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September 13, 2016

17F56

President Scott Wyatt
Southern Utah University
351 W CENTER
Cedar City, UT 84720

Dear President Wyatt:

We are pleased to notify you that Southern Utah University has been awarded the following funds:

Table with 2 columns: Field Name and Value. Fields include CFDA Number (84.048A), Grant/Project (Vocational Education - Basic Grants to States), Amount (\$34,256), AF Number (170043), Fiscal Agent (No), Guidance URL, EDGAR URL, District Program Number, District Revenue Number, Beginning Date (07/01/2016), and Ending Date (06/30/2017).

Please use the Utah State Board of Education's standard reimbursement form located at http://www.schools.utah.gov/sars/Finance/Federal/ReimbursementForm.aspx. Reimbursements may be requested based only on actual amount of expenditures and must be received by the 25th of the month to be paid in the following month.

EDGAR requires prior approval and justification for (1) a budget change equal to or exceeding 10% of line item categories; and (2) date extension requests. Changes can be accomplished on the reimbursement form by using the "Budget Change" column to enter your new budget which should be equal to the awarded amount.

Each recipient and sub-recipient awarded funds under Federal Education Programs must promptly refer to the Department of Education's Office of Inspector General any credible evidence that a principal officer, employee, agent, contractor, sub-recipient, sub-contractor, or other person has submitted a false claim under the False Claims Act, or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds. Information about the Office of Inspector General Hotline is available at http://www.ed.gov/about/offices/list/oig/hotline.html.

For many years the USBE has had an agreement with institutions of higher education receiving public education funding

to perform contractual work, that indirect costs are not billed or paid with these funds. This agreement is still in force. We appreciate your recognition of this policy and the importance of providing services benefitting the students of Utah without diverting these scarce resources toward administrative costs.

Thank you for your interest in providing quality programs for Utah's students. For programmatic questions, contact Wendi Morton, 801-538-7572, wendi.morton@schools.utah.gov. If you need help with the reimbursement form, contact Diane Sutton, 801-538-7839, Diane.Sutton@schools.utah.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Nye", with a horizontal line extending to the right.

Richard Nye, Ph.D.  
Deputy Superintendent of Student Achievement

cc: Julie Anderson, Business Administrator  
Eric Freden, CTE Director

# Perkins Local Plan (PLP) Template – POST SECONDARY Recipient Institution or LEA:

**Institution: SUU**

**FY17**

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## 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 Sharepoint 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 Sharepoint Step 1 for Data**

**Provide the following information for each secondary or each post-secondary indicator**

**Question 1: Discuss Accuracy and Completeness of Data** – Explain problems resulting in inaccurate or incomplete data and how these problems will be resolved. Consider the following:

- Local Perkins funds must be used if necessary to improve reporting and quality of data

**Question 2: Explain Results** – Describe issues and performance gaps based on thorough analysis of data. Consider the following, emphasizing results that do not meet targets.

- Performance trends and maintaining continuous improvement
- Overall results
- Results for special populations
- Results for high schools or campuses
- Results for individual programs

**Question 3: Explain Strategy** – Identify strategies to address performance gaps. Consider the following:

- Proven Practices
- Scientifically-based research
- How strategies will address the needs of special population students

**Question 4: Explain Action Steps** – List action steps to improve performance. Consider the following:

- Specific, achievable interventions
- Measurable activities

<b>1P1 Skill Attainment. Percent of concentrators obtaining end of course, or short-term industry certifications approved by Utah system of Higher Education (USHE).</b>	
Question 1: Accuracy and Completeness	These numbers are submitted directly by SUU and are based on CompTIA A+, Linux+, Network+, and other industry-standard exams. They constitute accurate data.
Question 2: Results	A passing grade for such an exam is an automatic pass for related SUU courses. The students who actually take the exams have an excellent pass rate. However, relatively few students take the exams.
Question 3: Strategy	We use Perkins funds to partially reimburse the exam cost for those students that pass the test.
Question 4: Action Steps	Continue present policy and consider broadening to other industry-standard exams.
Other Comments:	

<b>2P1 Completion. Percent of concentrators attaining an industry-recognized credential requiring state licensure, a 1-year certificate, or degree.</b>	
Question 1: Accuracy and Completeness	The current definition of "completion" does not include AAS graduates who immediately enroll in an associated BS degree (instead they are counted in category 3P1). On the other hand, CIP codes were corrected in June 2015 so the FAUPL data counts for 2014-2015 were more accurate. Instead of 223 CTE concentrators leaving SUU in FY15 there were less than 10 in FY16!
Question 2: Results	Even though SUU nominally missed its target, the recorded numerator (number of "completions" as defined above) and denominator (total number of concentrators who left SUU) were both less than 10.
Question 3: Strategy	Such small numbers are not meaningful.
Question 4: Action Steps	Lobby to change the definition of "completion" to include graduates who continue with further education.
Other Comments:	Perkins emphasizes "stackable credentials", e.g. high school diploma+certificate+AAS, but excludes the further stacking of bachelors or graduate degrees. Why?

<b>3P1 Retained. Percent of concentrators retained in post-secondary (transferred to another 1, 2, or 4 year program).</b>	
Question 1: Accuracy and Completeness	The fact that SUU students completing a Certificate or AAS are almost all counted in this category (rather than 2P1) has boosted the actual numbers (see Question 1 for 2P1 above).
Question 2: Results	SUU easily achieved its target.
Question 3: Strategy	No changes.
Question 4: Action Steps	Lobby to change the definition of "retention" to match that requested for "completion" in 2P1 Question 4 above.
Other Comments:	Since CIP coding was corrected in June 2015, both numerator and denominator numbers increased dramatically in 2014-2015 SUU FAUPL data.

<b>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.</b>	
Question 1: Accuracy and Completeness	These data are collected by DWS. Their methodology is unknown to SUU. Are students hired in neighboring Arizona or Nevada counted? (Many SUU students find employment in AZ and NV.)
Question 2: Results	SUU exceeded its target (which may have been a result of correcting CIP codes), but the actual FAUPL numbers may be based on incomplete data.
Question 3: Strategy	No changes.
Question 4: Action Steps	Until DWS reveals exactly what they are counting and how, SUU is fumbling in the dark with respect to intentional improvements.
Other Comments:	In fact after being specifically requested by SUU, DWS refused to share their data collection methodology or results with SUU, citing confidentiality rules.

<b>5P1 Non-trad Participants. Percent of non-trad participants in non-trad programs.</b>	
Question 1: Accuracy and Completeness	These data are likely accurate as applied to currently tracked CIP numbers (and the latter were corrected in June 2015).
Question 2: Results	SUU missed its target by several percentage points. Examination of FAUPL data shows that this is due to under-representation of male participants.
Question 3: Strategy	Determine which of the SUU CTE programs are predominantly female (Early Childhood Development? Equine Studies? Paralegal?).
Question 4: Action Steps	Increase male recruitment for those CTE programs discovered in Question 3.
Other Comments:	

<b>5P2 Non-trad Completers. Percent of non-trad completers of non-trad programs.</b>	
Question 1: Accuracy and Completeness	As per 2P1, the current definition of "completion" does not include graduates who continue to a bachelors degree. Since the total number of "completions" was less than 10, the FAUPL actual may not be significant.
Question 2: Results	Target was achieved, but the caveat above should be noted.
Question 3: Strategy	No changes.
Question 4: Action Steps	Same as for 2P1.
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.

SUU continues to offer a wide selection of CTE programs, incorporating a mix of core General Education (GE) components with specialized technical courses. These programs are reviewed annually by program/department curriculum committees, industrial advisory boards, and every seven years by SUU/USHE program reviews. In the last five years, SUU has formally begun to assess student learning in a sampling of courses. During year FY16 these included 6 CTE courses in the GE area, 12 CTE courses in Agriculture, 8 CTE courses in CAD/CAM Technology, 10 CTE courses in Electronics Technology, 11 CTE courses related to Information Technology, 4 CTE courses in the APE program, and 3 CTE courses in the GIS program.

**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. Develop 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.

SUU is supporting and participating in statewide and regional CTE Pathways, including \$9000 of support for a local Pathways Coordinator and monthly coordination with this and other Pathways specialists at Southwest Regional CTE Council meetings.

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.

SUU will continue to treat faculty CTE training as a priority. See paragraph (4) below for a list of training activities and conferences funded by Perkins last year.

SUU has a history of business partnership resulting in job internships (with IM Flash, RAM Company, MetalCraft, TouchMD, etc.) which will continue in the future. In 2014-2015 SUU staff member Richard Cozzens was the principal investigator for a TICE grant that produced a statewide online concurrent enrollment course in Design Technology. In 2015-2016, Cozzens was PI for another TICE grant that produced the statewide online concurrent enrollment class Introduction to Residential Architecture. Both of the TICE offerings are pathways courses leading to the AAS in CAD/CAM Technology at SUU.

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.

As mentioned in (1) above, assessment of student learning in selected CTE courses has started and will continue in FY17. Unfortunately the intended creation of a one-year certificate in Computer Science (patterned after the certificate developed by UVU and Nebo School District) was shelved in FY16 in favor of developing a graduate degree in Cybersecurity.

Part of the SUU plan for FY17 includes standardization of a robotics module for statewide use in secondary schools.

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 CTSSO 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? No.

During the 16 September 2015 State CTE Directors Training, it was broadcast that Perkins funds cannot be used (by post-secondary institutions) to pay for student (or even faculty) CTSSO expenses such as registration fees, travel/housing costs, etc. Consequently, no SUU students or faculty attended SkillsUSA competition in FY16, despite the fact that SUU students often won high marks previously. (However SUU did send six students to DECA competitions using alternative funding. One of these students was named as International Champion!)

A clarification to the above policy was issued at the 20 April 2016 State CTE Directors Training, to the effect that CTSSO expenses can be paid for CTSSO **advisors** (at SUU all

CTSO advisors are faculty). This will enable SUU students to again participate in DECA and SkillsUSA events (students have obtained a non-Perkins funding source, but advisors will use Perkins money).

**(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.

SUU possesses internal assessment data for many courses tied to CTE programs, data which will continue to be used to plan improvements in such courses.

Some CTE areas/industries are growing at a faster pace than others. SUU will give development and funding priority to those fields with highest demand and to those programs that produce the most completions. SUU will require that faculty/staff receiving Perkins-funded training will demonstrate that such training subjects actually enter the respective curricula and are passed on to students.

**(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)

Provide an update which describes the CTE activities you are undertaking to increase the availability of Programs of Study to the students in your schools, where appropriate.

(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.

SUU offers the following CTE programs:

- Certificate in Livestock Farm Management (CIP 01.0302)
- AAS in Livestock Farm Management (CIP 01.0302)
- AAS in Equine Studies (CIP 01.0307)
- AAS in Information Technology (CIP 11.0103)
- Associate of Pre-Engineering (CIP 14.0102)
- AAS in Electronics Engineering Technology (CIP 15.0303)
- AAS in CAD/CAM (CIP 15.1302)
- Certificate in CAD/CAM (CIP 15.1304)
- AAS in Early Childhood Development (CIP 19.0706)
- AAS in Paralegal/Legal Assistant (CIP 22.0302)
- AAS in Criminal Justice (CIP 43.0103)
- Certificate in Public Administration (CIP 44.0401)
- Certificate in Geographic Information Systems (CIP 45.0702)
- AAS in Construction Technology (46.0415)
- AAS in General Technology (with several specialties, CIP 47.0000)
- AAS in Aviation (CIP 49.0102)

SUU is involved in the State Pathways plan and continues to contribute a portion of Perkins funding to our local Pathways Coordinator. The SUU CTE Director attends monthly meetings of the Southwest Regional CTE Council. That board has collectively created a draft pathways website at [www.swcterocks.com](http://www.swcterocks.com) and will migrate to a database-driven enhanced web page in FY16.

SUU employs a recruitment agent specifically for the fields of Engineering, Computer Science, and Engineering Technology. This agent actively recruits high school students into those particular CTE programs.

#### **(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 USBE, and other available consultants or services to enhance professional development opportunities.

**Professional Development Narrative:**

Same as last year? Yes.

Historically, Perkins funds are utilized for both formal and informal faculty training. In particular, these have included conferences, seminars, and in-service such as this list from FY16:

- Utah Water Users workshop
- Utah State FAA meeting
- North American Colleges & Teachers of Agriculture meeting
- Utah Geographic Information Council meeting
- Utah Grazing Livestock Nutrition conference
- NACTA conference
- Academy of Criminal Justice Sciences conference
- UACTE meeting
- Nevada Public Land Summit
- Utah Range, Right, and Resource Symposium
- TestOut annual conference
- National Association for Education of Young Children conference
- Early Childhood Utah conference
- National Center on Quality Teaching & Learning meeting
- Utah Aviation Association conference

Similar professional development expenses are planned for the upcoming year. Faculty will be especially encouraged to attend training that results in professional certifications.

All SUU faculty (and in particular, CTE faculty) complete an annual activity report which includes analysis of student evaluations, peer evaluations, classes taught, research, service assignments, etc. These activity reports are reviewed annually by the relevant Department Chair, Dean, faculty committees, and periodically by the Provost and his office. Teaching effectiveness forms a primary component of such reviews and the tracking of year-to-year changes in teaching effectiveness are closely scrutinized. In particular, sub-standard results are addressed by an official faculty development plan process.

The SUU CTE Director attends (and will continue to attend) bi-monthly training meetings sponsored by USBE, and monthly Regional CTE Council meetings. The latter (attended by Pathways Coordinators, a USBE representative and personnel from DWS) are especially useful for information on labor demand, specific job openings, professional development opportunities, and enhancing pathways.

**(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.

In addition to input and review from the Southwest Regional CTE Council, each CTE program and/or department at SUU has an industrial advisory board, consisting of representatives from education, industry, and government. These boards meet at least annually and provide valuable feedback (especially from employers such as IM Flash and MSC Aerospace) that is used to improve CTE programs at SUU.

**(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.

The 2014-2015 FAUPL data discussed in Section (02) above has been computed with an accurate list of CIP codes. SUU will investigate and act on indicator 5P1 as written above. Other assessment measure are being used. For the last 11 years (at least), specialized accreditation agencies (e.g. ABET) have required certain SUU programs to initiate and maintain a robust assessment cycle in which to monitor and improve student learning. Within the last 5 years, such a cycle has been introduced to all bachelor-level programs within the SUU College of Science & Engineering. Two years ago, the SUU began an assessment cycle for General Education programs and has entered the analysis stage. Special populations are discussed in (8) and (9) below.

**(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.

SUU caters to special populations via Student Support Services (funded partially by the US Department of Education), Counseling and Psychological Services, Disability Services, Diversity & Inclusion Center, and Non-Traditional Student Services (designed to serve widowed/divorced students, older students, and students with children). Specific CTE programs are enveloped by this general University effort.

**(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.

SUU follows Federal law with respect to non-discrimination rules. Furthermore, SUU caters to special populations via the several administrative units listed in paragraph (8) above.

**(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.

Each SUU College has one or more full-time Academic Advisors who are assigned to help students in determining majors, courses they should take, etc. All SUU CTE faculty are acquainted with these advisors and communicate regularly with them. The SUU CTE Director meets with advisors and provides them with available information concerning non-traditional fields, high-demand, and high-wage CTE related job opportunities.

**(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.

Each SUU College has one or more full-time Academic Advisors who are assigned to help students in determining their majors, courses they should take, etc. All SUU CTE faculty are acquainted with these advisors and communicate regularly with them. Furthermore, such faculty informally advise students with respect to careers and the current job market. Employers regularly contact the SUU Career Center which posts jobs, holds career fairs, has internship fairs, etc.

**(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.

SUU continues to use Perkins funds for CTE faculty professional development, including training and workshops, see paragraph (4) above. CTE faculty are able to request and obtain program-specific educational equipment and supplies. This will continue. CTE faculty/staff recruitment, retention, and EEO are included in the umbrella of the SUU HR Office and University policies and procedures.

**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	
<input checked="" type="checkbox"/>	Yes, I do so certify.
<input type="checkbox"/>	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	
<input checked="" type="checkbox"/>	Yes, I do so certify.
<input type="checkbox"/>	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	
<input checked="" type="checkbox"/>	Yes, I do so certify.
<input type="checkbox"/>	No, I do not so certify.

If unable to comply, please explain:
As a post-secondary entity, SUU does not formally educate seventh grade or younger students.

**(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:

<b>Size, Scope and Quality Assurances</b>
<input checked="" type="checkbox"/> Yes, I do so certify.
<input type="checkbox"/> No, I do not so certify.

<b>If unable to comply, please explain:</b>

**(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:

<b>Compliance with the Law Assurance</b>
<input checked="" type="checkbox"/> Yes, I do so certify.
<input type="checkbox"/> No, I do not so certify.

<b>If unable to comply, please explain:</b>

**(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:

<b>Equipment Assurance</b>
<input checked="" type="checkbox"/> Yes, I do so certify.
<input type="checkbox"/> No, I do not so certify.

<b>If unable to comply, please explain:</b>

**(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

<b>Lobbying Assurances</b>
<input checked="" type="checkbox"/> Yes, I do so certify.
<input type="checkbox"/> No, I do not so certify.

<b>If unable to comply, please explain:</b>

**(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 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 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:

<b>Drug-free Assurances</b>	
<input checked="" type="checkbox"/>	Yes, I do so certify.
<input type="checkbox"/>	No, I do not so certify.

<b>Optional: List Other Workplaces</b>

**(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:

<b>Nonprofit private school participation in professional development programs Assurance</b>	
<input checked="" type="checkbox"/>	Yes, I do so certify.
<input type="checkbox"/>	No, I do not so certify.

<b>If unable to comply, please explain:</b>

**(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:

<b>CTE Programs Assurance</b>	
<input checked="" type="checkbox"/>	Yes, I do so certify.
<input type="checkbox"/>	No, I do not so certify.

<b>If unable to comply, please explain:</b>

**(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

<b>Supplanting Assurance</b>	
<input checked="" type="checkbox"/>	Yes, I do so certify.
<input type="checkbox"/>	No, I do not so certify.

<b>If unable to comply, please explain:</b>

**(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:

<b>Special Populations Assurance</b>	
<input checked="" type="checkbox"/>	Yes, I do so certify.
<input type="checkbox"/>	No, I do not so certify.

<b>If unable to comply, please explain:</b>

**(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:

<b>Non-discrimination Assurance</b>	
<input checked="" type="checkbox"/>	Yes, I do so certify.
<input type="checkbox"/>	No, I do not so certify.

<b>If unable to comply, please explain:</b>

**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

Southern Utah University

NAME AND TITLE OF CTE DIRECTOR

Eric M. Freden

DATE

7 June 2016



**PERKINS IV LOCAL PLAN  
Budget Page**

**District: SUU FY17 Perkins Budget**

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

OBJECT CODE	EXPENDITURE CLASSIFICATION *	IC ^	BUDGET APPROVED BY USOE					
			Rate	TOTAL	I. Admin	II. CTE Pathways	III. Performance Strategies	IV. Other
A.	(100) Salaries *****			\$ 5,000	\$ 4,500	\$ 500		
B.	(200) Employee Benefits *****			\$ 1,100	\$ 990	\$ 110		
C.	(300) Purchased Prof. & Tech. Svc.			\$ 9,000		\$ 9,000		
D.	(400) Purchased Property Svc.			\$ -				
E.	(500) Other Purchased Svc.			\$ -				
F.	(580) Travel In-State			\$ 4,815			\$ 4,815	
F.	(580) Travel Out-of-State			\$ 35,020			\$ 35,020	
G.	(600) Supplies & Materials			\$ 55,053			\$ 55,053	
H.	<b>TOTAL DIRECT COSTS</b> (Lines A thru G)			<b>\$ 109,988</b>	<b>\$ 5,490</b>	<b>\$ 9,610</b>	<b>\$ 94,888</b>	<b>\$ -</b>
I.	* Indirect Cost Rate: July - June 1st	5.04%		\$ -				
J.	* Indirect Cost Rate 2nd							
K.	* Indirect Cost Rate 3rd							
L.	(700) Property (includes equipment)			\$ 6,000			\$ 6,000	
M.	(800) Other (Audit Costs)			\$ -				
M.	(800) Other (Exclude Audit Costs)			\$ -				
N.	<b>TOTAL(s)</b> (Lines H Thru M)			<b>\$ 115,988</b>	<b>\$ 5,490</b>	<b>\$ 9,610</b>	<b>\$ 100,888</b>	<b>\$ -</b>

Justification or explanation:

The SUU CTE Director will be paid approximately two weeks of overload salary plus benefits. About \$4500 of this amount is dedicated to administrative duties such as budgeting, assessment, CTE Director training, training SUU CTE faculty/staff, reporting, etc. About \$500 is devoted to Pathways duties such as participation in monthly Regional CTE councils, concurrent enrollment programs and curricula, etc.

\* 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, and indirect costs. Administration does not include curriculum development activities, staff development, or research activities. Recipients may not use more than 5% for administrative purposes.

**II. CTE Pathways** - CTE Pathways includes activities performed to develop and implement pathways, including

- Improving and implementing courses that are part of approved CTE programs of study (pathways)
- Supporting development of regional high school to college links (articulation agreements),
- Providing CTE Pathway information and resources to students, parents, counselors, and teachers
- Assisting students enroll and concentrate in approved CTE pathways

**III. Performance Strategies** - Report funds to be used to address performance gaps, strategies and action steps described in Section 02 of the local plan, including strategies for helping special populations students improve performance and meet performance targets