

**Section B**  
**The Narrative Report**  
**For the Consolidated Annual Performance,**  
**Accountability, and Financial Status Report – FY 2005**

*I. State Administration [Section 121]*

*A. Sole State Agency and Governance Structure*

The administration of the Perkins legislation in Utah has been performed by the State Office of Education, coordinated by the Coordinator, State and Federal Programs, Career and Technical Education Services. This office functions as the State Eligible Agency for the Carl D. Perkins legislation. Perkins funds are received by the State, and awarded to 56 eligible recipients according to formulas established in the law. Eligible recipients include 40 school districts, 1 College of Applied Technology with 10 regional campuses, and 8 Community/State Colleges and Universities. Leadership and Development funds are allocated to projects aimed at achieving specific purposes described in Section 124. Tech Prep funds are allocated to 9 Tech Prep Consortia, each consisting of school districts, technology colleges, and Community/State colleges located within the 9 regions. Five percent of Tech Prep funds is used by the State Office for statewide administration and coordination. State Administration funds are used by the State Office to develop and implement the State Plan; monitor eligible recipients; and maintain both program and fiscal accountability. These funds provide 6.5 FTEs, travel, equipment, and office expenses. State Office staff attended numerous national and regional meetings sponsored by OVAE or NASDVTE and provided input to help resolve national and local issues related to implementation of Perkins III. Participation in these meetings allowed State Office staff to receive instruction and technical assistance from OVAE staff. Perkins funds were used in all areas required for local uses of funds in Section 135.

An organization chart showing the Perkins Governance Structure is attached. Utah System of Higher Education and the Department of Workforce Services provide input to the Eligible Agency in developing the plan and implementing the grant.

*B. Organization of Vocational and Technical Education Programs*

Secondary – CTE programs are organized into 7 program areas, within which courses are grouped into “programs of study” or course sequences. Each high school is encouraged to offer programs of study to provide students depth of instruction in at least one CTE area. College Tech Prep Career Pathways are identified with articulation agreements between districts and colleges to assist students focus toward specific postsecondary programs. High School graduation requires rigorous academic courses to graduate. CTE Programs of study and Tech Prep career pathways identify both technical and academic courses needed. Tech Prep career pathways also identify college credits that can be earned in HS through concurrent enrollment. The state uses 6 Career Fields, which help

students identify general career interests and education plans focusing on specific programs of study and career pathways.

Postsecondary – Colleges and Universities have specific majors identified as CTE majors, which lead to certificates or Associate of Science, or Applied Associate of Science degrees. Certificates and degrees require rigorous academic and technical courses to graduate. Education and career planning documents and websites are organized into the 6 Career Fields.

## *II State Leadership Activities [Section 124]*

### *A. Required Uses of Funds*

*Provide a summary of your major initiatives and activities in each of the following areas that are "required" under Section 124(b)(1-8) of the Act:*

#### *An assessment of the vocational and technical education programs that are funded*

A comprehensive assessment of programs and how such programs are designed to enable special populations to meet State adjusted levels of performance was conducted in November 2001 (year 3 of the five year plan). The assessment was conducted in conjunction with regional Program Quality Improvement meetings which addressed Core Indicator data, continuous improvement plans, and the statewide assessment. Public Works Incorporated from Pasadena California was used to facilitate this process. Each recipient completed a continuous improvement plan that was updated each year in the spring of 2002, 2003, 2004, and 2005. Follow up quality improvement meetings were held in Nov-Dec, 2002, Nov-Dec 2003, Nov 2004, and Nov 2005 to review performance results by recipient, indicator, and special population category, and identify performance gaps. Information on root causes and strategies obtained at the Jacksonville meetings, and other information on successful improvement strategies, including best practices from Utah, were used as resource materials for the local quality improvement meetings. Each recipient annually documents performance issues and performance gaps, improvement strategies, and action steps, and then includes this information with their applications the following spring. The state monitors these plans to make sure recipients address performance issues and continually improve performance.

#### *Developing, improving, or expanding the use of technology in vocational and technical education*

Leadership & development funds were used in several projects to assist teachers and administrators use technology. Perkins funds were granted 1) to develop an electronic lesson plan system helping teachers to integrate academic lesson plans into content curriculum; 2) to introduce students to “technology, life, and careers” at the 7<sup>th</sup> grade; 3) to enhance distance learning opportunities.

*Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel*

A portion of funds were distributed to nine technology education planning regions throughout the state, where school districts, technology centers, and colleges prioritized and implemented in-service programs within their regions. Other leadership & development funds are used for comprehensive in-service programs coordinated by State specialists, including support for “Summer CTE Inservice events in all CTE program areas.

*Support for vocational and technical education programs that improve the academic, and vocational and technical skills of students...through the integration of academics with vocational and technical education*

A project to improve Utah’s system of “skills testing” continued in FY 2005. Skills tests are used at the end of courses or programs to determine the level of skills gained through the instruction, and to provide feedback to teachers on the quality and effectiveness of instruction. Efforts are made in almost every school district and college to address math and language arts literacy skills as part of the CTE content.

*Providing preparation for nontraditional training and employment*

A number of competitive subgrants were given to address nontraditional training. Several projects were funded to develop and deliver training to schools, students and employers, and coordinate promotion, recruitment, and mentorship programs relating to preparing for non-traditional careers. Several projects focused on helping women succeed in technology areas.

*Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills*

Two examples are the Automotive Youth Educational Systems (AYES) partnership, which was partially funded with Perkins Leadership & Development funds, and the Comp Tia membership. These partnerships create more opportunities for students to obtain technical skills in automotive and computer technology.

*Serving individuals in state institutions*

A portion (\$100,000) of the Leadership & Development funds were allocated to help students in State correctional institutions. These are awarded on a competitive basis to eligible recipients participating as partners with correctional institutions.

*Support for programs for special populations that lead to high skill, high wage careers*

Many projects aimed at improving academic achievement focus on needs of special population groups. Leadership & Development funds were used to support PLATO, a computer-based tutoring program aimed specifically at students from special population groups.

*B. Permissible activities [Section 124]*

*Provide a brief summary of major initiatives and activities under one or more of the following areas under Section 124(c)(1-12) of the Act.*

Many other projects have been awarded for permissible uses such as technical assistance for eligible recipients, career guidance programs, student leadership organizations, family and consumer science programs, education and business partnerships, secondary/postsecondary articulation and tech prep programs, etc

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

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

Eligible recipients include 40 school districts with 106 comprehensive high schools, 8 Applied Technology Colleges focusing on non-credit open entry-open exit, competency based instruction, and 8 traditional Colleges and Universities offering CTE programs.

*Attach the latest version of the local application used to fund eligible recipients*

Copies of the FY 2006 Request for Proposal, and Local Application are attached.

*IV Accountability [Section 113] -*

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

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

Core Indicator	Base 00	FY 2005			
		05 Target	05 Actual	Diff	% of Target
<u>Secondary</u>					
1S1 Acad Achieve	48.04	49.26	50.05	0.79	101.60%
1S2 Skill Achieve	61.30	52.53	64.83	12.30	123.42%
2S1 Completion	88.43	96.54	93.77	-2.77	97.13%
3S1 Placement	63.64	68.52	72.09	3.57	105.21%
4S1 Nontrad Partic	34.28	34.95	37.74	2.79	107.98%
4S2 Nontrad Complet	16.54	16.45	19.69	3.24	119.70%
<i>subtotal</i>				<i>19.92</i>	<i>109.17%</i>
<u>College/University</u>					
1P1 Acad Achieve	75.48	78.25	75.76	-2.49	96.82%
1P2 Skill Achieve	71.46	83.46	76.09	-7.37	91.17%
2P1 Completion	16.46	14.00	14.49	0.49	103.50%
3P1 Placement	43.44	72.63	67.90	-4.73	93.49%
3P2 Retention	81.00	82.88	92.19	9.31	111.23%
4P1 Nontrad Partic	15.29	16.71	18.79	2.08	112.45%
4P2 Nontrad Complet	14.25	15.40	18.49	3.09	120.06%
<i>subtotal</i>				<i>0.38</i>	<i>104.10%</i>
<u>ATC</u>					
1A1 Acad Achieve	29.65	27.69	36.08	8.39	130.30%
1A2 Skill Achieve	29.65	27.69	36.08	8.39	130.30%
2A1 Completion	29.65	27.69	36.08	8.39	130.30%
3A1 Placement	65.33	66.98	68.10	1.12	101.67%
3A2 Retention	81.00	82.47	85.02	2.55	103.09%
4A1 Nontrad Partic	16.92	17.76	17.33	-0.43	97.58%
4A2 Nontrad Complet	15.83	17.63	14.93	-2.70	84.69%
<i>subtotal</i>				<i>25.71</i>	<i>111.13%</i>
<b>Totals</b>				<b>46.01</b>	<b>108.08%</b>

### Secondary

1. 1S1 - Academic Achievement. Academic Achievement is a measure of the percent of CTE Concentrators meeting or exceeding the state average on the Stanford Achievement Test, a national, norm referenced test of academic skills. Overall performance on this measure exceeded the target for FY 05, with 50.05% of CTE Concentrators exceeding the State Average. The results reflect a gradual increasing trend over the last six years. Strategies to improve academic performance of students who concentrate in CTE are working. Some of this may also be explained as students who concentrate in CTE are above average academically. Males, Caucasians, nontraditional enrollees, and Tech Prep students obtained the best performance. The lowest performance was recorded for individuals with disabilities, economic

disadvantaged, LEP, Blacks, Hispanics, and Native American. The lower performance in these groups is expected considering the nature of the measure (written exam). Scores on Standardized written tests, such as the Stanford Achievement Test tend to be related more to factors such as number of parents in the home, and education or income level of parents than types of courses taken. Ethnic and special population groups also have more difficulty due to language or educational barriers.

2. 1S2 – Vocational Skills. This measures the percent of CTE Concentrators passing a skills test in their area of concentration. The results are obtained by matching CTE Concentrators with the Skills Testing database. By encouraging students and their teachers to include social security numbers on the answer sheets, we continue to improve our success in getting matches. Performance in this measure increased for the Third consecutive year substantially exceeding the state target for 2005. The target was renegotiated with OVAE from preliminary test result information after the State revised the skills tests and scoring process. Continuous increases in performance can be attributed to 1) better matching of concentrators with the skill test database, 2) better understanding by instructors of curriculum standards, and 3) increased effort by instructors to teach to curriculum standards measured by skills tests. As in the past two years, females did much better than males, and most special population groups performed better on this measure than academic achievement. Tech Prep concentrator results were higher than other disaggregated groups. Results for individuals with disabilities, academic disadvantaged, blacks, Hispanic, and Native Americans were lower for many of the same reasons as for academic achievement. The skills tests are written tests, which give some difficulty to individuals with language and other educational barriers.
3. 3S1 – Placement. Placement is the percent of completers placed in the three months following completion. Results are based on matching completers with the Department of Workforce Services employer file, System of Higher Education enrollment file, Department of Defense military and civilian employment file, and Brigham Young University (private school) enrollment file. DWS placement data are not available until February-March, so results are for the prior year compared to the current year target. However, even with this lag in reporting we were still able to exceed the 05 3S1 target. During 2005 we continued increasing the number of social security numbers reported, thereby increasing the number of successful matches with the department of workforce employer file. The addition of matches with department of defense and military records, and BYU also helped. In the future we hope to include matches with other states. The Department of Workforce Services has recently joined the Wage Record Interface System (WRIS) and will work with us to match our students with these out-of-state employment records.
4. 2S1 – Completion. This measures the percent of CTE Concentrators who graduate from High School. Although performance on this measure was nearly 94%, for the first time under Perkins III measures, Utah did not meet the target for 2S1. In the past only known dropouts were counted as non-graduates. Concentrators who transferred

were automatically counted as graduates. However, this was corrected in year 2005. Since the graduation status of transfers was not known by the reporting district transfers were not included in either the numerator or denominator. The decline in this measure resulted from a technical error in how the data was reported in prior years. Considering the high results (94%) we plan to continue current strategies to maintain the graduation rate in the mid to high 90s. These include identifying CTE Concentrators who may be at risk of not completing graduation requirements and mandating tutoring classes, letters to parents regarding students failing at midterm, offering concurrent enrollment for as many CTE courses as possible.

5. 4S1 – Nontraditional Participation., and 4S2 – Nontraditional Completion. These measure the percent of CTE Students enrolled in and completing non-traditional programs. The 05 results exceed the targets in both areas. After not meeting the target in 2001, the State expended \$300,000 in incentive fund resources from the Department of Workforce Services to improve performance in this area. The major strategy involved a statewide media campaign to change attitudes of parents and students toward non-traditional career opportunities. Utah is a very traditional state and many parents discourage students from pursuing non-traditional careers. We believe the influx of resources and campaign in this area helped improve performance for 02, 03, 04, and 05 years. Also, many local recipients continue to conduct training, and informational programs to address this area. Generally a larger percentage of males and ethnic minorities participated in non-traditional courses. Asian/Pacific Islanders, Blacks and Hispanic, and individuals with disabilities tended to perform better on nontraditional completion. Females were lower on both participation and completion. This is due in part to male student interest in foods and teen living courses, which are part of the Family and Consumer Science program.

#### Postsecondary Colleges

6. 1P1 – Academic Achievement, the percent of concentrators achieving a 2.0 GPA on general ed courses. 2005 performance results declined from last year and did not meet the negotiated target. Blacks, Native Americans and disabled scored lowest. Even though Native Americans, and disabled performed lower their scores continue to improve over prior years. Female students scored highest on this measure. Single Parent and Displaced Homemakers continued to increase this year, and scored above the state average. As with secondary school districts, most colleges have implemented tutoring strategies to improve academic achievement for CTE Concentrators. Special population students receive focused attention on tutoring.
7. 1P2 – Vocational Achievement, the percent of concentrators achieving a 2.0 GPA on vocational courses. 2005 performance results decreased from last year, and did not quite meet the 05 negotiated target. Two institutions scored considerably lower, bringing the overall state average down. Blacks, Native American, disabled, and Single Parent scored lower. Special tutoring programs will continue to assist these students improve performance in this area, with focused attention on the two institutions scoring lowest.

8. 2P1 – Diploma/Credential, percent of concentrators receiving a degree or certificate. 2005 results exceeded the target and improved over last year. Female students, disabled, single parent, displaced homemaker, and tech prep students did better, while Native America and Undeclared, performed lowest. Hispanic, Displaced Homemaker, Disabled increased substantially over the previous year. Efforts by specific institutions who scored lowest last year had some positive impact in improving performance overall.
9. 3P1 – Placement, percent of completers placed during first quarter after completion. See discussion in 3S1 about lag in reporting, and improvement in data collection. Placement declined from the previous year and did not meet the 2005 target. Ethnic minorities, and special populations, are lower. However, Asian, Hispanic, disabled and nontraditional increased from the previous year. Many postsecondary placements occur out of the state and are not included in the Employer file match. Also, the lag in reporting is reflecting placement of students from the 2004 school year, when Utah’s economy was down. We expect postsecondary placement results to improve next year. Improvement strategies will include more effective use of institution placement centers, career counseling with CTE Concentrators, and instructor liaisons with major employers.
10. 3P2 – Retention, percent of those placed who are still working in next quarter. See discussion in 3S1 about lag in reporting. Retention continued at 92.2%, the same as the previous year, and again substantially exceeded the target! All subpopulation groups performed extremely well on this measure. Strategies that work, include employer satisfaction surveys, training on state-of-the art equipment, ongoing use of college/industry advisory committees.
11. 4P1/4P2– Nontraditional Participation and Completion. After performing below targets for the first 3 years, both participation and completion in nontraditional training increased to exceed targets for the last 3 consecutive years, including 2005. Our statewide strategy explained in 4S1/4S2 continues to have some positive effects for postsecondary concentrators. Males and all subpopulation groups participate at a higher level. Males, LEP, Economic Disadvantaged and Disabled also do well on the completion measure. The major strategy involved a statewide media campaign to change attitudes of parents and students toward non-traditional career opportunities. Utah is a very traditional state and many parents discourage students from pursuing non-traditional careers. We believe the influx of resources and campaign in this area helped improve performance for 02, 03, 04, and 05 years. Also, many local recipients continue to conduct training, and informational programs to address this area.

#### Postsecondary ATC

12. 1A1 – Academic Achievement, 1A2 – Vocational Achievement, 2A1 – Diploma/Credential. These all use the same performance measure, the percent of concentrators obtaining a State Approved certification in their area of concentration.

Performance results increased sharply from last year, which had declined by 4 percentage points from the prior years. In the past, this measure has looked at only those students in specific programs identified by the State as “Certificate Programs”. However, in recent years the technology college system has added certifications so that virtually all programs offer them. Since students in all programs can now obtain certifications, the denominator was expanded to include all concentrators in all programs, and the numerator was expanded to include all system-wide certifications possible, i.e., Utah College of Applied Technology (UCAT) Associate of Applied Technology degree, UCAT Certification of Completion, Certificate of Proficiency, Licensure from the State of Utah, Industry Certification. Results for Asian-Pac, displaced homemaker, and economic disadvantaged exceeded the state average, and increased substantially over the prior year. Perhaps these groups are more motivated to obtain job related certifications. Certifications are a very important measure in the technology college system, and employers give increasing weight to them in hiring decisions. Certifications will continue to be emphasized as a core performance measure for the UCAT system.

13. 3A1, 3A2 – Placement and retention. See discussion in 3S1 about lag in reporting, and improvement in data collection. Overall placement results exceeded the target, and increased from the prior year, continuing a general upward trend since FY 2000. Of those placed, retention was excellent, also exceeding that target. Major improvements were made for Blacks, Hispanic, and virtually all special population groups. The continued emphasis on certifications will help maintain high placement and retention results.
14. 4A1 – Nontraditional Participation, the percent of concentrators participating in nontraditional programs. Performance results were down slightly and barely missed the target. The 4A1 results are very consistent over the last six years with virtually no upward movement. The displaced homemaker subpopulation group experienced gains over the prior year. Utah is a very traditional state, and maintaining this consistent level, while increasing performance in one subpopulation group, reflects a nominal success. Many female students attending ATCs are looking for better paying career opportunities, and should respond to programs and initiatives to inform and encourage their participation in the nontraditional, high tech, high wage careers. We will increase the number of programs and initiatives to inform students and encourage their participation.
15. 4A2 – Nontraditional Completion. Participation results missed the target and declined from last year. Although performance declined, results were fairly consistent with years 1, 4, and 5. Years 2 and 3 experienced considerably more nontraditional participation than the norm, and influenced an increase in the targets. Native Americans and Blacks improved over last year and exceeded the target. Economic disadvantaged experienced a significant drop. The number of programs and initiatives to inform and encourage students regarding the advantages of completing nontraditional programs will be given increased emphasis this year.

### *C. Definitions*

*Provide the state's current definitions for the following terms. Underline all or portions of any definitions that have changed from the previous program year.*

*Vocational participant*

*Vocational concentrator*

*Vocational completer*

*Tech-Prep student*

The definitions have not changed from last year.

CTE Participants are students enrolled in CTE courses during the year.

CTE Concentrators are students who attain a threshold level of vocational education.

For secondary, these are students who complete three semesters (1.5 credits) of training in the same CTE program area during grades 9-12. A CTE Program area consists of all courses beginning with the same first two digits of the CIP Code. A completer is a concentrator who graduates with his or her class.

For postsecondary colleges, these are full-time students (initially registering as full-time) with declared majors in CTE Certificates, or A.A.S. or approved Career and Technical Education A.S. Degrees. A completer is a concentrator who graduates with a CTE Certificate, or A.A.S or approved Applied Technology A.S. Degree.

For postsecondary technical colleges, these are adults completing 60 or more membership hours in preparatory programs. A completer is a concentrator also designated as a program completer, skill completer, or pre-completion job placement.

Definition of a tech-prep student - Secondary

At the secondary level, a tech prep enrolled student is a student:

Whose SEOP reflects the student's career area and specific goals are identified that lead the student toward successful completion of the career goal and tech-prep program. A determination is made at least annually that the student is making progress toward the completion of the specified career goal (SEOP career area matches concentrator area; AND who is enrolled in the secondary portion of an articulated tech-prep program.

**A tech prep completer is a tech prep enrolled student:**

Who completes three applied technology education courses within a program area (CTE concentrators) and graduates from High School (Reported as a senior, coursework can be completed 9<sup>th</sup>-12<sup>th</sup> grade)

**Definition of a tech-prep student – Postsecondary**

At the postsecondary level, a tech prep enrolled student is a student:

Who completes the secondary portion of an articulated tech-prep program and is enrolled in the postsecondary portion of an articulated tech-prep program; AND has a declared major in a college, or is enrolled in preparatory program at an ATC.

A tech prep completer is a tech prep enrolled student:

Who completes postsecondary coursework within two times the normal length of the program.

*D. Measurement Approaches*

1S1 Secondary Academic Attainment	Numerator: Number of Concentrators scoring at or above the State Average Stanford Achievement Test Denominator: Number of Concentrators who matched with SAT database.
1S2 Secondary Technical Attainment	Numerator: Number of Concentrators passing a Skills Test in area of concentration. Denominator: Number of Concentrators who matched with skills testing database.
2S1 Secondary High School Completion	Numerator: Number of concentrators receiving a High School Diploma with class. Denominator: Number of concentrators enrolled October 1st.
3S1 Secondary Placement	Numerator: Number of Completers placed in Employment within next quarter or enrolled in Higher Ed Fall Semester (within the state). Denominator: Number of Completers.
4S1 Secondary Nontraditional Participation	Numerator: Number of non-traditional students enrolled in non-traditional programs. Denominator: Number of students enrolled in non-traditional programs.
4S2 Secondary Nontraditional Completion	Numerator: Number of non-traditional concentrators completing non-traditional programs. Denominator: Number of concentrators completing non-traditional programs.

1P1 Post-Secondary Academic Attainment	Numerator: Number of concentrators achieving a GPA of 2.0 or higher in Gen Ed Courses. Denominator: Number of Concentrators.
1P2 Post-Secondary Technical Attainment	Numerator: Number of concentrators achieving a GPA of 2.0 or higher in ATE courses. Denominator: Number of Concentrators.
2P1 Post-Secondary Degree Credential	Numerator: Number of concentrators graduating with degrees or certificates. Denominator: Number of concentrators.
3P1 Post-Secondary Placement	Numerator: Number of Completers placed in Employment within the next quarter, within the state. Denominator: Number of Completers.
3P2 Post-Secondary Retention	Numerator: Number of concentrators who graduate with degrees or certificates and who are placed in employment, and are still employed three months later Denominator: Number of concentrators who graduate with degrees or certificates and who are placed in employment.
4P1 Post-Secondary Nontraditional Participation	Numerator: Number of non-traditional students enrolled in non-traditional programs. Denominator: Number of students enrolled in non-traditional programs.
4P2 Post-Secondary Nontraditional Completion	Numerator: Number of non-traditional completers of non-traditional programs. Denominator: Number of completers of non-traditional programs.
1A1 Post-Secondary Academic Attainment	Numerator: Number of Concentrators receiving <del>USOE</del> <u>State</u> Approved Certifications. Denominator: Number of Concentrators <del>enrolled in USOE</del> <u>Approved Certifications programs.</u>
1A2 Post-Secondary Technical Attainment	Numerator: Number of Concentrators receiving <del>USOE</del> <u>State</u> Approved Certifications. Denominator: Number of Concentrators <del>enrolled in USOE</del> <u>Approved Certifications programs.</u>
2A1 Post-Secondary Degree Credential	Numerator: Number of Concentrators receiving <del>USOE</del> <u>State</u> Approved Certifications. Denominator: Number of Concentrators <del>enrolled in USOE</del> <u>Approved Certifications programs.</u>
3A1 Post-Secondary Placement	Numerator: Number of Completers placed in Employment within next quarter or enrolled in Higher Ed Fall Semester (within the state) Denominator: Number of Completers.
3A2 Post-Secondary Retention	Numerator: Number of completers who are placed in employment, and are still employed three months later Denominator: Number of completers who are placed in employment.
4A1 Post-Secondary Nontraditional Participation	Numerator: Number of non-traditional adult students enrolled in non-traditional programs. Denominator: Number of adult students enrolled in non-traditional programs.

4A2 Post-Secondary Nontraditional Completion	Numerator: Number of adult non-traditional completers of non-traditional programs. Denominator: Number of adult completers of non-traditional programs.
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E. Improvement Strategies Provide a brief summary of any changes that are planned to improve the overall accuracy, reliability, and completeness of the state's Perkins accountability data

A major change this year is in regards to 1A1, 1A2, 2A1. In the past, this measure has looked at only those students in specific programs identified by the State as "Certificate Programs". However, in recent years the technology college system has added certifications so that virtually all programs offer them. Since students in all programs can now obtain certifications, the denominator was expanded to include all concentrators in all programs, and the numerator was expanded to include all system-wide certifications possible, i.e., Utah College of Applied Technology (UCAT) Associate of Applied Technology degree, UCAT Certification of Completion, Certificate of Proficiency, Licensure from the State of Utah, Industry Certification. These changes make this measure more comprehensive and more useful as a performance indicator.

Improvements have been made in 2S1 which increase the accuracy in the numerator. In the past transfers were counted as completers since there was no drop out code. Now we exclude transfers from both the numerator and denominator.

We will also continue our annual Data Quality Process, in which we provide recipients information on results with adequate time to review and resubmit any data that was incorrect. Data Quality workshops will be conducted with recipient CTE Directors and Data Technicians to analyze the data and develop continuous improvement plans. This year we will provide reports through COGNOS on the web, to give individual recipients more direct access to data analysis and reporting.

The State is implementing a common student identifier at the secondary level, which will improve data matching. We expect the Postsecondary system to adopt the identifier also, eventually improving follow up and matching with PS placement and Tech Prep.

V. *Monitoring Follow-up*

Utah did not receive a monitoring visit in 2005.

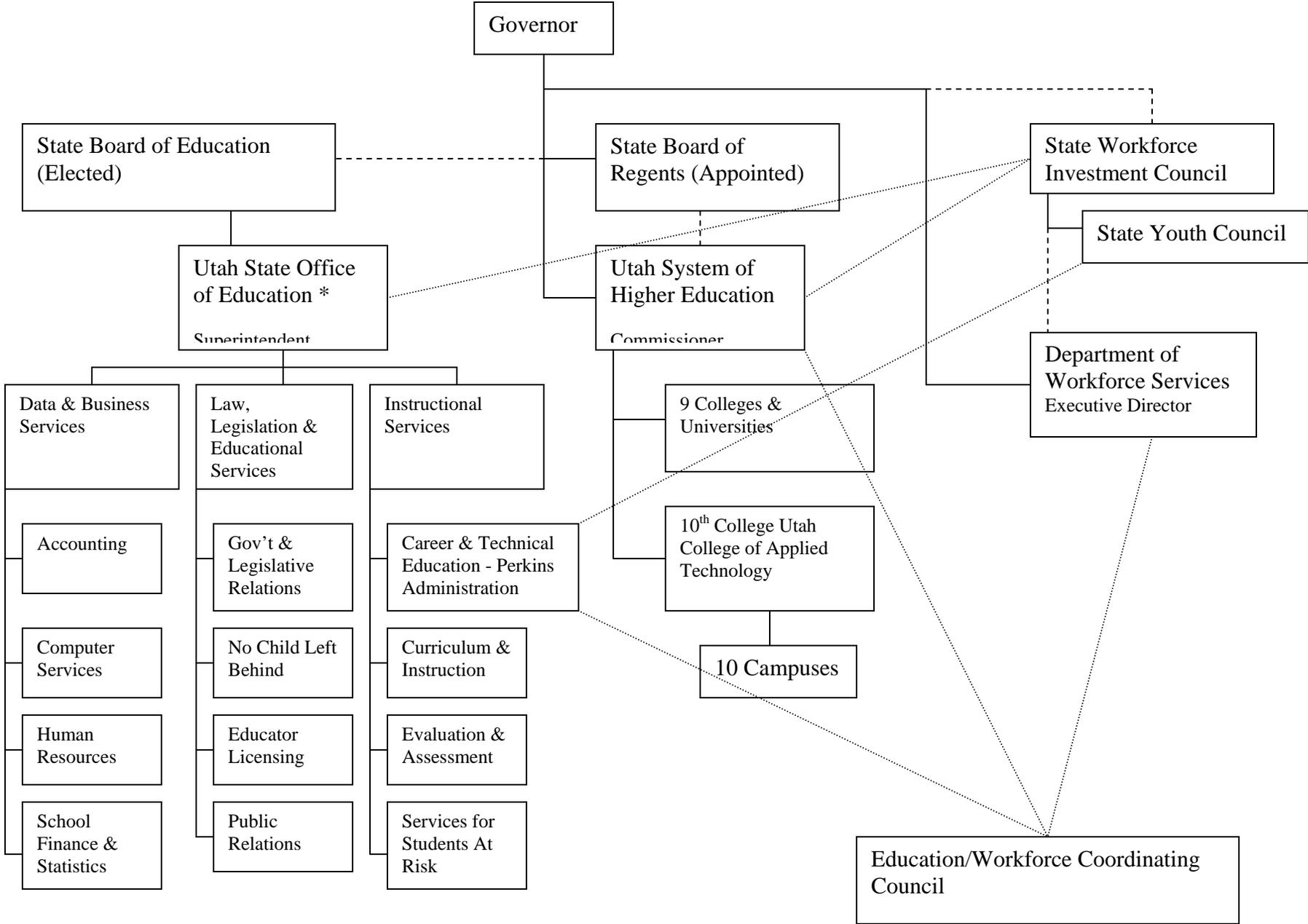
VI. *Workforce Investment Act (WIA) Incentive Grant Award Results*

Utah did not receive a WIA Incentive Grant during 2005.

ATTACHMENTS

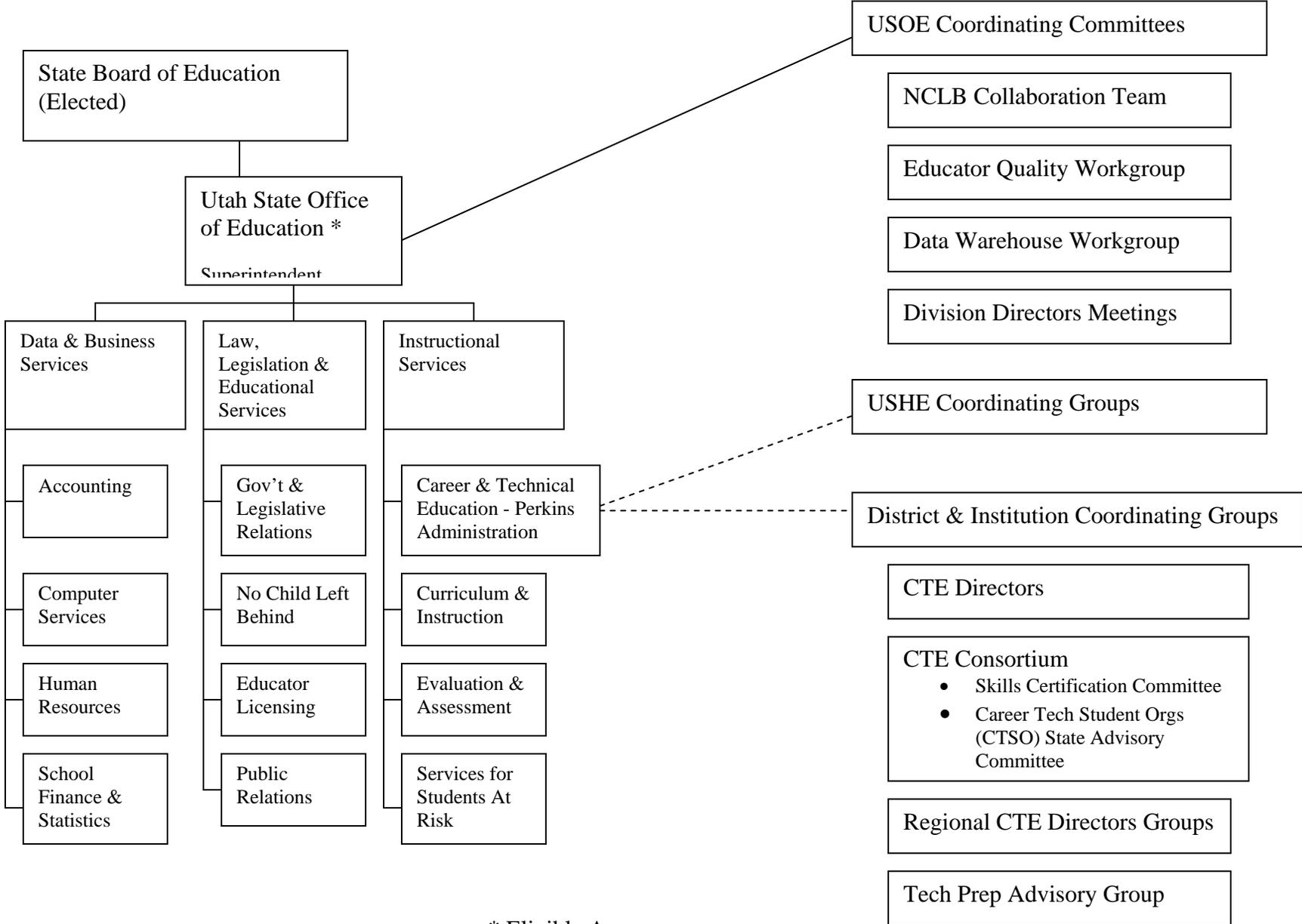
- Utah Perkins Governance Structure
- FY 2006 Request for Proposals
- FY 2006 Perkins Application

# Utah Perkins Governance Structure



\* Eligible Agency

# Education Collaboration



\* Eligible Agency

# FY 2006 REQUEST FOR PROPOSAL

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## CARL D. PERKINS SECONDARY AND POSTSECONDARY

### FORMULA - YEAR 7 Extension

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#### **Duration of Program:**

Year 7 – July 1, 2005 through June 30, 2006

#### **Available Funding:**

Refer to FY 06 Perkins Formula Allocations

#### **Eligible Applicants:**

School Districts and Postsecondary Institutions. Districts eligible for less than \$15,000 must form consortia within regions. Postsecondary Institutions receiving less than \$50,000 must form consortia with other institutions, but formula funds will be available for all institutions providing postsecondary/adult career and technical education.

#### **Applying as part of a consortia**

Recipients applying as part of a consortium must each complete a separate application. Indicate on the application the names of the other consortium members, and which recipient will serve as the Fiscal Agent. Perkins awards will be made to the Fiscal Agents. Members of consortia will apply for reimbursement of funds through the Fiscal Agents.

#### **Year 7 Revision:**

Use Part IV of the Federal Application form to provide the following information for Year 7.

#### **Title and Signature Page:**

Complete the title page, with signatures and date. Indicate if the application is part of a consortium, and if so, who the other members are and which recipient will be the Fiscal Agent for the consortium.

**Abstract, Needs Assessment, and Objectives** (These are **Not Necessary** unless the recipient has changes or modifications to the four year plan):

#### **Budget Update:**

Complete the Budget page showing the recipient's budget estimates for Year 7. Recipients are required to show amounts budgeted for Administration separately.

### **Continuous Improvement Plan and Accountability Update:**

In November 2004 each recipient met with the State to review performance data and develop continuous improvement strategies. Attach additional pages as needed to include the following accountability update with this application.

1. Include a copy of your continuous improvement plan (Format Attached).
2. Document how your district or institution is continually making progress toward the improvement of performance of vocational and technical education students.

### **District/College Memorandum of Understanding:**

1. Each College that receives Perkins funding from a School District for providing Career and Technical Education to secondary students, must include a Memorandum of Understanding signed by the College and the District.
2. Complete the attached MOU and include with application

**All applications resulting from this Request for Proposal must be received in our office by 5 p.m. on Friday, May, 20, 2005. Please send to:**

Dr. Marv Johnson, State & Federal Programs Coordinator  
Utah State Office of Education  
250 East 500 South  
PO Box 144200  
Salt Lake City, Utah 84114-4200

### **Program Reporting: Delays in applications will impact the flow of funds.**

The Fiscal Report (Accountability Report Part A) must be completed and submitted with the final Request for Reimbursement form. Final payments will not be made until Part A has been submitted and accepted.

The Performance Report (student level data for all required data elements) must be submitted annually as follows:

- School Districts - by July 15 for the year just completed
- USHE Institutions – by August 31 for the year just completed

### **Attachments:**

- Continuous Improvement Plan and accountability update (Must accompany all applications)
- Memorandum of Understanding (Must accompany postsecondary application if Perkins funds are transferred)

Program Quality Improvement Plan

Recipient \_\_\_\_\_

	Issue	Strategy	Action Steps
<b>1S1/1P1</b> Academic Attainment			
<b>1S2/1P2/ 1A1/1A2/2A1</b> Skill Proficiencies			
<b>2S1/2P1</b> Completion			
<b>3S1/3P1/3A1</b> Placement			
<b>3P2/2A2</b> I. Retention			
<b>4S1/4P1/4A1</b> Non-traditional Participation			
<b>4S2/4P2/4A2</b> Non-traditional Completion			

Name of Person Completing Plan \_\_\_\_\_

Date Completed \_\_\_\_\_

Explain, giving specific examples.

- a. At least one improvement strategy that has succeeded in improving student performance in one or more core indicators.
- b. How your improvement strategies help performance of special population students.

*Name of Person Completing Plan* \_\_\_\_\_ *Date Completed* \_\_\_\_\_

# Memorandum of Understanding

**Between** \_\_\_\_\_ **and** \_\_\_\_\_  
School District College

## **Background**

Utah distributes the Perkins Local Formula allocation 60% to School Districts, and 40% to Colleges. It is understood that Perkins funds will then flow from school districts to colleges in the same proportion that career and technical education is provided by the colleges to secondary students.

### The Utah State Office of Education, CTE Division Agrees to:

1. Compute the amount of Perkins funds that represent the same proportion as the school district's CTE membership provided by the college, as reported by the school district and audited by USOE.
2. Distribute a spreadsheet with this information to each secondary and postsecondary CTE director by March 1 each year.

### College Agrees to:

1. Train secondary students in programs requested by the school district (List here or attach)
2. Meet the following specific performance requirements for the students trained by the college:

### School District Agrees to:

1. Transfer the amount of Perkins funds designated by USOE for secondary membership in requested programs (minus any negotiated indirect or overhead costs). Estimated amount to transfer \$\_\_\_\_\_.
2. Identify specific help needed to meet performance requirements for students trained by the college (see Attached Agreement)

## **Signatures**

\_\_\_\_\_  
School District CTE Director                      Date

\_\_\_\_\_  
College CTE Director    Date

## PART IV – FORMULA / COMPETITIVE / DIRECT GRANT APPLICATION FOR FEDERAL FUNDS

APPLICANT/ELIGIBLE RECIPIENT	DATE	2006 FISCAL YEAR
PROJECT TITLE	AMOUNT OF FEDERAL FUNDS	
ADDRESS	REGION	

**FEDERAL PROGRAM CATEGORIES**

Check **one** category only!

**Formula**      **Complete if formula application is part of a consortium**

List Consortium Members \_\_\_\_\_  
 \_\_\_\_\_  
 Name of Fiscal Agent \_\_\_\_\_

**Tech Prep**

**Leadership & Development – Non-Traditional Training**

**Leadership and Development – State Institutions (Corrections)**

**Leadership and Development – Other**

Proposed program is considered in regional planning \_\_\_\_\_ Yes \_\_\_\_\_ No

**PROJECT WILL COMPLY WITH ASSURANCES:**

**Signatures:**

Project Director (if Applicable): \_\_\_\_\_ Date: \_\_\_\_\_

Career and Technical Director: \_\_\_\_\_ Date: \_\_\_\_\_

APPLICANT \_\_\_\_\_

TITLE \_\_\_\_\_

1. **ABSTRACT** Briefly describe the purpose of this project, and how the project will improve applied technology education.

2. **NEEDS ASSESSMENT** Describe the needs for these Federal funds and how the needs were assessed.

APPLICANT \_\_\_\_\_ TITLE \_\_\_\_\_

**3. OBJECTIVES, ACTIVITIES, AND EVALUATION** (Submit additional sheets as necessary)

<u>Objectives:</u> Clearly state each objective with measurable outcomes.	<u>Activities:</u> Describe how each objective will be achieved.	<u>Evaluation:</u> Describe how each activity will contribute to accomplishing the State Adjusted levels of performance for the Core Indicators (refer to Section III of the State Plan for more information).

APPLICANT \_\_\_\_\_

DATE \_\_\_\_\_

**This is an imbedded excel spreadsheet. Double click to enter budget amounts. When finished working with the spreadsheet, click outside the box to save and print.**

OBJECT CODE	EXPENDITURE CLASSIFICATION *	IC ^	BUDGET APPROVED BY USOE		
			Rate	TOTAL	I. Admin
A.	(100) Salaries		\$ -		
B.	(200) Employee Benefits		\$ -		
C.	(300) Purchased Prof. & Tech. Svc.		\$ -		
D.	(400) Purchased Property Svc.		\$ -		
E.	(500) Other Purchased Svc.		\$ -		
F.	(580) Travel In-State		\$ -		
F.	(580) Travel Out-of-State		\$ -		
G.	(600) Supplies & Materials		\$ -		
H.	(800) Other (Exclude Audit Costs)		\$ -		
I.	<b>TOTAL DIRECT COSTS</b> (Lines A thru H)		\$ -	\$ -	\$ -
J.	(800) Other (Audit Costs)		\$ -		
K.	<b>* Indirect Cost Rate</b>		\$ -		
L.	(700) Property (includes equipment)		\$ -		
M.	<b>TOTAL(s)</b> (Lines I Thru L)		\$ -	\$ -	\$ -

Justification or explanation:

\* District Chart of Accounts Found in USOE Finance and Statistics' Annual Workshop Binder.  
See Your Business Administrator

^ Insert district approved restricted indirect cost rate

**Definitions:**

**I. Admin** - Administration includes activities performed for the proper and efficient performance of the eligible recipient's duties under the Act, including grant application and management. Administration does not include curriculum development activities, staff development, or research activities. Recipients may not use more than 5% for administrative purposes.

**II. Other** includes all activities not included in administration.