

**Section B**  
**The Narrative Report**  
**For the Consolidated Annual Performance,**  
**Accountability, and Financial Status Report – FY 2007**

*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 were 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 CTE 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, 2005, 2006, and 2007. Follow up quality improvement meetings were held in Nov-Dec, 2002, Nov-Dec 2003, Nov 2004, Nov 2005, Nov 2006, and Nov 2007 to review performance results by recipient, indicator, and special population category, and identify performance gaps. Information on root causes and strategies, 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. The Nov 2007 meeting also addressed performance targets under the Perkins IV definitions.

The state also conducts on-site program reviews scheduled on 6-year intervals for every high school CTE program. The reviews are based on state standards, and include self evaluations, on-site evaluations by State Specialists, evaluation reports of areas needing improvement, improvement plans developed by high school and district CTE director, and continuous improvement follow up.

#### *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. An example is the Virtual Health-Care Interactive project, which is a partnership between public education and Intermountain Healthcare to develop, produce, and deliver a virtual healthcare experience to classrooms across the state. The event included a telecast of a taped surgical procedure along with an interactive session in which students could speak directly with physicians/surgeons. It also included supportive curricula and activities for classroom instruction.

*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. The system of higher education also receives portion of the leadership and development funds to assist with teacher development.

*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 2007. 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, including one to support the Women in Technology program at UVSC.

*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 computer-based tutoring programs, mentoring for success programs, and completion strategies, all 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, an Applied Technology College with 8 separate campuses 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*

A copy of the FY 2008 Local Plan/Application is attached. The new version incorporated Perkins IV requirements for the transition to Perkins IV.

*IV Accountability [Section 113] -*

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

Analyze the state's overall performance results compared to the agreed-upon performance levels for the past program year. For each instance where the state met its performance levels, provide a brief explanation of factors that may have contributed to those results.

For each instance where the state did not meet its performance levels, provide a brief explanation of factors that may have contributed to those results, along with strategies that will be implemented during the program year to improve those results.

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

Analyze the state's performance results for special populations listed in Section 3(23) compared to the agreed-upon performance levels for the past program year. For each instance where the state met its performance levels, provide a brief explanation of factors that may have contributed to those results.

For each instance where the state did not meet its performance levels, provide a brief explanation of factors that may have contributed to those results, along with strategies that will be implemented during the program year to improve those results.

Core Indicator	Base 00	FY 2007			
		05 Target	05 Actual	Diff	% of Target
<u>Secondary</u>					
1S1 Academic Achieve	48.04	49.35	53.52	4.17	108.45%
Z1 NCLB Language Arts		80.22	79.99	-0.23	99.71%
Z2 NCLB Math		48.02	51.32	3.30	106.87%
1S2 Skill Achieve	61.30	63.20	66.16	2.96	104.68%
2S1 Completion	88.43	94.70	87.95	-6.75	92.87%
Z3 NCLB HS Grad		82.07	91.85	9.78	111.92%
3S1 Placement	63.64	72.15	74.53	2.38	103.30%
4S1 Non-trad Participant	34.28	36.67	39.11	2.44	106.65%
4S2 Non-trad Completer	16.54	18.34	20.80	2.46	113.41%
<i>Subtotal</i>				<i>16.34</i>	<i>105.32%</i>
<u>College/University</u>					
1P1 Academic Achieve	75.48	76.92	80.25	3.33	104.33%
1P2 Skill Achieve	71.46	81.20	76.73	-4.47	94.50%
2P1 Completion	16.46	13.44	9.05	-4.39	67.34%
3P1 Placement	43.44	71.78	77.37	5.59	107.79%
3P2 Retention	81.00	88.69	92.99	4.30	104.85%
4P1 Non-trad Participant	15.29	17.87	16.96	-0.91	94.91%
4P2 Non-trad Completer	14.25	16.59	18.77	2.18	113.14%
<i>Subtotal</i>				<i>5.63</i>	<i>98.12%</i>
<u>ATC</u>					
1A1 Academic Achieve	29.65	30.79	33.98	3.19	110.36%
1A2 Skill Achieve	29.65	30.79	33.98	3.19	110.36%
2A1 Completion	29.65	30.79	33.98	3.19	110.36%
3A1 Placement	65.33	65.71	76.25	10.54	116.04%
3A2 Retention	81.00	83.84	87.86	4.02	104.79%
4A1 Non-trad Participant	16.92	17.46	14.98	-2.48	85.80%
4A2 Non-trad Completer	15.83	15.34	12.87	-2.47	83.90%
<i>Subtotal</i>				<i>19.18</i>	<i>103.09%</i>
<b>Totals</b>				<b>41.1</b>	<b>102.45%</b>
				<b>5</b>	

## Secondary

1. Z1 – NCLB Academic Achievement – Language Arts. This measures the percent of concentrators achieving proficient or advanced on the 10<sup>th</sup> grade language arts CRT exam (taken Spring 2005). Results show that 79.99% of concentrators were proficient or advanced on this exam, compared to 75.7% for all students statewide. Female students and Caucasians were highest at 83% and 84% respectively. Disabled were lowest at 31%, followed by LEP at 49% and Hispanics at 53%. These groups of CTE Concentrators also exceeded statewide results.
2. Z2 – NCLB Academic Achievement – Math. This measures the percent of concentrators achieving proficient or advanced on the algebra or geometry CRT exam taken at grades 10, 11, or 12 (2005, 2006, or 2007). Results for CTE Concentrators were 51.32% compared to 47.83% for all students. Male students scored highest at 54%. LEP students were lowest at 33% with disabled, Hispanic, and black students all at 34%. These groups all exceeded statewide results for students in the same categories.
3. Z3 – NCLB Graduation Rate. This measures the percent of concentrators in the 10, 11, 12 grade cohort graduating from HS. Our first year of collecting this information shows very high results (91.85%). This exceeded our expectations, our original baseline information, and the State NCLB target of 85.7%. However, this is premature data that relies on the new distinct student identifier that has only been in place one year. Consequently matches on students who may have dropped out earlier are not complete yet. 08 results will give us a better picture of where concentrators score on this measure. Female students were highest at 93%, while Hispanic and LEP were lowest at 76% and 80% respectively.
4. 1S1 - Academic Achievement. Academic Achievement is a measure of the percent of CTE Concentrators meeting or exceeding the state average on the Iowa test of academic skills, a national, norm referenced test of academic skills. The test was changed from the Stanford Achievement Test beginning with the 06 graduating class. Results. See discussion on Z1 and Z2 for Academic Achievement. All improvement strategies will focus on the NCLB measures.
5. 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. Performance in this measure increases from 64.35 to 66.16% this year, exceeding the state target of 63.20. 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. Additional state

CTE funding also flow to districts based on relative numbers of students passing skill tests. As in the past two years, females did better than males, although the gap is closing. 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 additional difficulty to individuals with language and other educational barriers.

6. 2S1 – Completion. This measures the percent of CTE Concentrators who graduate from High School. See discussion on Z3 for High School Graduation. Most improvement strategies will focus on the NCLB measures.
7. 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 still achieved a placement rate of 74.53%, above the target of 72.15%. Special population groups, Disabled, Econ Disadv, and LEP did not meet the target, and we are working with the Department of Workforce Services to provide better information and services to assist individuals from these groups find placement. We continue to support the DWS website <http://justforyouth.utah.gov/> designed to help individuals focus on employment opportunities and other services that will help them transition from school to employment.
8. 4S1 – Nontraditional Participation, and 4S2 – Nontraditional Completion. These measure the percent of CTE Students enrolled in and completing non-traditional programs. 07 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, 05, 06 and 07 years. All special population groups exceeded the targets for both measures

#### Postsecondary Colleges

9. 1P1 – Academic Achievement, the percent of concentrators achieving a 2.0 GPA on general ed courses. 2007 performance results improved over 2006 and exceeded the target. Disabled and LEP special population group results were below the target, but improved over the prior year. This is no longer a measure under Perkins IV so no further action will be reported.

10. 1P2 – Vocational Achievement, the percent of concentrators achieving a 2.0 GPA on vocational courses. 2007 performance results were almost identical to last year, and still did not quite meet the negotiated target. This measure is being redefined under Perkins IV. New definitions and strategies will be forthcoming.
11. 2P1 – Diploma/Credential, percent of concentrators receiving a degree or certificate. 2007 results continued to decline this year. Both the numerator and denominator declined. Utah’s job market is at virtually full employment with many more students leaving school early to accept employment offers. While performance on this measure is lower, the result of students entering high wage, high skill, or high demand jobs is good. Only single parent and displaced homemaker students exceeded the target. Our plan, with the transition to Perkins IV, is to hold institutions to specific targets on this measure. Each institution will be required to submit an improvement plans for this measure.
12. 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 improved over the previous year, and exceeded the 2007 target. Overall results were at 77.37% compared to the target of 71.78%. Special populations are lower, except Economic Disadvantaged, which improved over last year and exceeded the 06 target. Single Parents and Displaced Homemakers improved over 06, but did not quite meet the 07 target. Many postsecondary placements occur out of the state and are not included in the Employer file match. Also, Utah’s economy has been slowing down the past year. 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.
13. 3P2 – Retention, percent of those placed who are still working in next quarter. See discussion in 3S1 about lag in reporting. Retention, which is at 92.99% continued to improved this year exceeding 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.
14. 4P1/4P2– Nontraditional Participation and Completion. Although participation was slightly below the target, Completion exceeded the target for the fifth straight year. Our statewide strategy explained in 4S1/4S2 continues to have some positive effects for postsecondary concentrators. Males, LEP, and Economic Disadvantaged 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 03, 04, 05, 06 and 07 years. Also, many local recipients continue to conduct training, and informational programs to address this area.

## Postsecondary ATC

15. 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 exceeded the target. Results increased over last year and exceeded the target for 07. Displaced Homemakers and Nontraditional categories also exceeded the target as did Blacks and Native American ethnic groups. Certifications are a very important measure in the technology college system, and employers give increasing weight to them in hiring decisions. This measure is very similar to the new 2P1 completion measure. Industry certifications will continue to be emphasized as a core performance measure for the postsecondary system.
16. 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. The only special population group not meeting the target (LEP) continued to improve over prior years. Of those placed, retention was excellent, also exceeding that target, and the prior year result. The continued emphasis on certifications will help maintain high placement and retention results.
17. 4A1, 4A2 – Nontraditional Participation and Completion, the percent of concentrators participating in or completing nontraditional programs. Participation results have varied, but completion has been declining over the past few years. 2007 results were down and did not meet the target. 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. The Utah College of Applied Technology has been asked to submit an improvement plan specifying how they will use Perkins funds to improve performance in this area.

### *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 the prior 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. For each of the sub-indicators of performance, provide your measurement approach and definitions for the numerator and denominator. Please do not abbreviate or summarize any of the definitions. Underline all or portions of any definitions that have changed from the previous program year*

1S1 Secondary Academic Attainment	Numerator: Number of Concentrators scoring at or above the Iowa Test of Academic Skills Denominator: Number of Concentrators who matched with Iowa 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 State Approved Certifications. Denominator: Number of Concentrators
1A2 Post-Secondary Technical Attainment	Numerator: Number of Concentrators State Approved Certifications. Denominator: Number of Concentrators
2A1 Post-Secondary Degree Credential	Numerator: Number of Concentrators receiving State Approved Certifications. Denominator: Number of Concentrators
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.

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

We have already begun to transition to the new Perkins IV measures. The strategies to improve many of Perkins III measures will still apply to improving Perkins IV measures. Although the secondary academic achievement measure uses a different assessment, the efforts to improve CTE Concentrators' math and language arts skills will not need to change. The following charts show the relationships between Perkins III and Perkins IV measures in terms of continuous improvement planning.

- |  |   |  |   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>• <u>Perkins III</u> <ul style="list-style-type: none"> <li>- 1S1 – Academic Achievement <ul style="list-style-type: none"> <li>• Use Perkins IV 1S1 → - 1S1 – Language Arts</li> <li>• Use Perkins IV 1S2 → - 1S2 – Math</li> </ul> </li> <li>- 1S2 – Skill Attainment → - 2S1 – Skill Attainment</li> <li>- 2S1 – HS Completion <ul style="list-style-type: none"> <li>• Use Perkins IV 4S1 Data → - 4S1 – Graduation Rates</li> </ul> </li> <li>- 3S1 – Placement → - 5S1 – Placement</li> <li>- 4S1 – Non Trad Participation → - 6S1 – Non Trad Participation</li> <li>- 4S2 – Non Trad Completion → - 6S2 – Non Trad Completion</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <u>Perkins IV</u> <ul style="list-style-type: none"> <li>- 1S1 – Language Arts</li> <li>- 1S2 – Math</li> <li>- 2S1 – Skill Attainment</li> <li>- 3S1 – HS Completion</li> <li>- 4S1 – Graduation Rates</li> <li>- 5S1 – Placement</li> <li>- 6S1 – Non Trad Participation</li> <li>- 6S2 – Non Trad Completion</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <u>Perkins III</u> <ul style="list-style-type: none"> <li>- 1P1 – Academic Attainment</li> <li>- 1P2 – Skill Attainment</li> <li>- 2P1 – College Completion → - 2P1 – College Completion</li> <li>- 3P1 – Placement → - 4P1 – Placement</li> <li>- 3P2 – Retention</li> <li>- 4P1 – Non Trad Participation → - 5P1 – Non Trad Participation</li> <li>- 4P2 – Non Trad Completion → - 5P2 – Non Trad Completion</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <u>Perkins IV</u> <ul style="list-style-type: none"> <li>- 1P1 – Skill Attainment</li> <li>- 2P1 – College Completion</li> <li>- 3P1 – Retention/Transfer</li> <li>- 4P1 – Placement</li> <li>- 5P1 – Non Trad Participation</li> <li>- 5P2 – Non Trad Completion</li> </ul> </li> </ul> |
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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. Data reports will be available on the web, while locals are preparing their local plans providing more direct access to data analysis and data driven decision making.

The State will continue with implementation of a common student identifier at the secondary level. This is expected to improve data matching. We expect the Postsecondary system to adopt the identifier also, eventually improving follow up and matching with PS placement.

*V. Monitoring Follow-up*

Utah did not receive a monitoring visit in 2007.

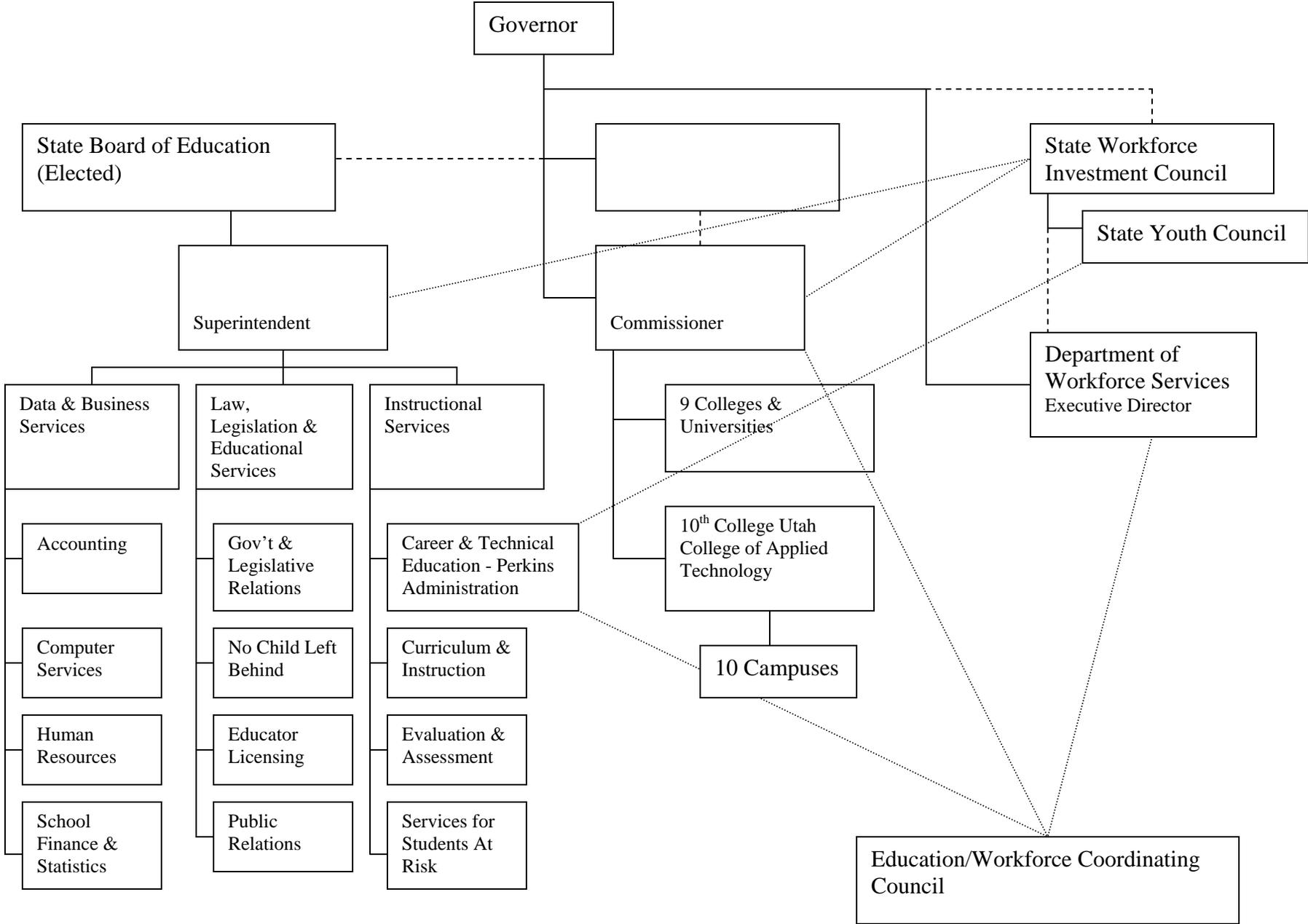
*VI. Workforce Investment Act (WIA) Incentive Grant Award Results*

Utah did not receive a WIA Incentive Grant during 2007.

**ATTACHMENTS**

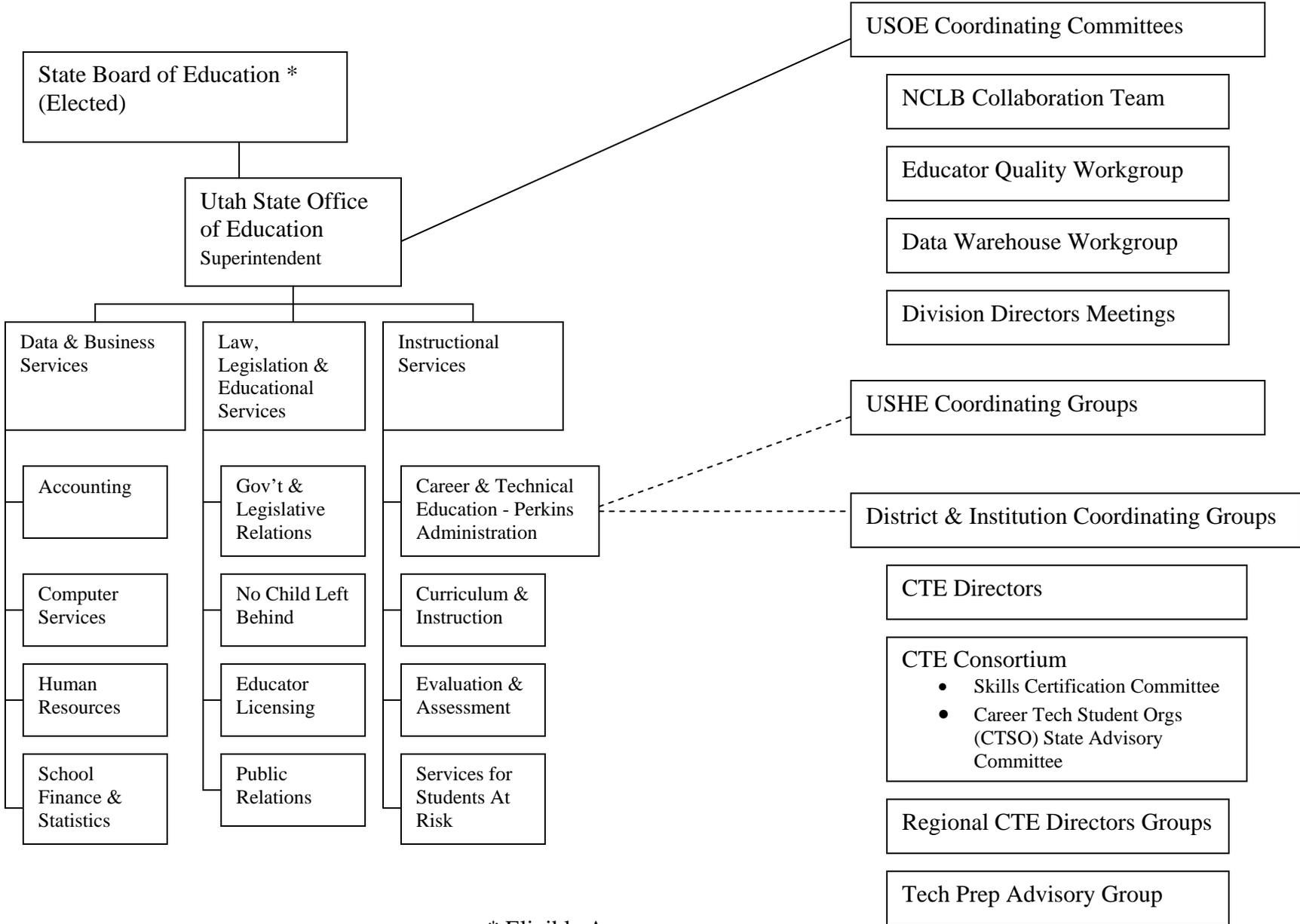
- Utah Perkins Governance Structure
- FY 2008 Local Plan/Application

# Utah Perkins Governance Structure



\* Eligible Agency

# Education Collaboration



\* Eligible Agency



## **FY08 Perkins IV Local Plan Instructions (Formula)**

The FY08 Perkins IV Local Plan Guide will be available on April 6, 2007. The forms are presently under development, so log-in to the USOE Website on or after April 6, 2007 to get the final application form and to work through the five steps.

Download the Perkins IV Training Power point.

Perkins IV Schedule. The Perkins IV Transition Plan covers the first year of a six year program. The complete local plan must be uploaded according to these instructions no later than June 1, 2007.

Process for completing the Local Plan template

- A) Go to (**web address**) with your log-in ID and password. Please contact (**who**) if your District/Charter School/Institution has not yet received your log-in ID and password.
- B) Click the FY08 Local Plan (Formula) link in the task list.
- C) Click the Go button next to each of the five steps.
  - Step 1 gives you instructions for using the On Track system
  - Step 2 leads you to your student achievement data.
  - Step 3 leads you to the Perkins IV Local Plan and the budget spreadsheet.
  - Step 4 provides a web form to use for uploading your completed plan and budget spreadsheet
  - Step 5 provides a check box to indicate you have completed your Local Plan and budget spreadsheet.

For technical assistance using On Track, please contact Laraine Gordon (801) 538-7875 or [laraine.gordon@schools.utah.gov](mailto:laraine.gordon@schools.utah.gov). For help with the contents of your plan contact Marv Johnson (801) 538-7843 or [marv.johnson@schools.utah.gov](mailto:marv.johnson@schools.utah.gov).

Perkins IV Overview

Fiscal year 2008 is the first year of the Perkins IV reauthorization and requires a Local Transition Plan with Student Performance Targets, Continuous Performance Improvement Plan, Local Plan Narrative, Budget Sheet, Assurances, and Signatures. The Local Plan Narrative section requires a new narrative for each question. On future updated plans a new narrative will be required only if the local plan has changed.

Each eligible recipient must submit requests for reimbursements for expended formula funds. The state will then issue reimbursements for each request. An Accountability Report (Part A) must accompany the final request for reimbursement.

**Perkins Local Plan (PLP) Template**  
**Recipient Institution or LEA:**  
**Year: FY 08**

**TABLE OF CONTENTS**

**SECTION 01: PERFORMANCE TARGETS (FAUPL)..... 2**

**SECTION 02: PERFORMANCE DATA ANALYSIS AND IMPROVEMENT PLAN ..... 2**  
 Secondary Measures ..... 2  
 Postsecondary Measures ..... 4

**SECTION 03: LOCAL PLAN NARRATIVE .....5**  
 (1) CTE PROGRAMS .....5  
 (2) CTE ACTIVITIES .....6  
 (3) CTE PROGRAMS OF STUDY .....6  
 (4) PROFESSIONAL DEVELOPMENT .....6  
 (5) COLLABORATION/STAKEHOLDER INVOLVEMENT.....7  
 (6) SIZE, SCOPE AND QUALITY.....7  
 (7) CONTINUOUS EVALUATION AND IMPROVEMENT.....7  
 (8) ADDRESSING THE NEEDS OF SPECIAL POPULATIONS .....7  
 (9) NON-DISCRIMINATION .....8  
 (10) NON-TRADITIONAL PREPARATION .....8  
 (11) CAREER GUIDANCE AND ACADEMIC COUNSELING .....8  
 (12) EDUCATOR RECRUITMENT AND RETENTION.....8

**SECTION 04: ASSURANCES..... 8**  
 (1) ASSURANCE – LEA ELIGIBILITY.....8  
 (2) ASSURANCE – LEA ADOPTION AND APPROVAL OF PLAN .....8  
 (3) ASSURANCE – PLAN IS BASIS FOR ADMINISTRATION OF PERKINS PROGRAM .....9  
 (4) ASSURANCE – LIMITATION FOR CERTAIN STUDENTS .....9  
 (5) ASSURANCE – SIZE, SCOPE AND QUALITY.....9  
 (6) ASSURANCE – COMPLIANCE WITH THE LAW.....10  
 (7) ASSURANCE – EQUIPMENT .....10  
 (8) ASSURANCE – LOBBYING .....10  
 (9) ASSURANCE – DEBARMENT .....11  
 (10) ASSURANCE – DRUG FREE.....11  
 (11) ASSURANCE – PRIVATE SCHOOL PARTICIPATION IN PROFESSIONAL DEVELOPMENT PROGRAMS .....12  
 (12) ASSURANCE – NON PROFIT PRIVATE SCHOOL PARTICIPATION IN CTE PROGRAMS .....12  
 (13) ASSURANCE – SUPPLANTING.....13  
 (14) ASSURANCE – MEETING NEEDS OF SPECIAL POPULATIONS.....13  
 (15) ASSURANCE – NON-DISCRIMINATION .....13

**SECTION 05: CERTIFICATION ..... 14**

**SECTION 01: PERFORMANCE TARGETS (FAUPL)**

Each local recipient must reach an agreement with the State on local levels of performance (targets) for each of the core indicators of performance. The State has prepared a worksheet indicating the baselines and proposed performance levels (targets) for the first 2 program years covered by the local plan. Use this worksheet to record the Final Agreed upon Performance Levels (FAUPL) and upload with your local plan. The uploaded FAUPL shall be incorporated into the local plan prior to approval of such plan.

**Go to OnTrack Step 2 to View and Download FAUPL**

**PERKINS SECTION 02: Performance Data Analysis and Improvement Plan**

The Local Plan must include key activities and strategies to accomplish its student continuous performance improvement goals.

**Go to OnTrack Step 1 for Link to Data**

<b>Provide the following information for each secondary or each post-secondary indicator</b>	
<b>Question 1: Discuss Accuracy and Completeness of Data</b> – Explain problems resulting in inaccurate or incomplete data and how these problems will be resolved. Consider the following:	
<ul style="list-style-type: none"> <li>▪ Local Perkins funds must be used if necessary to improve reporting and quality of data</li> </ul>	
<b>Question 2: Explain Results</b> – Describe issues and performance gaps based on thorough analysis of data. Consider the following, emphasizing results that do not meet targets.	
<ul style="list-style-type: none"> <li>▪ Performance trends and maintaining continuous improvement</li> <li>▪ Overall results</li> <li>▪ Results for special populations</li> <li>▪ Results for high schools or campuses</li> <li>▪ Results for individual programs</li> </ul>	
<b>Question 3: Explain Strategy</b> – Identify strategies to address performance gaps. Consider the following:	
<ul style="list-style-type: none"> <li>▪ Proven Practices</li> <li>▪ Scientifically-based research</li> <li>▪ How strategies will address the needs of special population students</li> </ul>	
<b>Question 4: Explain Action Steps</b> – List action steps to improve performance. Consider the following:	
<ul style="list-style-type: none"> <li>▪ Specific, achievable interventions</li> <li>▪ Measurable activities</li> </ul>	

**SECONDARY MEASURES: Secondary Recipients Only! Postsecondary Recipients Skip to Page 4**

<b>1S1 Academic Achievement – Language Arts. Percent of concentrators who have met the proficient or advanced level on the grade 10 Language Arts core test.</b>	
Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

<b>1S2 Academic Achievement – Math. Percent of concentrators who have met the proficient or advanced level on either the Algebra or Geometry core test grades 10-12.</b>	
Question 1: Accuracy and Completeness	
Question 2: Results	

Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

**2S1 Skill Attainment.** Percent of concentrators passing a skill test for one of the required foundation courses in the Program of Study of concentration.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

**3S1 High School Completion.** Percent of concentrators attaining a high school diploma or a GED.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

**4S1 High School Graduation Rate.** Percent of concentrators reported as graduated using your State's approved calculation for graduation rate as defined in your state's accountability workbook

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

**5S1 Placement.** Percent of concentrators who were in post-secondary education or advanced training, in military service, or in employment during 2<sup>nd</sup> quarter after leaving secondary education during the reporting year.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

**6S1 Non-trad Participants.** Percent of non-trad participants enrolled in non-trad programs.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

**6S2 Non-trad Completers.** Percent of non-trad completers of non-trad programs.

Question 1: Accuracy and Completeness	
Question 2: Results	

Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

**POST-SECONDARY LEVEL – Post-secondary Recipients ONLY!**

**1P1 Skill Attainment.** Percent of concentrators obtaining end of course, or short-term industry certifications approved by Utah system of Higher Education (USHE).

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

**2P1 Completion.** Percent of concentrators attaining an industry-recognized credential requiring state licensure, a 1-year certificate, or degree.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

**3P1 Retained.** Percent of concentrators retained in post-secondary (transferred to another 1, 2, or 4 year program).

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

**4P1 Placement.** Percent of completers who are in military, apprenticeship programs, or employment, during 2<sup>nd</sup> quarter after leaving post-secondary education during the reporting year.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

**5P1 Non-trad Participants.** Percent of non-trad participants in non-trad programs.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

**5P2 Non-trad Completers.** Percent of non-trad completers of non-trad programs.

Question 1: Accuracy and Completeness	
Question 2: Results	

Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

**SECTION 03: LOCAL PLAN NARRATIVE**

Local plan for Career and Technical Education Programs. Sec. 134 – LOCAL PLAN REQUIRED - Any eligible recipient desiring financial assistance under this part shall, in accordance with the requirements established by the eligible agency, submit a local plan to the eligible agency. Such local plan shall cover the same period of time applicable to the State plan submitted under section 122. This Local Plan Guide includes the key activities and strategies to accomplish its local Perkins plan and student achievement goals.

**(1) CTE Programs Sec 134(b)(1)**

Describe how the Career and Technical Education programs required under section 135(b) will be carried out with funds received under this title; Note: Required uses of funds 3,5,6,8,9 are not addressed here as they are covered in other sections.

**A. Strengthening academic and CTE skills of students participating in CTE. How recipient will integrate academic requirements with CTE programs of study: (Sec 135(b)(1))**

Same as last year? Yes

New Narrative:

**B. Developing and implementing CTE Pathways. How recipient is implementing CTE pathways, including the following: (Sec 135(b)(2))**

NOTE: If you are supporting and participating in the statewide and regional CTE Pathway initiative, you do not need to complete this question. Simply indicate that you will support and participate in the region project. In any event, all of the following activities must be performed.

1. Providing technical assistance on CTE Programs of Study to all high schools and post-secondary institutions.
2. Developing and implementing regional articulation agreements.
  - a. Converting 2+2 Tech Prep agreements to regional Pathway articulation agreements.
  - b. Applying regional agreements to individual high schools.
  - c. Eliminating duplicate CTE course requirements between secondary and post-secondary.
  - d. Arranging concurrent enrollment opportunities.
  - e. Developing new regional/district Pathway maps and articulation agreements.
3. Developing marketing and training materials, that help students and parents understand how to benefit from CTE Pathways.
4. Training and providing technical assistance to high school counselors, teachers, and administrators, and post-secondary instructors, counselors, and administrators.
5. Representation at statewide and regional CTE Pathways meetings.

Same as last year? Yes

New Narrative:

**C. How recipient will develop, improve, or expand use of technology in CTE, which may include a) training CTE faculty and administrators in the use of technology; b) preparing CTE students to enter high-tech occupations; c) encouraging schools to collaborate with high-tech industries to offer voluntary internships, including programs that improve the math and science knowledge of students; or d) modernizing CTE programs. Sec 135(b)(4,7)**

Same as last year? Yes

New Narrative:

**D. How recipient will improve, develop or offer CTE courses as part of CTE programs of study. Sec 135(c)(12)**

Same as last year? Yes

New Narrative:

**E. How recipient will assist Career and Technical Student Organizations (CTSOs). Sec 135(c)(5)**  
Currently all secondary school districts contribute funding to the statewide CTSO program. Use this section to describe what will be done locally by post-secondary institutions, or secondary districts in addition to this statewide project.

Same as last year? Yes

New Narrative:

**(2) CTE Activities Sec 134(b)(2)**

Describe how the Career and Technical activities will be carried out with respect to meeting state and local adjusted levels of performance established under section 113

1. How will funds be made available to address performance gaps, strategies and action steps described in section 2?
2. How will resources of people, time, and money be focused around student achievement goals?
3. How will equipment purchases be tied to improving student performance?

**CTE Activities Narrative:**

Same as last year? Yes

New Narrative:

**(3) CTE Programs of Study Sec 134(b)(3), Sec 135(b)(3)**

*List State recognized programs of study currently available and programs of study that will be developed and offered in each high school or post-secondary institution (each recipient must offer at least one)*

(A) Describe what will be done so that each high school or post-secondary institution will be able to offer the appropriate courses of not less than 1 of the CTE programs of study described in the State Perkins Plan. Include information on how you will use Perkins funds to improve or develop CTE courses that are part of the CTE programs of study.

(B-D) *(the state plan address how the CTE Pathways meet requirements of Sec 134(b)(3)(B-D). If locals are offering these, then such requirements will be met.*

(E) Describe the process you use to encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects;

**CTE Programs of Study Narrative:**

Same as last year? Yes

New Narrative:

**(4) Professional Development Sec 134(b)(4), Sec 135(b)(5)**

Describe how Comprehensive Professional Development (including new teacher mentoring) for Career and Technical Education, academic guidance, and administrative personnel will be provided that promotes the implementation of CTE programs of study and pathways enabling students to take coherent and rigorous CTE content aligned with challenging academic content (including curriculum development)

As responses to this section are prepared, consider the following:

1. The professional development needed to achieve student performance targets.
2. The research base that will be used to determine the content of professional development activities selected for educators.
3. The extent to which professional development results in teacher improvement.
4. Helping educators become qualified in their assigned field of teaching.
5. The use of data on educator quality and student performance to plan professional development.
6. Preparing educators to use research based instructional practices necessary to meet the diverse learning needs of all students including English Language Learners, minority students, students with disabilities, economically disadvantaged students, and others.
7. The use of personnel from USOE, and other available consultants or services to enhance professional development opportunities.

**Professional Development Narrative:**

Same as last year? Yes

New Narrative:

**(5) Collaboration/Stakeholder Involvement Sec 134(b)(5)**

Describe how parents, students, academic and Career and Technical Education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of local workforce investment board (section 117 of Public Law 105-220), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of Career and Technical Education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including Career and Technical programs of study;

**Stakeholder Involvement Narrative::**

Same as last year? Yes

New Narrative:

**(6) Size, Scope, and Quality Sec 134(b)(6), Sec 135(b)(8)**

This question is covered in the Assurances section

**(7) Evaluation and Improvement Sec 134(b)(7), Sec 135(b)(6)**

Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient including how you will evaluate programs carried out with Perkins funds and how the needs of special populations are being met

**Evaluation and Improvement Narrative:**

Same as last year? Yes

New Narrative:

**(8) Addressing the Needs of Special Populations Sec 134(b)(8)**

Describe how the eligible recipient will-

(A) ensure equitable access to, and participation in, CTE programs for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>

(B) identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

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

(D) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. Sec 135(b)(9)

**Special Populations Narrative:**

Same as last year? Yes

New Narrative:

**(9) Non-discrimination Sec 134(b)(9)**

Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations

**Non-discrimination Narrative:**

Same as last year? Yes

New Narrative:

**(10) Non-traditional Preparation Sec 134(b)(10)**

Describe how funds will be used to promote preparation for non-traditional fields

**Non-traditional Narrative:**

Same as last year? Yes

New Narrative:

**(11) Career Guidance and Counseling Sec 134(b)(11)**

Describe how career guidance and academic counseling will be provided to Career and Technical Education students, including linkages to future education and training opportunities

**Career Guidance Narrative:**

Same as last year? Yes

New Narrative:

**(12) Educator Recruitment and Retention Sec 134(b)(12)**

Describe efforts to improve the recruitment and retention of Career and Technical Education teachers, faculty, and career guidance and academic counselors, including individuals in groups under represented in the teaching profession; and the transition to teaching from business and industry.

**Recruitment and Retention Narrative:**

Same as last year? Yes

New Narrative:

**SECTION 04: ASSURANCES**

**(1) Assurance – LEA eligibility**

You must provide a signed assurance that the LEA submitting the plan is eligible to receive federal funding, and may legally carry out each provision of the plan

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**LEA eligibility Assurances**

Yes, I do so certify.

No, I do not so certify.

**If unable to comply, please explain:**

**(2) Assurance – LEA adoption and approval of plan**

The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**LEA adoption and approval of plan Assurances**

Yes, I do so certify.

No, I do not so certify.

**If unable to comply, please explain:**

**(3) Assurance – Plan is basis for administration of Perkins Program**

The plan is the basis for Local operation and administration of the program. [34 CFR 76.104(a)(8)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Perkins Program Assurances**

- Yes, I do so certify.
- No, I do not so certify.

**If unable to comply, please explain:**

**(4) Assurance – Limitation for Certain Students**

You must provide a signed assurance that you will not use Perkins funds to provide programs for students prior to the seventh grade, except that equipment and facilities purchased with Perkins funds may be used by such students. [Perkins Act, Section 315]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Limitation for students prior to the seventh grade Assurances**

- Yes, I do so certify.
- No, I do not so certify.

**If unable to comply, please explain:**

**(5) Assurance – Size, Scope and Quality**

You must provide a signed assurance that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs (Sec. 134. (b) (6))

Perkins funds are intended to support, or assist in developing programs of the following size, scope, and quality.

1. Size – Program must
  - a. Include a State Recognized CTE pathway (or Program of Study) containing a coherent sequence of courses
  - b. Provide an opportunity for students to become CTE Concentrators
2. Scope
  - a. Courses must include rigorous, coherent CTE content aligned with challenging academic standards.
  - b. Links, or articulation maps, must exist between the secondary and postsecondary programs of study
3. Quality – Program must
  - a. Incorporate State approved standards
  - b. Submit to State approved evaluations, or assessments
  - c. Implement a continuous program improvement process approved by the State

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Size, Scope and Quality Assurances**

- Yes, I do so certify.
- No, I do not so certify.

**If unable to comply, please explain:**

**(6) Assurance – Compliance with the Law**

You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Compliance with the Law Assurance**

- Yes, I do so certify.
- No, I do not so certify.

If unable to comply, please explain:

**(7) Assurance – Equipment**

You must provide a signed assurance that you will not use funds to acquire equipment/software when acquisition results in direct financial benefit to any organization representing the interests of the purchasing entity or its employees or its affiliate.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Equipment Assurance**

- Yes, I do so certify.
- No, I do not so certify.

If unable to comply, please explain:

**(8) Assurance – Lobbying**

As required by Section 1352, Title 31 of the US Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections §82.105 and §82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the application, I hereby certify that the application will comply with

**Lobbying Assurances**

- Yes, I do so certify.
- No, I do not so certify.

If unable to comply, please explain:

**(9) Assurance – Debarment, Suspension, and other Responsibility Matters**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections §85.105 and §85.110

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, the individual shall attach an explanation to this application.

As the duly authorized representative of the application, I hereby certify that the application will comply with

**Debarment Assurances**

Yes, I do so certify.

No, I do not so certify.

**If unable to comply, please explain:**

**(10) Assurance – Drug Free**

**DRUG-FREE WORKPLACE**

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

- A) The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
  - b) Establishing an on-going drug-free awareness program to inform employees about:
    - 1) The dangers of drug abuse in the workplace;
    - 2) The grantee's policy of maintaining a drug-free workplace;
    - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
    - 4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
  - c) Making it a requirement that each employee engaged in the performance of the grant is given a copy of the statement required by paragraph (a);
  - d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
    - 1) Abide by the terms of the statement; and
    - 2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
  - e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
  - f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
    - 1) Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    - 2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B) The grantee may insert in the space provided below the site(s) for the performance of work completed in connection with the specific grant:  
Place of Performance (Street address, City, County, State, Zip code)

Check [ ] if there are workplaces on file that are not identified here.  
As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Drug-free Assurances**

Yes, I do so certify.  
 No, I do not so certify.

**Optional: List Other Workplaces**

**(11) Assurance – Nonprofit private school participation in professional development programs**  
You must provide a signed assurance that the eligible recipient will, to the extent practicable, upon written request, permit CTE secondary school teachers, administrators, and other personnel in nonprofit private schools, located in the geographical area served by such eligible recipient, to participate in professional development programs. [Sec. 317(a)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Nonprofit private school participation in professional development programs Assurance**

Yes, I do so certify.  
 No, I do not so certify.

**If unable to comply, please explain:**

**(12) Assurance – Nonprofit private school participation in CTE programs**  
You must provide a signed assurance that the eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**CTE Programs Assurance**

Yes, I do so certify.  
 No, I do not so certify.

**If unable to comply, please explain:**

**(13) Assurance – Supplanting**  
You must provide a signed assurance that you will use funds made available from this Act to supplement and not supplant state and local funds

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Supplanting Assurance**

Yes, I do so certify.  
 No, I do not so certify.

**If unable to comply, please explain:**

**(14) Assurance – Meeting needs of special populations**

You must provide a signed assurance that you will provide members of special populations with equal access to activities and programs funded under this act.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Special Populations Assurance**

- Yes, I do so certify.
- No, I do not so certify.

**If unable to comply, please explain:**

**(15) Assurance – Non-discrimination**

You must provide a signed assurance that you will not discriminate against members of special populations because of their status as special populations

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Non-discrimination Assurance**

- Yes, I do so certify.
- No, I do not so certify.

**If unable to comply, please explain:**

**SECTION 05: CERTIFICATION**

By entering the following information and uploading this document, the CTE Director, as the duly authorized representative of the recipient, certifies that the recipient will comply with the above certifications, and that all other information provided in this document is accurate.

NAME OF RECIPIENT

PROJECT NAME

NAME AND TITLE OF CTE DIRECTOR

DATE

**PERKINS IV LOCAL PLAN  
Budget Page**

Figures cannot be entered in shaded areas but will automatically total when entered in the unshaded columns.

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.	* Indirect Cost Rate		\$ -		
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.