Cover Page

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1. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   Agency Name: Vermont State Board of Education

2. Lead individuals completing this plan:

   Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click "Request Access" to submit a request for additional user accounts.

   1. A. Please select the individual responsible for the narrative descriptions in this plan:

      Jay Ramsey

   2. B. Please select the individual responsible for the budget in this plan:

      Jay Ramsey

   3. C. Please select the lead individual who may be contacted to answer questions about this plan:

      Jay Ramsey

3. Type of Perkins V State Plan Submission: ☑ 1-Year Transition Plan (FY 2019 only) ☐ State Plan (FY 2019-2023)

4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan: ☑ Yes ☐ No

5. Governor’s Joint Signatory Authority of the Perkins V State Plan:
   Date Governor was sent State Plan
   for signature:

   If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.
Strengthening Career and Technical Education for the 21st Century Act – Year 1 Transition Plan

Program Administration & Implementation

- Only Items B.2.a, b, c(i), d, and h; and B.3.a(i)(ii) and (iv)

2. Implementing Career and Technical Education Programs and Programs of Study

| a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V) |

In late winter 2018, and in anticipation of Congress passing a new version of Perkins in the near future, the Agency of Education (AOE) engaged in a 6 month long multi-phase process to involve the public and interested stakeholders in developing a strategic vision and aspirational goals for career technical education (CTE) in Vermont. We conducted interviews of a cross-section of people including students, parents, CTE administrators, school administrators, industry representatives, workforce development partners, and policy makers; we ran a 50 question online survey over a three week period with more than 40% of the responses from students and families; and we held an all-day in-person meeting with a broad group of stakeholders who helped us interpret the data we had collected and who helped us form the vision and goals for CTE in Vermont. We validated our results by meeting with focus groups of CTE students and teachers in four randomly selected regions of the state. The State Board of Education endorsed the vision and goals on May 15, 2019.

Our vision for career technical education is that all Vermont learners attain their post-secondary goals by having access to career and technical education systems that are equitable, efficient, integrated and collaborative.

We will achieve this by working toward these aspirational goals. Each goal will have a number of strategies:
a. Supporting only high-quality, rigorous, aligned CTE career pathway programs that are informed by available state, New England regional, and national labor market data.

b. Engaging industry as a full partner in the creation, validation and maintenance of CTE programs.

c. Developing and implementing career advisement systems that support career exploration and that allow all learners to be successful in pathways of interest.

d. Supporting collaboration among systems and promoting coordination between systems as a means of ensuring equity and of providing students with a high-quality experience.

e. Improving the public perception of CTE.

The purpose of the vision and goals is to signal to the public and the public education system in Vermont what the priorities will be over the next few years. The purpose is also to provide guide posts for any new legislation, initiatives, and any priorities undertaken in our Perkins state plan. In the process, we confirmed that students, families, and teachers would like to have information about state-wide programs of study to help them accelerate their progress along a path to a career.

In the last two years, Vermont has assigned a number of resources to our development of career pathways; the key resource is the addition of a state funded Career Pathways Coordinator position to the Agency of Education’s CTE team. This position play a key statewide role in convening relevant parties to agree on curriculum and deliver models, and to support the local implementation of state-wide programs of study by expanding CTE offerings into grades 7 and 8, assisting in the development of programming for 9th and 10th graders, and by ensuring rigorous, connected programming for 11th and 12th graders that is articulated to post-secondary education and training opportunities. The work of the Career Pathways Coordinator is informed by business and industry needs and available labor market information and closely links to the work of WIOA partners.

As identified in Vermont’s WIOA State Plan, in alignment with our Strategic Goal to only support high-quality, rigorous, programs that are informed by available labor market data, the Agency of Education, working in partnership with regional technical centers, middle and high schools, employers, and post-secondary entities is developing, implementing, modifying, and sustaining career pathways programs of study in Construction Trades, Advanced Manufacturing and Information Assurance/Cybersecurity.
Vermont’s state construction industry collaborative recently endorsed the core curriculum from the National Center for Construction Education and Research (NCCER) – every regional CTE center must offer this curriculum and resulting credential as part of their program of study. Our next steps will be to develop a formal credit transfer agreement with one of our eligible institutions and post-secondary programs and to begin to work to expand offerings to 7th grade as well as increase student interest in and family support of studies in other construction trades such as electrical, plumbing, HVAC-R, and masonry.

During this program year, we will also begin implementing, with our CTE partners, a state-wide cybersecurity program that uses the National Initiative for Cybersecurity Education-Research Center curriculum that requires a broader implementation of employability/transferrable skills curricula, and STEM and computer science curricula across the state, and that is coordinated with our regional CTE centers. We will also begin implementing, with our CTE partners, a manufacturing program. We will likely focus efforts on implementing these curricula in both middle grades and in introductory 9th and 10th grade courses.

There are several systems, not currently in place consistently across the state, that are necessary to sustain the implementation of these programs of study. Key component one, identified as a strategic goal, is to develop and implement career advisement systems that support career exploration and that allow all learners to be successful in pathways of interest. We also see the need to focus on development of math skills early on as part of the career pathways initiatives. We are interested in providing cross-disciplinary professional development for teachers, particularly those in middle grades with their colleagues in CTE. Other state-level initiatives that provide additional support to the development of these programs of study include adding CTE components to 7th and 8th grades, as well as expanding the implementation of introductory programs for 9th and 10th graders.

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—
   i. promote continuous improvement in academic achievement and technical skill attainment;
   ii. expand access to career and technical education for special populations; and
   iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Vermont has an existing approval review process (State Board of Education Rule 2380) for state approval of locally developed programs of study/career pathways.
The criteria include, but are not limited to: demonstration that the content is based on industry standards including occupational, workplace, and academic skills; the programs competencies are aligned with Vermont’s rigorous academic standards as required by the Every Student Succeeds Act; the program prepares students for one or more industry recognized credentials upon completion and/or is articulated with a postsecondary program that offers such a credential; the program has one or more articulation agreements with postsecondary education and training programs; the program has a student organization as an integral part of its course of studies; the program has strategies to achieve gender equity in enrollments and outcomes.

Vermont has adopted the Common Core State Standards and the Next Generation Science Standards. Vermont’s State Board of Education has adopted “Education Quality Standards” that require all schools to ensure their curriculum is aligned with the rigorous standards approved by the Board (see SBE rules 2111 and 2120.5) and all students, including those who qualify for either 504 or IEP plans, must meet the same state standards.

State Board of Education rule also requires that the regional advisory board that supports the regional technical center, as well as the school board for the LEA that operates the center, jointly approve the offering of the program.

Vermont also requires the regional center to submit a justification of why the program is necessary in the local economy. The applicant must analyze local and state labor market information to justify the investment of funds in the program. The Vermont Department of Labor for the first time recently published labor market analysis that is aligned to the boundaries of each technical center region to better inform the types of programs that should be offered in each region.

Recent state legislation in Vermont is focused on expanding access to CTE to more 9th and 10th graders and even to provide some integration of CTE with middle grades. We believe that by providing CTE and its related applied learning strategies to students in earlier grades than we ever have, we will impact the lives of even more students. This new focus on earlier grades will help academically oriented high schools to provide targeted application of employability skills for all students. As mentioned previously, we are planning on working with middle grades teachers, high school academic teachers, and CTE teachers in a coordinated way to make system wide improvements to mathematics instruction. We learned from Perkins IV that continuous improvement related to math instruction in particular is difficult and required a coordinated approach among multiple districts and across multiple regions of the state.

Finally, this item of the plan is closely aligned with the strategic goals mentioned earlier.
c. Describe how the eligible agency will—
   i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

The Agency of Education will publish on its website and use other mechanisms to push information to communities of interest, the information about the state-wide career pathways/programs of study that are being developed or that are available. The Agency already uses its website and other communication mechanisms to provide information about work-based learning program standards and dual/concurrent enrollment programs.

The Agency of Education and partners will develop guidance and advising resources about career pathways and programs of study and general tools for those involved with guiding and advising students in the process of developing personalized learning plans, as required by State law. In the past year, Vermont’s Legislature authorized the creation of a standing Career Pathways committee of the State Workforce Development Board. AOE staff work closely with the board to secure statewide approval of Career Pathways. This process is not specific to only secondary and postsecondary CTE programs, but certainly includes them. We expect that each career pathway will have a plan of study, intended to complement the personalized learning process, that identifies courses/experiences from grades 7 through 14, and that includes pre-identified dual/concurrent enrollment courses that will advance a student along their chosen path.

We expect to increase our engagement with the Vermont School Counselor’s Association so that their members have a deeper understanding of career pathways and of career technical education.

The Agency of Education ensures that its materials are compliant with Section 508 so that individuals with disabilities can access information. All documents that are intended for public access and use are run through native accessibility checkers in our word processing software and any accessibility issues with the documents are resolved prior to the public release of the documents. All staff are trained to review documents in this way. Our web master ensures that the content of all pages, including images and video, are accessible to individuals with disabilities.
According to U. S. Census information, in the general population, Vermont has a very small population of English Learners—less than 3.5%, and in our school age population, the percentage is less than 2%. Of these, no language is represented within our student population with greater than 0.40% frequency of all students assessed. Our refugee and immigrant patterns differ significantly from year to year based on changing geo-political issues, resulting in the prevalence of native languages in Vermont being highly volatile. Vermont defines languages as being present to a significant extent when the language represents 10% or more of the population or the most prevalent language if none are greater than 10%.

We will make use of translation services in order to translate written materials in various languages. The most prominent non-English languages spoken in Vermont are French and Spanish, however there are some communities in which other languages are spoken. We would work with local Perkins administrators to ensure that the needs of those communities were met in our published materials. We would also permit recipients of Perkins funds to use the funds to develop and translate materials and resources at the local level so that communities of non-English language speakers have equal access to information about CTE programs, as required in the 1979 Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap.

d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Under existing Vermont law, all high school juniors and seniors, including those students in CTE, have access to state-funded vouchers for dual and concurrent enrollment courses. Vermont also makes available funds to support early college programs for high school seniors that allow students to substitute their final year of high school with a full freshman year of college courses on an in-state college campus. Our efforts in the program year will be to align and crosswalk dual/concurrent offerings to our state-level career pathways initiatives.

h. Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Critical Elements of Size:
- At least 3 programs/of study offered in different career clusters
• Average headcount/enrollment of at least 7 over the previous three years
• Laboratory and classroom must be readily accessible to all students

Critical Elements of Scope:
• Introductory courses offered in the career cluster area
• Depth and breadth of content aligned with state-adopted or nationally referenced standards
• Transferrable/Employability skills are integrated
• Active CTSO participation and integrated CTSO content
• All aspects of industry included as core content along with personal finance and, as appropriate, STEM skills
• Coordinated curriculum and aligned academic content across grades 7 – 14
• Career advising and exploration
• Continuum of work-based learning options available to students
• Articulated curriculum and associated agreements between secondary and post-secondary, including apprenticeship programs

Critical Elements of Quality:
• Meets requirements of State Board of Education and Vermont Statutes
• Alignment with local/regional, state, or New England labor market needs
• Active advisory committee – meets a minimum of 2x per year, including meeting documentation including agenda and minutes
• Students earn at least one credential of value recognized by the State Workforce Development Board
• Teacher is appropriately licensed, has engaged in professional development related to pedagogy, and maintains up-to-date technical knowledge and skills
• Ensures that members of special populations receive the supports necessary to access and be successful in the program

3. Meeting the Needs of Special Populations

a. Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—
   i. will be provided with equal access to activities assisted under this Act;
   ii. will not be discriminated against on the basis of status as a member of a special population;

   iv. will be provided with appropriate accommodations;

Vermont acknowledges there are several new classes of individuals identified as “special populations” in Perkins V. In our efforts to ensure that the needs of these new classes are met, we are working to modify our data collections and related
guidance to ensure these categories are well-defined. As we make changes to our data systems we will provide training to local Perkins administrators, counselors, and data managers to ensure the populations are correctly identified.

As required by the Guidelines for Eliminating Discrimination on the Basis of Race, Color, National Origin, Sex, and Disability, Vermont will continue its efforts to monitor the civil rights compliance of Perkins recipients.

Within the eligible agency (state Agency of Education), Vermont’s CTE team will continue cross-function efforts with colleagues on the Special Education Support team to ensure that school professionals working in special education and in CTE have the support they need so students with disabilities have equal access to programs funded under the Act. In 2018, we issued guidance for schools to help them navigate special education rules and the rules governing CTE in Vermont. As part of this effort, we provided professional development on accommodations and modifications so that school level professionals could better understand the difference between accommodations and modifications, and so that they could understand types of accommodations that were appropriate in the CTE environment.

As required under existing Vermont law, each area career and technical education school must employ a full-time special populations coordinator whose role is to ensure all special populations receive the support they need to access and be successful in CTE programs. These coordinators are also the primary resource for supporting students on individual education plans, and for coordinating with the local education agency in the provision of additional supports.

Vermont expects to continue to provide technical assistance to recipients in these areas and to improve data reporting back to schools on these populations as part of their local needs assessment and accountability processes.
1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

   a. each eligible recipient will promote academic achievement;

   b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

   c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Vermont is a small state and eligible recipients for section 131 remain generally the same as they were in Perkins IV. With support and guidance from Vermont’s Perkins Regional Coordinator and other Department of Education staffers, Vermont has reviewed the definitions of eligible entity, area career and technical education school, and eligible institution. We examined the criteria for eligible recipients and for area career and technical education school and worked to ensure that our list of eligible recipients/area career and technical education schools were aligned with those criteria. Any entity that did not strictly meet the criteria was deemed ineligible to receive Perkins funds.

   a. Promoting academic achievement – secondary recipients will be working, through the personalized learning planning process, with sending high schools to ensure students and academic advisors have a grasp of the academic skills required to be successful in programs. We expect that CTE teachers will be involved in professional development to integrate stronger academics into their programs and that most, if not all, recipients will employ academic teachers who will work with both students and their CTE colleagues to support integration of academic content into CTE lessons.

   b. Each CTE program at the secondary level has either an embedded industry recognized credential(s), or a dual enrollment course(s), or both. We expect to continue this policy and, working with our State Workforce Development Board and Legislators, we expect to adopt a more formal definition and policy on credentials of value. We anticipate that industry recognized credential attainment will be selected as our Perkins V program quality indicator as identified in section 113(2)(A)(iv).

   c. During the first half of the transition year, Vermont will work to design a local needs assessment process that is responsive to the scale of our state and the realities of how we engage with industry and local economies. We will focus on training administrators in the use of available data and ESSA plans from
their partner LEAs and high schools. Last year, Vermont’s Department of Labor began analyzing and producing labor market information aggregated by technical center region. Our eligible recipients will use these data in the development of their plan this year in the absence of a state approved local needs assessment instrument.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
   a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
   b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Vermont assigns 85% of its allocation to be distributed via the local formula. During the program year, Vermont will maintain its previous 75%/25% split between secondary and postsecondary programs. We expect that this split will be more formally and thoughtfully addressed in our 4-year plan development process. We believe strongly that by assigning the majority of funds to programs that serve high school students we will have a greater impact on aspirations of those high school students. Both secondary and post-secondary CTE programs are informed by business and industry through advisory committees. Committee members help ensure programs are providing students with the skills needed to be successful in their chosen paths.

We do not anticipate the formation of any consortia during this program year.

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

For the upcoming program year, the amount of funds assigned for secondary programs and programs of study is $2,960,075.00.
Vermont is divided geographically into 15 technical center (area career and technical education schools) service regions, with every town in the state is assigned to a regional technical center.

Vermont uses the most recently available NCES/SAIPE data, as required in Section 131. In our allocation calculation spreadsheet, we maintain a listing of all regional technical centers with nested management unit assignments under each. The spreadsheet calculates 30% allocation for population estimates aged 5-17 in the districts of the service region, and 70% allocation for population estimates aged 5-17 living below the poverty line in the districts of the service region.

For the purposes of implementing Perkins this year, we have designated “Perkins service regions” in an effort to address a number of variances (addressed in item 5) and to help eligible recipients/area career and technical education schools understand the difference between our State Board of Education’s currently assigned service regions and the multiple factors necessary for proper allocation of Perkins funds.

4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

For the upcoming program year, the amount of funds assigned for distribution to post-secondary education programs is $986,692.00. For the transition year, Vermont chooses to maintain the same eligible institutions as it had under Perkins IV but will create a revised process for selecting eligible institutions in its four-year plan.

Vermont developed a “Perkins Pell Grant Recipient Count” form for eligible institutions to report their Pell grant count to us. The form includes relevant definitions and information about program eligibility and requirements for uses of funds in section 135.

Eligible recipients are required to report Pell recipient student counts for the previous fiscal year and must provide counts by program area. We also ask for identified career cluster and the program’s “recognized post-secondary credential” outcome – industry recognized credential, certificate, and/or associate degree.

Pell counts are aggregated and the split between the two recipients is calculated based on their proportional contribution to the aggregate. The full allocation is then split between the two, based on their percentage of Pell recipients to the aggregate.
AOE monitors changes in Pell count by institution over time to flag potential reporting and validation errors.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Vermont is divided geographically into 15 technical center (area career and technical education schools) service regions, with every town in the state assigned to a regional technical center. These regions have historically aligned with the boundaries of the associated management units. In the last four years, Vermont’s district and school governance landscape has changed and as a result, so have management unit boundaries. We anticipate additional changes to continue into at least 2020. These changes involve management unit mergers and changes to the geographic boundaries of the old management units. In some instances, the new management units do not align to existing technical center service region boundaries.

Vermont uses the most recently available NCES/SAIPE data, as required in Section 131. In our allocation calculation spreadsheet, we maintain a listing of all regional technical centers with nested management unit assignments under each. This year we identified when management unit mergers caused town school districts to be assigned to a technical center that had not historically been associated with the technical center. We wanted to be able to see the impact of merger activity on the technical center service regions and on their Perkins allocations.

We also used more current merger activity data to inform assignments of new management units when the newer data were not reflected in the NCES/SAIPE data.

In one region of the state, there are no eligible recipients and the LEAs in that area were not prepared to receive Perkins funds as they have never received them. For the purposes of this program year, the student membership data for the three management units in this area of the state are being temporarily assigned to the next closest technical center. The eligible recipients (next closest technical centers), as required in section 217, will ensure that the faculty of the private schools in the region be allowed to participate in professional development programs paid for under the act, and that students be allowed to participate in Perkins funded programs at the eligible recipient’s locations.
6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

   Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

The Vermont Agency of Education will not submit an application for a waiver to the secondary allocation formula during this program year.

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7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

   Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

The Vermont Agency of Education will not submit an application for a waiver to the postsecondary allocation formula during this program year.

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8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

Vermont will have separate reserve funds for secondary and post-secondary programs. We will award funds under section 112(c) using a competitive bidding process. The reserve funds for secondary are supplementary to $750,000 in state funds allocated by Vermont’s legislature. This year the Technology, Innovation, Modernization, and Equipment (T. I. M. E.) program has been re-branded and restructured. Nearly all secondary recipients are in rural areas and granting of funds...
will focus on supporting the development, implementation, and/or adoption of career pathways/programs of study in high-skill, high-wage, or in-demand occupations. Our model for career pathways, and one of our strategic goals, includes a focus on systemic implementation of career guidance and counseling for students starting not later than 7th grade. We expect these reserve funds will support broad, collaborative implementation of career guidance and counseling. In order to grant funds in this manner, we will require each applicant to demonstrate a willingness and commitment on the part of their partner sending high schools to have a technical center staff person work in their building in order to have access to the tools, resources, and other investments made possible through the Perkins Reserve grant.

The reserve funds for post-secondary will be granted on a competitive basis and will focus on improving transition of secondary CTE students to post-secondary CTE through dual and concurrent enrollment, particularly in rural areas. The two eligible institutions in Vermont will use the funds to develop curricula that can be taught by secondary CTE teachers in their own classrooms or online. The courses will be developed to align with career pathways and programs of study that lead to high-skill, high-wage, or in-demand occupations.

9. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Vermont will establish a new baseline for its fiscal effort related to career technical education using aggregate expenditures. For the fiscal year ending June, 2018, Vermont’s aggregate expenditures totaled $12,264,089.38.
Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act 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 acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: State CTE Director/Agency
Date: 5/23/2009 12:00:00 AM
EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: State CTE Director/Agency
Date: 5/23/2019 12:00:00 AM
ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with 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.

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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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).


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 AUTHORIZED CERTIFYING OFFICIAL**

[Signature]

**TITLE**

Deputy Secretary

**APPLICANT ORGANIZATION**

Vermont Agency of Education

**DATE SUBMITTED**

5/23/19

Standard Form 424B (Rev. 7-97) Back
### DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

**OMB Number:** 4040-0013  **Expiration Date:** 02/28/2022

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<td>x. grant</td>
<td>x. initial award</td>
<td>b. material change</td>
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<td>c. post-award</td>
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<td>f. loan insurance</td>
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### 4. Name and Address of Reporting Entity:

- **Name:** Vermont Agency of Education
- **Street 1:** 219 North Main Street, Suite 402
- **City:** Barre
- **State:** VT, Vermont
- **Zip:** 05641

If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:

### 6. *Federal Department/Agency:

- Department of Education

### 7. *Federal Program Name/Description:

- Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
- CFDA Number, if applicable: [Blank]

### 8. Federal Action Number, if known:

- [Blank]

### 9. Award Amount, if known:

- $5,037,372.00

### 10. a. Name and Address of Lobbying Registrant:

- **Prefix:** [Blank]
- **First Name:** Heather
- **Middle Name:** [Blank]
- **Last Name:** Bouchey
- **Street 1:** 115 Barre St., #1
- **City:** Montpelier
- **State:** VT
- **Zip:** 05602

### b. Individual Performing Services (including address if different from No. 10a):

- **Prefix:** [Blank]
- **First Name:** [Blank]
- **Middle Name:** [Blank]
- **Last Name:** [Blank]
- **Street 1:** [Blank]
- **City:** [Blank]
- **State:** [Blank]
- **Zip:** [Blank]

### 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact, upon which reliance was placed by the party above. If the information is false or misleading in any respect, the party is liable for all further consequences. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

- **Signature:** [Signature]
- **Name:** Heather Bouchey
- **Title:** Deputy Secretary
- **Telephone No.:** 802-479-1100
- **Date:** 5/28/19

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-07)
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) 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 an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) 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 contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, “Disclosure of Lobbying Activities,” in accordance with its Instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, “Disclosure of Lobbying Activities,” in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION
  Vermont Agency of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
  Prefix: Dr.  * First Name: Heather  Middle Name: A.
  Last Name: Bouchey  Suffix:  Title: Deputy Secretary

* SIGNATURE: [Signature]  * DATE: 5/28/19
NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc., from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427:

1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20218-4537 or email [DataPolicies](mailto:requests@ed.gov) and reference the OMB Control Number 1894-0065.
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State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: State CTE Director/Agency
Date: 5/23/2019 12:00:00 AM