

Perkins V

Strengthening Career & Technical Education for the 21st Century Act

Local Application Secondary & Post-Secondary



Learning that works for Utah

CTE[®]

FY21 Local Application Coversheet

A. LEA/Institution Name:

B. Person at, or officially designated by, the Consortium, identified in Item A, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.

I. Name:

II. Official Position Title:

III. Agency:

IV. Telephone:

V. Email:

C. Individual serving as the Career & Technical Education Director

I. Name:

II. Official Position Title:

III. Agency:

IV. Telephone:

V. Email:

D. Pathways:

I. Total number of pathways:

II. Qualifying Programs of Study:

E. Have CTE activities extended below grade 9? Yes No

If yes, List grade levels:

By signing this document, the eligible institution, through its authorized representative, agrees:

1. That this document serves as your institutions 2 year application.
2. To the assurances, certifications, and other forms enclosed in the Local Application
3. We have completed a comprehensive local need assessments and included the required work.
4. That, to the best of your knowledge and belief, all information and data included in the Local Application submission are true and correct:

Authorized Representative Signature (as identified in Item B)

Authorized Career & Technical Education Director Signature

Comprehensive Local Needs Assessment

Directions: The Comprehensive Local Needs Assessment (CLNA) portion of the application has two required sections. The first section requires you to provide a summary of the Comprehensive Local Needs Assessment conducted by your LEA or Post-Secondary Institution. The narrative needs to inform USBE on the processes, key findings, and planned activities that have developed as a result of the CLNA.

The second portion of the Comprehensive Local Needs Assessment section requires you to submit the data from your CLNA in the worksheets provided in Appendix A. This will be a separate attachment in Utah Grants that is in addition to your application.

- Provide an overview of the process to complete the CLNA. This includes and is not limited to; secondary & postsecondary local recipient collaboration, meeting logistics, and level of stakeholder involvement and the plan for continued stakeholder involvement;
- Describe strengths, areas for improvement, and challenges raised in the six elements.
- Describe planned activities to address identified need.
- Describe expected outcomes.

Comprehensive Needs Assessment - Narrative

CTE Programs and Activities

2. Describe in a detailed narrative, information on the Career & Technical Education course offerings and activities that your Institution will provide with funds under this part, which shall include not less than 2 programs of study approved by the State of Utah under section 124(b)(2), including – [Sec.134(b)(2)(a)(b)(c)]

How the results of the Comprehensive Local Needs Assessment informed the selection of the specific career and technical education programs and activities selected to be funded;

A description of any new programs of study your institution will develop and submit to the State for approval;

How students, including students who are members of special populations, will learn about their school's career & technical education course offerings and whether each course is a part of a career and technical education program of study.

Career Exploration and Career Guidance

3. Provide a description of how your LEA/institution will work in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151 (e)(2),) and other partners will provide –[Sec.134(b)(3)(a)(b)(c)]

Such As:

- Career exploration and career development coursework, activities, or services;
- Career information on employment opportunities that incorporate the most up-to date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the Comprehensive Local Needs Assessment;
- An organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;

Integration of Academics and CTE

4. Provide a description of how your LEA/institution will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined by Section 8101 of the Elementary and Secondary Education Act of 1965) [Sec.134(b)(4)]:

Special Populations

5A. Identify and describe how your LEA/institution will provide activities to prepare special populations for high-skill, high-wage or in-demand occupations that will lead to self-sufficiency [Sec.134(b)(5)(A)]:

5B. Please provide a detailed narrative as to how your LEA/institution will prepare CTE Participants for non-traditional fields [Sec.134(b)(5)(B)]:

Special Populations (cont'd)

5C. Please provide a detailed narrative as to how your LEA/institution will provide equal access for special populations to career and technical education courses, programs, and programs of study [Sec.134(b)(5)(C)]:

5D. Please provide a detailed narrative as to how your LEA/institution will ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. [Sec.134(b)(5)(D)]:

Work Based Learning

6. Please identify and describe the work-based learning opportunities that your LEA/institution will provide to students participating in the career and technical education programs and how your institution will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students as applicable [Sec.134(b)(6)]:

Secondary/Post-Secondary Alignment

7. For Secondary Institutions only: Please describe how your LEA will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school as practicable [Sec.134(b)(7)]:

Professional Development, Teacher Recruitment and Retention

8. Please describe how your LEA/institution will coordinate with the Utah State Board of Education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternate routes to certification), including individuals from groups underrepresented in the teacher profession. [Sec.134(b)(8)]:

Local Performance
9A.

PERKINS V					4-Year	BASELINE				
Secondary Level:					Avg	2020	2021	2022	2023	2024
1S1: Four-Year Graduation Rate										
Numerator: 12th grade CTE concentrator graduates.										
Denominator: 12th grade CTE concentrator graduates plus 9th-12th dropout cohort.										
2S1: Academic Proficiency in Reading/Language Arts										
Numerator: 10th grade CTE concentrators proficient in LA assessment.										
Denominator: 10th grade CTE concentrators who took LA assessment.										
2S2: Academic Proficiency in Mathematics										
Numerator: 10th grade CTE concentrators proficient in Math assessment.										
Denominator: 10th grade CTE concentrators who took Math assessment.										
2S3: Academic Proficiency in Science										
Numerator: 10th grade CTE concentrators proficient in Science assessment.										
Denominator: 10th grade CTE concentrators who took Science assessment.										
3S1: Secondary Placement										
Numerator: 12th grade CTE concentrator graduates placed in any of the categories in survey.										
Denominator: 12th grade CTE concentrator graduates.										
4S1: Non-traditional Program Enrollment										
Numerator: 9th-12th Non-traditional CTE concentrators in Non-traditional Pathways.										
Denominator: 9th-12th CTE concentrators in Non-traditional Pathways.										
5S3: Program Quality – Participated in Work-Based Learning										
Numerator: 9th-12th CTE concentrators in any of the Work-Based Learning courses, (Internship, Apprenticeship).										
Denominator: 9th-12th CTE concentrators.										
5S4: Program Quality – Attained Secondary Pathway Completion										
Numerator: 9th-12th grade CTE completers.										
Denominator: 9th-12th grade CTE concentrators.										
5S5: Program Quality – Workplace and College Readiness										
Numerator: 9th-12th grade CTE concentrators who earned credit, at “C” grade or better, in (CE OR IB OR AP) OR who passed skillcert/third-party exam at 80% in reporting year										
Denominator: 9th-12th grade CTE concentrators who enrolled in (CE OR IB OR AP) OR who took skillcert/third-party exam in reporting year										
PERKINS V					4-Year	BASELINE				
Postsecondary Level:					Avg	2020	2021	2022	2023	2024
1P1: Postsecondary Retention and Placement										
Numerator: Postsecondary CTE concentrators who retained or placed.										
Denominator: Postsecondary CTE concentrators.										
2P1: Credential, Certificate or Diploma										
Numerator: Postsecondary CTE concentrators who received Credential, Certificate or Diploma.										
Denominator: Postsecondary CTE concentrators.										
3P1: Non-traditional Program Enrollment										
Numerator: Postsecondary Non-traditional Program CTE concentrators in NT CIPs. (F student in F non-trad CIP or M student in M non-trad CIP.)										
Denominator: Postsecondary CTE concentrators in Non-traditional Program CIPs. (Student, M or F, in non-trad CIP.)										

Local Performance

9B. Please provide a detailed narrative as to how your LEA/institution will address disparities or gaps in performance in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps. [Sec.134(b)]:

Budget Planning – Part 1

Instructions: There are two parts to the budget planning process. For Part 1, enter your proposed budget in the template below. For each category, you will need to enter the appropriate use of funds “code” in the “uses of funds” column. The “Required Uses of Funds” can be located on pages 6-9 the FY20 Local Application Guide and required expenditures for each sub-recipient. These are represented as “R1,R2,” Etc.

[illegible]

Budget planning – Part 2

Sec. 135 Local Uses of Funds

- a) GENERAL AUTHORITY- Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, or improve career and technical education programs that meet the needs identified in the comprehensive needs assessment described in section 134(c).
- b) REQUIREMENTS FOR USES OF FUNDS – Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective

Instructions: Provide a detailed description of how Perkins funds are going to be expended this upcoming grant year. The following must be taken into consideration:

- (a) How does your **LEA/Institution** plan to expend funds for EACH of the budget categories?
- (b) Please provide a detailed description of the positions that will be funded with Perkins funding
- (c) If applicable, describe how Administrative funds (Up to 5% of the total award including applicable indirect costs) will be used during the grant years:

LOCAL ASSURANCES

We, as an eligible recipient for funds under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), hereby grant the following assurances:

- 1) Compliance with:
 - a) Title VI of the Civil Rights Act of 1964 and its implementing regulations (34 C.F.R. Part 100), and in accordance therewith, no person shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance;
 - b) Title IX of the Education Amendments of 1972, as amended, and its implementing regulations (34 C.F.R. Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance;
 - c) Section 504 of the Rehabilitation Act of 1973 and its implementing regulations (34 C.F.R. Part 104), which prohibit discrimination on the basis of disability in programs and activities receiving federal financial assistance;
 - d) The Age Discrimination Act of 1975, as amended, and its implementing regulations (45 C.F.R. Part 90), which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance;
 - e) Title II of the Americans with Disabilities Act, and its implementing regulations (28 C.F.R. Part 35), which prohibit discrimination on the basis of disability by public entities, or it will comply with Title III, and its implementing regulations (28 C.F.R. Part 36), which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
- 2) All contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above cited statutes, regulations, guidelines and standards against those students or employees.
- 3) Compliance with the requirements of the Act and 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.
- 4) None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.
- 5) 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.
- 6) Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities.
- 7) Not use funds made available under Perkins V to require any secondary school student to choose or pursue a specific career path or major, mandate that any individual participate in a career & technical education program, including an USBE program that requires attainment of a federally funded skill level, standard, or certificate of mastery.
- 8) Not use funds received under the Perkins V Act to provide career & technical education programs to students prior to the seventh grade.

- 9) An eligible recipient that uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible recipient.
- 10) An eligible recipient shall 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.
- 11) Not use Perkins V funds for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered.
- 12) Will administer each program in accordance with all statutes, regulations, program plans and applications applicable to that program.
- 13) Control of funds under each program and title to property acquired with those funds will be in a public agency and a public agency will administer those funds and property.
- 14) Use of fiscal controls and separate fund accounting procedures that will ensure proper disbursement of and accounting for federal funds paid to it under each program and shall not commingle state/federal funds.
- 15) Retain all records relating to a program for which federal funds are received for a period of three years after the completion of the activity for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved.
- 16) Shall repay all funds determined to be due to the federal government as a result of a disallowance decision in a manner deemed to be reasonable by the state or the federal government.
- 17) Provide access to the Utah State Board of Education, the federal grantor agency, Comptroller General of the United States, Utah State Legislature, or any of their duly authorized representatives, to any of the school districts books, documents, or records which are directly pertinent to this specific Contract. Access to records includes the right to review, audit, inspect, and make excerpts and transcriptions.
- 18) Provide qualified personnel for the projects and special services funded by USBE.
- 19) Assess the special needs of students participating in programs receiving assistance with respect to their successful completion of the career & technical education program in the most integrated setting possible.
- 20) Provide supplementary services to students who are members of special populations including, with respect to individuals with disabilities, when appropriate;
 - a) curriculum modification;
 - b) equipment modification;
 - c) classroom modification;
 - d) supportive personnel; and
 - e) instructional aides and devices.

21) Provide special population students enrolled in private secondary schools with access to career & technical education programs/projects.

22) Provide, to the extent practicable, to individuals who are members of special populations equal access to the full range of career & technical education programs available to individuals who are not members of special populations, including occupationally specific courses of study; work-based learning; apprenticeship programs; and comprehensive career guidance and counseling services. This provision prohibits discrimination on the basis of a student's status as a member of a special population group.

23) Provide individuals who are members of special populations with equal access to recruitment, enrollment, and placement activities.

CERTIFICATION OF ASSURANCES

I certify that the above assurances will be complied with and those programs, services and activities approved will be conducted in accordance with the Strengthening Career and Technical Education for the 21st Century Act, General Education Provisions Act (GEPA), General Education Provisions Act Enforcement Regulations, OCR Guidelines, Education Department General Administrative Regulations (EDGAR), Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Programs (2 C.F.R. 200), the State Plan for Career and Technical Education, and the Governing Rules and Policies of the State Board for Career & Technical Education.

LOBBYING CERTIFICATION

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

(A) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(B) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(C) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS CERTIFICATION

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

(A) The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded

from covered transactions by any Federal department or agency.

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

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

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

(B) Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

DRUG-FREE WORKPLACE CERTIFICATION

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

(A) The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about -

(1) The dangers of drug abuse in the workplace.

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in

the workplace.

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No.3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

CTE Director:

Business Administrator: