

Guidelines
for
Tech Prep Projects

PROJECT GUIDELINES

AND

REQUEST FOR PROJECT APPLICATIONS

APPLICATION PROCESS

Eligible Applicants: Consortia of local education agencies, public community colleges, tribal community colleges and proprietary institutions of higher education that offer a two-year associate degree/certificate.

Funding Period: July 1, 2000 - June 30, 2001

Timetable: Guidelines Released December 1999
Applications Due April 15, 2000
Notification of Grant Awards
(pending any required modifications). June 15,2000

Submit to: Carol A. Jurgens
Tech Prep Director
Nebraska Department of Education
301 Centennial Mall South, P.O. Box 94987
Lincoln, NE 68509-4987
402-471-0948 Fax 402-471-0117

STATE AGENCY RIGHTS AND RESPONSIBILITIES

1. The Carl D. Perkins Vocational and Applied Technology Education Act of 1998, (20 U.S.C. 2301 et seq.), Title II, authorizes federal funding through state allocations for implementing Tech Prep Education programs.
2. The Nebraska Department of Education reserves the right to reject any plan/proposal received if it is determined that it does not meet the specifications in the Tech-Prep Education section of the State Plan for Vocational Education.
3. The Nebraska Department of Education is the final approving authority for all reports and products occurring as an integral part of any funding agreement resulting from this plan/proposal.
4. Progress reports will be required periodically along with a final report.
5. The plan/proposal, as well as all written and/or audio-visual materials produced, shall be sex fair in word, image and inference.
6. Equal and fair consideration of all populations regardless of race, sex, color, national origin, religion, age or handicap shall be given in the selection of project personnel and advisory committee members and in other activities operated as part of the program.

APPLICATION INSTRUCTIONS

- All plans/proposals must be typewritten on one side of standard 8 1/2" X 11" unruled, white paper and stapled in the upper left-hand corner with the Tech-Prep cover page on top. **Do not use any type of binding other than stapling.** The proposal must provide reviewers with information required to conduct a comprehensive evaluation of the proposed plan, **including the comparison of project goals/objectives to budget expenditures.**
- Submit five (5) copies of the completed plan/proposal. Include **one (1) original and four (4) copies.** The original copy must have original signatures, preferably in blue ink.
- Outline of Applications:
 1. Cover Letter
 2. Consortium Agreement
 3. Statement of Assurances
 4. Lobbying, Debarment, and Drug-Free Workplace Requirements
 5. Tech Prep Education Advisory Committee Members
 6. Project Abstract
 7. Budget Notes/Summary
 8. Narrative Description of the Project
 - ◆ **Short-term Goals/Objectives - July 1, 2000 - June 30, 2001**
 - ◆ **Long-term Goals/Objectives - July 1, 2001 - June 30, 2004**

REQUIRED PROJECT ACTIVITIES

- Attend and participate in state-called workshops, seminars, and/or advisory committee meetings.
- Submit an Annual Report and two-page Executive Summary for Funding Year 2001 no later than August 1, 2001.
- Communicate all staff development opportunities to the State Tech Prep Director and all Tech Prep Consortium Coordinators.
- Disseminate curriculum materials developed to the State Tech Prep Director and all Tech Prep Consortium Coordinators.

APPLICATION CONTENTS

(Refer to Section III for the forms.)

1. COVER PAGE

Nothing may **precede** this page. The cover page includes information pertaining to the title of the plan/proposal, applicant organization, Tech-Prep Education Coordinator, time frame, and funds requested. Along with the signatures of appropriate individuals representing the applicant organization/consortium representatives, the cover page also contains space for the appropriate signatures of individuals representing the Nebraska Department of Education.

2. CONSORTIUM AGREEMENT

This form should list the schools districts and businesses that have a signed and dated intent to articulate and/or articulation agreement on file with the Nebraska Department of Education. The signatures on these agreements assure the availability of postsecondary education to graduating secondary individuals meeting qualifications for two years.

3. STATEMENT OF ASSURANCES

The statement of assurances must be signed by the Administrator of the applicant institution. Please read all assurances carefully before signing.

4. LOBBYING, DEBARMENT, AND DRUG-FREE WORKPLACE REQUIREMENTS

The lobbying, debarment, and drug-free workplace requirements must be signed by the Administrator of the applicant institution. Please read all areas before signing.

5. TECH-PREP EDUCATION ADVISORY COMMITTEE MEMBERS

An advisory committee for Tech Prep education must be utilized. for the purpose of providing counsel, direction, and assistance to Tech Prep education. Committee representation **must** include, in addition to consortium members, individuals from each of the groups listed below:

- (1) Representatives of specific special population, including disabled, educationally or economically disadvantaged, limited-English proficient, incarcerated, and individuals in programs designed to eliminate sex bias.
- (2) Representatives of public agencies and the community.
- (3) Parents, career guidance and counseling personnel, and students.
- (4) Representatives of business, industry, and labor. Wherever possible, this category should comprise a minimum of one-third of the advisory committee members.

Other persons may be asked to participate at the discretion of the local education agency. Ex-officio members should include vocational teachers, teachers who represent areas other than vocational education, and administrators.

6. **PROJECT ABSTRACT**

The abstract should provide a concise summary of the proposed project, including all essential information needed to understand the general dimensions of the project, and must not exceed one page. It will be used in informational publications.

7. **BUDGET**

The consortium must submit a complete budget for each fiscal year of the grant. Funds made available shall be used to supplement the state and local funds available for uses specified in the plan/proposal and cannot be used to supplant expenditures that would otherwise be paid from state and local resources or have previously been made from state and/or local resources. Consortia are encouraged to use funds allocated under Title I to supplement Tech Prep education funding.

Eligible expenditures. Expenditures by the eligible recipient may be charged to the plan/project only if they are in payment of an obligation incurred during the approved period, conform to the approved project budget, and comply with minimum requirements of federal and state statutes, rules and regulations. Eligible expenditures must meet Tech Prep Education guidelines.

BUDGET NOTES must provide **specific explanations, justification, and relationship to project goals/objectives for each line item** which will be shown on the Budget Summary page. Each explanation must **show the calculations** used to determine each line item amount. Any estimated amount must also have an explanation provided. All budget items should be rounded up to the nearest whole dollar and must be categorized within the following six categories: (a) Personnel Services, (b) Operating Expenses, (c) Instructional Materials, (d) Travel, (e) Equipment/Capital Outlay, and (f) Other.

BUDGET SUMMARY. This form is completed by totaling each budget category in your Budget Notes and transferring these totals to the appropriate line on the Budget Summary sheet.

BUDGET CHANGES. Any changes in the **Personnel Services** category and **ANY changes greater than 10%** of other budget categories require written approval from the Nebraska Department of Education prior to the expenditure of the funds. Written approval **must** be requested prior to submitting budget claim forms.

BUDGET CATEGORY DESCRIPTIONS/ELIGIBLE EXPENDITURES

Use the following descriptions to determine the most appropriate category for budgeted items:

- A. **Administrative Costs.** Costs associated with the direct administration of the plan or proposal. These costs are limited to no more than 5% of total expenditures. Indirect costs

are considered administrative costs and must be included in the 5% limitation.

B Instructional Equipment. Equipment is described as a movable or portable item, implement, device or machine designed for a specific purpose, that retains its original shape and appearance with use, and meets the following conditions. (The lease or purchase of equipment is permissible.)

- Retains its original shape and appearance with use and is nonconsumable.
- Generally is repairable.
- Does not lose its identity.
- Is a necessary adaptation to upgrade an existing item of equipment in order to be consistent with technology found in business and industry.
- Is used by the teacher in instructing and/or the student in learning and developing a competency in the use thereof.
- Purchased equipment must be for vocational technical education programs that meet base program components. All equipment must be housed within vocational programs that meet these components, not in computer or learning labs.
- Equipment purchased by consortium (including Tech-Prep) is to be maintained and inventoried by the consortium.
- Equipment must be removed from vocational programs that do not continue to meet Base Program Standards and re-distributed to other programs that do meet Base Program Standards within the consortium.
- All equipment purchased must be shown on an itemized printout.
- Items of equipment with an original purchase price of \$5,000 or more must be maintained on a depreciation inventory and verified as to purpose and use at least every two years.

NOTE: Repair and maintenance of instructional equipment meeting the above criteria is an eligible expenditure. General maintenance agreements for equipment not purchased under these criteria is not an eligible expenditure.

C. Instructional Material. Appropriate instructional materials include reference books, film rental, instructional software, prepared videos, and necessary duplication of materials. All purchases must be listed and justified. (A simple statement that we intend to purchase applied academics curriculum for consortium schools is **not** adequate. The instructional areas to be purchased and the activity that is addressed must be stated.) (Charges for shipping and handling of materials are an eligible expenditure.)

D. Operating Expense. Includes the cost of postage, communication, publication and printing, conference expense, and program evaluation which is necessary to carry out the activities.

Stipends. Payment to teachers or participants (other than students/clients) participating in inservice training or workshops if one of the following conditions are met.

1. There is a genuine need to pay stipends. Example: The inservice training or workshop is conducted after school hours, weekends, or during the summer; OR
2. The stipend is paid in lieu of paying expenses (travel, registration, etc.).

Consultants. Consultant fees must be stated in the budget and comply with the written policy for consultant reimbursement of the funded agency. Consulting fees plus travel, lodging, and per diem shall conform to the funded agency's written policy. Consultant travel, lodging, and per diem must be itemized and justified.

Subcontractors. The funded agency may enter into written agreements for part of the services to be provided under the plan or proposal. Such agreement will describe the services of the subcontractor and will contain provisions assuring that the funded agency will retain supervision and administrative control over the services. **Services of the subcontractor agreement shall be specified in the program application or proposal.** If subcontractors are used, indicate their qualifications and specific duties and responsibilities to the application or proposal.

- E. **Personnel Services.** Expenditures for program staff should be limited to only that amount which is necessary to carry out the activity. Employee benefits are considered part of the cost of personnel. Personnel chargeable to more than one program must be time certified. (Time certification records must be retained at the local level.)

The total amount of salary and fringe benefits to be paid with federal funds, must not exceed the percentage of salary which equals the percentage of time the staff member is assigned to the project. If exact salaries are not known, include estimated salaries and how the estimated salaries were calculated.

Approved expenditures for project staff is limited and **cannot** include instructional salaries. Include all personnel that will be associated with the plan/proposal. This may include the Tech-Prep Coordinator.

The budget notes must include::

- Name of person and/or position.
- How salary and benefits were calculated.
- Total salary for the period of the project.
- Brief statements relative to experience, qualifications and activities for which the person will be responsible.

If a person has not been selected for a position, list the job skills a person must have in order to qualify for the position. The Nebraska Department of Education requires equal employment/ educational opportunities/ affirmative action regardless of race, sex, color, national origin, religion, age or disability.

Employee Benefits. Only the eligible recipient's normal contribution may be charged, and then only if this item is regularly treated by the institution or agency as a direct cost. The percentage and total salaries used to arrive at the figure given must be itemized. These benefits usually are not provided for all staff members on the same basis and often are not provided for temporary employees. The policy of the eligible recipient must be thoroughly set forth in the budget justification.

- F. **Travel.** Travel must be justified in terms of value of the travel to the successful completion of the plan/proposal. Travel expenses are limited to mileage, air fare, meals, and lodging.

If out-of-state travel is required, detailed budget notes for each trip must be developed to include: (1) name of traveler, (2) type of activity planned, (3) date of activity, (4) estimated expense of trip (lodging, meals, travel, registration fees, etc.) and (5) justification for participation. Out-of-state travel will be limited to 5% of the total plan/proposal budget.

ABSOLUTELY NOT'S

Federal and State fund can absolutely not be used for the following:

- Student expenses (lodging, meals, transportation). (School provided transportation for field trips and laboratory activities is permissible.)
- Anything that is a direct benefit to an individual or student (purchase of supplies, jackets, T-shirts, and other effects for personal ownership)
- Entertainment, social activities, and related costs such as meals, beverage, lodging, transportation, and gratuities. (This includes breaks, etc. for meetings and noon meals not involving overnight travel).
- Awards, promotional and giveaway items such as trophies, plaques, notebooks, registration folders, pens, calendars and other gratuitous items.
- Individual membership dues and subscriptions. (Example: individual teacher membership in professional organizations)
- College tuition and fees for students or teachers. (This includes books, tools and other items that the student or teacher may be required to have).
- Fines and penalties.
- The cost of insurance on buildings and equipment or personal/institutional liability.
- The cost of conducting audits.
- Contributions and donations.
- Contingency Funds. (Petty cash or miscellaneous funds or accounts)
- The cost of facilities or furniture. (This is intended to prohibit using funds to purchase normal classroom and office furniture. There may be instances where the purchase of specialty furniture to facilitate the operation of an item of equipment that is being purchased is permissible)

8. PROJECT ACTION PLANS

Two action plans must be completed:

FY 2001	(July 1, 2000 - June 30, 2001)	Short Term Action Plan
FY 2002-2003-2004	(July 1, 2001 - June 30, 2004)	Long Term Action Plan

Complete a separate Action Plan Matrix for each of the above time periods that indicates how your consortium's objectives accomplish the seven goals listed below. State each objective in action format, followed by a description of activities or **HOW** it will be accomplished, **WHO** will be responsible for accomplishing it; and the outcome or **WHAT** will be accomplished .

In addition, each objective must consider:

- Ensuring the success of special populations and minorities.
- Ensuring gender equity.
- Involvement of business, industry, and labor.
- Joint development and participation by secondary/postsecondary personnel.

Several possible activities for accomplishing each goal are listed. **The starred (*) activities are required.**

GOAL #1 - COMMITMENT OF LEADERS

To secure a long-term commitment for Tech Prep education from leaders in business, industry, government, education, community and the family, thereby enriching collaborative partnerships.

Activities:

- Employ local Tech Prep Coordinators.
- Employ a full-time Tech Prep Consortium Coordinator.
- Establish a local advisory committee*
- Create collaborative partnerships between and among BIG ED (Business, Industry, Government, and Education).*
- Make presentations to school boards, administrators, parents, and BIG ED.*

GOAL #2 - ARTICULATION

To establish horizontal and vertical articulation between and among all levels of educational institutions. (See Appendix B and C)

Activities:

- Establish a common agenda for articulation.
- Create a network for developing agreements.
- Agreements among secondary, community college, and baccalaureate degree programs are encouraged.
- Establish 4 + 2 + 2 articulation.
- Utilize a consistent format for articulation agreements (Appendix C and D)*
- Develop agreements with the input of secondary/postsecondary faculty, counselors, staff, and business, industry and labor.*
- Describe in the agreements the plan to recruit, enroll, and retain all students including minorities and special populations.*
- Describe in the agreements the plan for ensuring gender equity.*
- Completed "Intent to Articulate" Agreements (or Articulation Agreements) for **all** consortium members must be a part of this plan/proposal.*
- Complete Articulation Agreement Summary* (as part of your Annual Report)

NOTE: If Articulation Agreements which include curriculum drawing boards for each occupational area being articulated have been submitted with previous plans or your annual report (and have not been modified), you do not need to resubmit them.

GOAL #3 - RELEVANCY OF INSTRUCTION

To evaluate courses and programs (academic and technical) on an on-going basis to determine appropriateness and relevancy of content and methodology.

Activities:

- Determine competencies for math, science, and communications.*
- Determine competencies for specific occupational programs (e.g., marketing, agriculture).*

- Emphasize contextual learning.
- Include work-based learning opportunities.

- Create curriculum drawing boards which meet the needs of consortium participants.*

- Develop competency-based curriculum for Tech Prep education appropriate to the needs of consortium participants including at-risk and special population students including how curriculum and instruction will be developed and/or enhanced within the consortium*.

- Describe the integration of academic and vocational-technical education in the curriculum development process.*

GOAL #4 - EDUCATE STAKEHOLDERS

To provide professional development and technical assistance regarding the changes taking place in the world and how Tech Prep education addresses those changes for all stakeholders (students, parents, teachers, counselors, administrators, business/industry leader, policy maker, and the community).

Activities:

- Appoint a task force for planning stakeholder education.

- Train facilitators.

- Provide joint inservice for academic/vocational instructors.*
 - Tech Prep philosophy, structure, content.
 - Curriculum integration.
 - School-to-work initiatives.
 - Needs of special populations.
 - Student recruiting techniques.
 - Work-based experiences for teachers.

- Specify the amount of time and dollars to be spent for professional development and technical assistance.*

- Communicate professional development/technical assistance opportunities to the State Tech Prep Director and Tech Prep Consortium Coordinators.*

GOAL #5 - ENRICH CAREER GUIDANCE

To improve and strengthen career guidance.

Activities:

- Create K-12 teams to develop and implement a career awareness, exploration, and experience model.

- Provide inservice to guidance counselors. and other school personnel regarding:*

- Recruiting students
 - Preparatory services
 - Career guidance
 - Placement in employment
 - Work-based learning opportunities
- Participate in student career fairs.
 - Develop a Tech Prep student handbook.
 - Specify the amount of time and dollars to be spent on enriching career guidance.*
 - Communicate career guidance inservice opportunities to the State Tech Prep Director and Tech Prep Consortium Coordinators.*

GOAL #6 - RESOURCEFUL MARKETING

To communicate the vision, scope and implementation of Tech Prep education to all stakeholders.

Activities:

- Develop a marketing plan.*
- Include presentation to students, parents, local business/industry/labor groups, policymakers, and community leaders to increase their awareness of the philosophy, basic structure and content of Tech Prep education and school-to-work transition and their potential positive impact.
- Include presentations to all levels of educators and administrators to increase their awareness of and buy- in to Tech Prep education.
- Utilize effective marketing strategies:
 - Media blitz
 - Speakers Bureau
 - Employment facts/figures
 - Promotional videos - parents, students, business, teachers.
- Develop a strategy for meeting challenges:
 - Current definition of "success"
 - Resistance to change
 - Clear definition of Tech Prep
 - Turfdom/Tunnel Vision/Time

GOAL #7 - SYSTEMATIC REVIEW AND REVISION

To monitor the effectiveness of Tech Prep education and provide feedback regarding achievement of established goals to all stakeholders.

Activities:

- Appoint a task force to develop a plan.
- Determine what information is needed.
- Identify existing data sources.
- Develop a plan to assist local schools, 2 and 4 year colleges in data collection efforts.
- Utilize data for program improvement and expansion.*
- Develop a plan of follow-up for effective employment placement, or transfer of students to a four-year baccalaureate program upon completion of Tech Prep education.
- Establish a long-range master plan for including other secondary schools in Tech Prep education within the community college area.*
- Describe how the Tech Prep education that is developed using these funds will reflect continuing expansion of the technical and academic knowledge and skills required of employees.*
- Describe how the consortium will be accountable for the following four core indicators of performance:
 - Student attainment of academic and technical skills proficiencies.
 - Student attainment of a high school diploma, equivalent or postsecondary degree or credential.
 - Placement in, retention in and completion of postsecondary education or advanced training, military service, or employment.
 - Participation/completion of programs leading to nontraditional training and employment.

SPECIAL CONSIDERATIONS

Special consideration will be given to plans/proposals that

- (1) provide for effective employment placement activities or transfer of students to baccalaureate degree programs;
- (2) are developed in consultation with business, industry, institutions of higher education, and labor organizations;
- (3) address effectively the issues of dropout prevention and reentry and the needs of special populations;
- (4) provide education and training in areas or skills in which there are significant workforce shortages, including the information technology

industry; and

- (5) demonstrate how Tech Prep programs will help students meet high academic and employability competencies.

In addition, the plan may -- (recommended, but not required)

- (1) provide for the acquisition of Tech Prep education equipment, but must include a description of proposed use; and
- (2) acquire technical assistance from state or local entities that have designed, established and operated Tech Prep programs that have effectively used educational technology and distance learning in the delivery of curricula and services and in the articulation process; and
- (3) establish articulation agreements with institutions of higher education, labor organizations, or businesses located inside or outside the State and served by the consortium, especially with regard to using distance learning and educational technology to provide for the delivery of services and programs.

APPLICATION FORMS AND FORMATS

ALL FORMS IN THIS SECTION SHOULD BE COMPLETED AND SUBMITTED AS PART OF YOUR APPLICATION. THIS SECTION IS AVAILABLE ON A WORD PERFECT 6.0 DISKETTE UPON REQUEST.

Before submitting a plan/proposal to NDE, it should be checked to determine that all necessary components listed below are included and in the proper order.

PLAN/PROPOSAL CHECK SHEET

YES **NO**

- 5 Copies of Proposal (1 with original signatures/4 copies)
- Cover Page
- Consortium Agreement
- Statement of Assurances
- Lobbying, Debarment and Drug-Free Workplace
- Tech-Prep Advisory Committee Members
- Project Abstract
- Budget Notes
- Budget Summary
- Project Action Plan

COVER PAGE

TECH-PREP EDUCATION
PLAN/PROPOSAL FOR FEDERAL FUNDS UNDER
THE CARL D. PERKINS VOCATIONAL
AND
APPLIED TECHNOLOGY EDUCATION ACT OF 1998
NEBRASKA DEPARTMENT OF EDUCATION
PO BOX 94987, 301 CENTENNIAL MALL SOUTH
LINCOLN, NEBRASKA 68509

CERTIFICATION

A plan/proposal for support through authorization of the Nebraska State Board of Vocational Education under provisions of the Vocational Education Act of 1998

Project Title: _____

Application Organization: _____

Authorized By: (typed name) _____

(Signature of Authorized School Administrator) _____

Tech-Prep Coordinator: (typed name) _____

(Signature) _____

(Address) _____

(Telephone) _____

Date Submitted: _____, 20 ____

Project Duration: From _____, 20 ____ to _____, 20 ____

Total Budget: _____

TO BE COMPLETED BY THE DIVISION OF EDUCATION SERVICES (NDE)

Program Director Date

Program Manager, Vocational and Applied Technology Education Date

Approved Budget Allocation Amount Allocation

EFFECTIVE DATES OF PROJECT: JULY 1, 20 ____ THROUGH JUNE 30, 20 ____

TECH PREP EDUCATION CONSORTIUM AGREEMENT

A signed and dated intent to articulate and/or articulation agreement must be on file at the Nebraska Department of Education for each consortium school listed below. The signatures on these agreements assure the availability of postsecondary education to graduating secondary individuals meeting qualification for two years.

I. CONSORTIUM SCHOOL DISTRICTS

II. COMMUNITY COLLEGE OR PROPRIETARY INSTITUTION

III. APPRENTICESHIP

Apprenticeship Name

Business Partner

IV. FISCAL AGENT DESIGNATION

School District, Proprietary School or Community College

V. PROJECT DURATION: From _____, 20__ to _____, 20

Statement of Assurances

Upon acceptance of federal vocational and technical education funds, the Local Educational Agency, Consortium, or Community College agrees to the following assurances:

Equity

1. Vocational and technical education programs will address equity issues and provide equal opportunities to individuals without discrimination on the basis of race, color, national origin, sex, marital status, disability, creed, or age.

Coordination and Planning

2. Vocational and technical education programs will be jointly planned and coordinated with programs conducted under the Workforce Investment Act, Adult Education, Title 1, IDEA, and the Rehabilitation Act, and with apprenticeship programs to ensure nonduplication with other federal programs.
3. The Local Plan application will be made available for review and comment by interested parties including the Local Workforce Development Boards authorized under the Workforce Investment Act (PL105-220).
4. Parents, students, teachers, representatives of business and industry, representatives of special populations, and other interested individuals, as well as the local vocational and technical education advisory committee, are involved in developing, implementing, and evaluating all vocational and technical education programs.
5. To the extent consistent with the number and location of students enrolled in private or religious secondary schools or home schools, provision is made for the participation of these students in the vocational and technical education programs of the local educational agency.
6. Effective procedures will be developed, including an expedited appeals procedure, by which concerned parents, students, teachers, and area residents will be able to directly participate in local decisions that impact programs offered under this Act.

Program Requirements for Use of Funds

7. Students who participate in vocational and technical education programs will be taught to the same academic standards as all other students and encouraged through counseling to pursue a coherent sequence of courses that integrate academic and occupational disciplines.
8. Vocational and technical education programs will provide students with a strong experience in and an understanding of all aspects of an industry.
9. The local educational agency will develop, improve, or expand the use of technology in vocational and technical education, which may include teacher training to use state-of-the-art technology, providing students with skills to enter a high technology and telecommunications field, internships, and mentoring programs in high technology industries.
10. The local educational agency will provide professional development activities, which may include effective teaching skills, improving community involvement, becoming current with all aspects of the industry, business internships, technology use and application.
11. The local educational agency will initiate, improve, expand, and modernize quality vocational and technical education programs.
12. The local educational agency will provide a vocational and technical education program that is of such size, scope, and quality as to bring about improvement in the quality of education offered by the school.

13. Secondary and postsecondary institutions will link vocational and technical education programs including implementing tech prep programs.

Financial Regulations

14. Local educational agencies will submit required statistical, financial, and descriptive reports to the Nebraska Department of Education.
15. Funds will be used to supplement state and local funds for vocational and technical education, and not supplant such state and local funds.
16. Organizations representing the interests of the purchasing entity or its employees or any affiliate of such an organization may not directly benefit financially from funds used to acquire any equipment (including computer software).
17. No funds under this Act shall be used to (1) require any secondary school student to choose or pursue a specific career path or major; and (2) 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.
18. No funds received under this Act may be used to provide vocational and technical education programs to students prior to the seventh grade, except that such students may use equipment and facilities purchased with funds under this Act.
19. All of the funds under this Act shall be used in accordance with the requirements of this Act. None of the funds under this Act may be used to provide funding under the School-to-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-To-Work Opportunities Act of 1994.

General

20. Students who participate in vocational and technical education programs will meet state adjusted levels of performance and will be prepared for opportunities in postsecondary education or entry into high skill, high wage jobs in current and emerging occupations.
21. Professionally trained counselors and teachers will provide guidance, counseling and career development activities, including those activities designed to facilitate the transition from school to post-school employment, postsecondary education, or other career opportunities.
22. The local educational agency will adequately address the vocational and technical education needs of students in alternative education programs, if appropriate.

Special Populations

The term **special populations** means individuals with disabilities, economically disadvantaged (including foster children), individuals preparing for nontraditional employment, single parents (including single pregnant women), displaced homemakers, and individuals with other barriers to educational achievement (including individuals with limited English proficiency).

23. Individuals who are members of special populations will be provided equal access to vocational and technical education programs and will not be discriminated against on the basis of their status.
24. Vocational and technical education programs will identify strategies to overcome barriers for members of special populations to succeed through support services.
25. The local educational agency will meet the needs of special populations by designing vocational and technical education programs to enable these students to meet state adjusted levels of performance and to prepare them for further learning or for high skill, high wage careers in current and emerging occupations.

26. Vocational and technical education planning for students with disabilities will be coordinated between appropriate representatives of vocational and technical education, special education, and state vocational rehabilitation agencies.

Core Indicators

27. Local educational agencies will measure and evaluate vocational and technical education programs and also will assess how the needs of special populations are met. The evaluation submitted to NDE will include a measurement of:
- A. Student attainment of challenging state established academic, and vocational and technical skill proficiencies.
 - B. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.
 - C. Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.
 - D. Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

Local Educational Agency Comparability

28. State and local funds will be used in the schools of each local educational agency receiving funds to provide services which, taken as a whole, are at least comparable to services being provided in schools in the local educational agency not receiving such funds.

A local educational agency will have met the comparability requirement if it has established and implemented the following written procedures:

- A. a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and auxiliary personnel; and a policy to ensure equivalence among schools in instructional supplies; or
- B. other measures such as student/instructional staff ratios and student/instructional staff salary ratios.

Evidence that comparability measures implemented do, in fact, achieve comparability will be on file locally for review.

Authorized Signature/Title
(Consortium Administrator)

Date

**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;
- ⊙ 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 judgment

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;

- ⊙ 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 (1)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (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 program; and

- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- ⊙ 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 ten 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 and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. 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 the work done in connection with the specific grant:

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

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

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

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

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

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

NAME OF THE APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

PROJECT ABSTRACT

Title:

Project Coordination:

Consortium Name:

Consortium Members:

Goals:

Objectives:

Anticipated Outcomes:

Note: The abstract must be kept to one page.

BUDGET NOTES

All budget items must be categorized within the following six categories: Personnel Services, Operating Expenses, Instructional Materials, Travel, Instructional Equipment or Other. Indicate in the second column the Goal and Specific Objective to be met by the expenditure. E.g., Goal #4 - Objective #3.

BUDGET CATEGORY	Goals/ Objectives To Be Met (e.g. 4.3)	DETAILED EXPLANATION AND/OR JUSTIFICATION (Include Calculations)	Line Item Amounts	1
PERSONNEL SERVICES (personnel) Total Personnel Services				
OPERATING EXPENSES Telephone Communications Printing, Publications Conference Expenses Consultant Services Contractors Funds Total Operating Expenses				
INSTRUCTIONAL MATERIALS Instructional Materials Total Instructional Materials				
TRAVEL (Out-of-state limited to 5% of Fed. Funds) Airfare/Lodging Commercial Fares Per Diem Allowances Total Travel Expenses				
INSTRUCTIONAL EQUIPMENT Total Equipment				
OTHER Administrative Costs (limited to 5% of Federal Funds) Total Other Expenses				

BUDGET SUMMARY

Enter the totals from the Budget Notes for each of the following budget category. These totals must match the total for the budget category indicated on your Budget Notes.

BUDGET CATEGORY	FEDERAL	LOCAL/STATE	TOTAL
PERSONNEL SERVICES			
OPERATING EXPENSES			
INSTRUCTIONAL MATERIALS			
TRAVEL			
INSTRUCTIONAL EQUIPMENT			
OTHER			
TOTAL			

PROJECT ACTION PLANS

Two action plans must be completed:

FY 2001 (July 1, 2000 - June 30, 2001) **Short Term Action Plan**
FY 2002-2003-2004 (July 1, 2001 - June 30, 2004) **Long Term Action Plan**

Complete a separate Action Plan Matrix for each of the above time periods that indicates how your consortium's objectives accomplish the seven CAREERS goals on the following pages. State each objective in action format, followed by a description of activities or **HOW** it will be accomplished, **WHO** will be responsible for accomplishing it; and the outcome or **WHAT** will be accomplished .

In addition, each objective must consider:

- Ensuring the success of special populations and minorities.
- Ensuring gender equity.
- Involvement of business, industry, and labor.
- Joint development and participation by secondary/postsecondary personnel.

FY 2001 ACTION PLAN

GOAL # 1 Commitment of Leaders To secure a long-term commitment for Tech Prep education from leader in business, industry, government, education, community and the family, thereby enriching collaborative partnerships.

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2001 ACTION PLAN

GOAL # 2 Articulation Agreements To establish horizontal and vertical articulation between and among all levels of educational institutions.

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2001 ACTION PLAN

GOAL # 3 Relevancy of Instruction To evaluate courses and programs (both academic and technical) on an ongoing basis to determine appropriateness and relevance of content and methodology.

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2001 ACTION PLAN

GOAL # 4 Educate Stakeholders To provide professional development and technical assistance regarding the changes taking place in the world and how Tech Prep education addresses those changes for all stakeholders (students, parents, teachers, counselors, administrators, business/industry leader, policy makers, and the community).

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2001 ACTION PLAN

GOAL # 5 Enrich Career Guidance To improve and strengthen career guidance.

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2001 ACTION PLAN

GOAL # 6 Resourceful Marketing To communicate the vision, scope and implementation of Tech Prep education to all stakeholders (students, parents, teachers, counselors, administrators, business/industry leader, policy makers, and the community).

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2001 ACTION PLAN

GOAL # 7 Systematic Review and Revision

To monitor the effectiveness of Tech Prep Education and provide feedback regarding achievement of established goals to all stakeholders.

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2002 - 2003 - 2004 ACTION PLAN

GOAL # 1 Commitment of Leaders To secure a long-term commitment for Tech Prep education from leader in business, industry, government, education, community and the family, thereby enriching collaborative partnerships.

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2002 - 2003 - 2004 ACTION PLAN

GOAL # 2 Articulation Agreements To establish horizontal and vertical articulation between and among all levels of educational institutions.

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2002 - 2003 - 2004 ACTION PLAN

GOAL # 3 Relevancy of Instruction To evaluate courses and programs (both academic and technical) on an ongoing basis to determine appropriateness and relevance of content and methodology.

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2002 - 2003 - 2004 ACTION PLAN

GOAL # 3 Relevancy of Instruction To evaluate courses and programs (both academic and technical) on an ongoing basis to determine appropriateness and relevance of content and methodology.

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2002 - 2003 - 2004 ACTION PLAN

GOAL # 4 Educate Stakeholders **To provide professional development and technical assistance regarding the changes taking place in the world and how Tech Prep education addresses those changes for all stakeholders (students, parents, teachers, counselors, administrators, business/industry leader, policy makers, and the community).**

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2002 - 2003 - 2004 ACTION PLAN

GOAL # 5 Enrich Career Guidance **To improve and strengthen career guidance.**

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2002 - 2003 - 2004 ACTION PLAN

GOAL # 5 Enrich Career Guidance To improve and strengthen career guidance.

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2002 - 2003 - 2004 ACTION PLAN

GOAL # 6 Resourceful Marketing To communicate the vision, scope and implementation of Tech Prep education to all stakeholders (students, parents, teachers, counselors, administrators, business/industry leader, policy makers, and the community).

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES

FY 2002 - 2003 - 2004 ACTION PLAN

GOAL # 7 Systematic Review and Revision

To monitor the effectiveness of Tech Prep Education and provide feedback regarding achievement of established goals to all stakeholders.

OBJECTIVES	ACTIVITIES	RESPONSIBLE PARTY(S)	OUTCOMES