, Bureau of Compliance and Reporting, P. O. Box 771, Jackson, MS 39205-0771 by the DEADLINE: RECEIVED by 5:00 p.m., Wednesday, April 15, 2009, or Postmarked not later than Wednesday, April 15, 2009. FAXED FORMS WILL NOT BE ACCEPTED.

SELECTION PROCESS

- 1) A committee will review all applications.
- 2) The applications will be ranked in order according to the programs that contribute to economic development in the community.
- 3) Each recommended district application is eligible for program selection while funds are available.

*Subject to selection and availability of funds.

**APPLICATION FOR FY2010 VOCATIONAL SERVICES
CONTRIBUTING TO ECONOMIC DEVELOPMENT***

MISSISSIPPI CODE 37-31-13

**(40-Day Extended Contract for Extended Contracts for Economic
Development* Secondary Skill Program Teachers)**

Date _____

Applicant's Name _____

Applicant's SSN _____

School District Number _____

School District Name _____

School Location Code _____

School Name _____

Program CIP Code _____

Program Name _____

Were you awarded an extended contract during the 2008-09 school year?

(Yes or No) _____

Is this your first time to apply for an extended contract? (Yes or No) _____

Respond to each of the five (5) numbered statements listed below. Responses should be well thought out and should clearly provide concise information that may enhance your chances of being selected to receive an extended contract. You should work closely with your director to ensure that you will be able to validate your accomplishments during the contract period. All responses should focus on your plans, goals, and objectives for the 40 days of the extended contract; however, it is understood that the responses may be a reflection of your yearly plans.

Note: Accomplishment of planned goals and objectives during the 2008-2009 extended contract period will be used as a component of the selection process for 2009-2010 extended contracts.

***Subject to selection and availability of funds.**

1. Give a detailed description of the strategies and activities you plan to use in providing supervision and instruction to enhance student learning during the extended contract period.

=====

2. Describe how you will identify and provide technical assistance to adult programs and individuals in the area. Give specific examples of programs that will be involved.

=====

3. Discuss how you will provide opportunities for students to participate in training activities sponsored by student organizations such as FFA, HOSA, etc. Specify conference(s) or meetings you will participate in to provide opportunities for students to develop leadership and or participate in other student-centered activities.

=====

4. Provide a description of how you will use the extended contract days to contribute to the economic development in your area. Also, comment on how you plan to include students in this process.

=====

5. Provide a brief summary of the goals and objectives you plan to achieve as a result of your activities as a teacher with an extended contract. Special attention should be given to how these goals and objectives will improve your program area with regard to student enrollment, retention, and placement of students who complete the program.

=====

*Subject to selection and availability of funds.

Are you committed to keeping the necessary documentation to validate your accomplishments?

(Yes or No) _____

Applicant's Signature

Vocational Director's Signature

Or

Immediate Supervisor's Signature

If selected, adequate funds will be budgeted to pay the above instructor on the vocational scale extended to 240 days. The district will comply with policies and requirements as mandated in Mississippi Code 37-31-13.

(The signatures below apply to ALL Applications for Extended Contracts for Economic Development submitted by your school district.)

Superintendent's Signature

Date

Local School Board President's Signature

Board Approval Date

Completed application with all ORIGINAL essential signatures submitted by the deadline. The DEADLINE is hard copy of the Application in the OVE&WD Bureau of Compliance and Reporting Office by 5:00 p.m. Wednesday, April 15, 2009, OR Postmarked no later than April 15, 2009.

*Subject to selection and availability of funds.

DOUBLE CHECK TO BE SURE THAT YOU HAVE COMPLETED ALL PARTS OF THIS 5-YEAR APPLICATION, SAVED IT ON YOUR HARD DRIVE IN A LOCATION WHERE YOU WILL BE ABLE TO FIND IT LATER, PRINTED THE ENTIRE DOCUMENT, SECURED/AFFIXED THE REQUESTED SIGNATURES THROUGHOUT, MADE 4 COPIES OF THE ORIGINAL AND PUT ONE COPY IN YOUR FILES, AND ARE SENDING THE ORIGINAL AND 3 COPIES TO:

Branch Director of Federal Reporting
Mississippi Department of Education
Office of Vocational Education & Workforce Development
Bureau of Compliance and Reporting
P. O. Box 771
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