

Perkins Local Plan (PLP) Template
Recipient Institution or LEA: Southern Utah University

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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 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

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

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

1S1 Academic Achievement – Language Arts. Percent of concentrators who have met the proficient or advanced level on the grade 10 Language Arts core test.

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

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.

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 nd 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	The accuracy and completeness of this data is not reliable. I have turned in data showing those who have completed CompTIA A+ certifications (11 individuals earned these certifications).
Question 2: Results	Unless all of those names I submitted were not concentrators.
Question 3: Strategy	An greater effort must be made in this area to inform and encourage students to complete the appropriate technical skills assessments.
Question 4: Action Steps	<ol style="list-style-type: none"> 1. Inform SUU CTE faculty of the need to improve in this area. 2. Inform SUU CTE students of the appropriate technical skills assessments that may be applicable to them. 3. Make oportunites more available to students to purchase assessment exams at reduced costs where available. For example: the CompTIA assessment exams are available to CompTIA members at greatly reduced costs. 4. As an incentive to students to complete these assessment and licensure activities the SUU CTE director will reimburse successful completers of these assessment programs at a rate not to exceed 75% of the cost of these exams with Perkins funds. 5. The SUU CTE Director will meet with student support services as well as all CTE faculty and inform them as to how to identify special populations students and that some Perkins resources are set apart and are available to aid special population students.
Other Comments:	An example of how this will work will be given with the CompTIA A+ Computer Technician industry recognized certification exams. The exams typically retail for \$300.00. CompTIA member organizations can purchase these exam vouchers for over 50% off, \$144.00. A student will first purchase these vouchers through the SUU CTE Director and upon successful completion of the certification, prior to June 30, 2009, the student will be reimbursed up to \$108.00 (75% of \$144.00) with Perkins funds.

	<p>The SUU STE director will be the "clearing house" so to speak for all Perkins reimbursements to students for achieving industry recognized certifications. The SUU CTE director will record each student's name, T number (SUU ID number), type of certification, and the date that the certification was achieved. The SUU CTE director will then report this data to the Utah Assistant Commissioner of Education at the end of each fiscal year or whenever called upon to do so.</p> <p>Each SUU CTE area will also have a portion of their Perkins funds tied to seeking out appropriate professional for their disciplines and producing one more student who will attain that certification during this fiscal year. If they fail to find any certifications and/or produce any successful certifications, they will lose some of their Perkins funding which will be reallocated to other programs.</p> <p>SUU areas that will be seeking out appropriate professional certifications will be: electronics, CAD/CAM, CAD/GIS, Agriculture, Criminal Justice, Computer Science and Information Systems, Early Childhood Development, and Construction Management.</p> <p>SUU CTE faculty are encouraged to identify any special populations individuals who will especially benefit from professional certifications. In other CTE areas students are required to first pay for any certification expenses and then be reimbursed. Exceptions will be made for any special populations individuals who cannot afford these "up-front" expenses, the CTE director will pay for these if necessary with Perkins funds.</p> <p>The SUU CTE budget sets apart monies for special populations individuals identified through the Executive Director of Student Support. SUU CTE faculty are also instructed as to who qualifies as a special populations individual and how to work through the CTE director and Student Support Executive Director to get aid for these individuals.</p>
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2P1 Completion. Percent of concentrators attaining an industry-recognized credential requiring state licensure, a 1-year certificate, or degree.

Question 1: Accuracy and Completeness	The accuracy and completeness of this data is reliable to the best of my knowledge.
Question 2: Results	SUU is at a lower level than the State of Utah as a whole; 30.76% versus 1.38%.
Question 3: Strategy	A greater effort is needed in this area to improve performance levels. Where SUU is a 4 year university not enough emphasis has been placed on completion of certification programs. SUU CTE faculty need to be made aware of the need to encourage all CTE students to complete the 1 year certificate programs currently available to them. The SUU CTE Director will meet with all SUU CTE faculty and stress the importance of these certificates. An effort will also be made to recognize students who do complete these certificates.
Question 4: Action Steps	<ol style="list-style-type: none"> 1. Inform SUU CTE faculty of the need to improve in this area. 2. Encourage SUU CTE faculty to encourage students to complete appropriate certificate programs in their programs. 3. Review, evaluate, and update the current certificate programs that are available at SUU. 4. Provide appropriate recognition for completion of these certificate programs. 5. The SUU CTE Director will meet with student support services as well as all CTE faculty and inform them as to how to identify special populations students and that Perkins resources are set apart and are available to aid them. 6. Perkins monies will be set apart and used to hire a student helper that will work with the various college advisors to identify students that are already eligible for certificates and associate degrees. This helper will also identify those students who are close to achieving certificates and associate degrees and these students will be advised and encouraged to apply for them.
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	The accuracy and completeness of this data is reliable to the best of my knowledge.
Question 2: Results	SUU is at a significantly higher level than the

	The State of Utah as a whole; 73.98% versus SUU at 73.78%.
Question 3: Strategy	SUU has been active in promoting student retention on many levels. The greatest effort has been in hiring academic advisors for each college on campus. These advisors meet with all students regularly and help them to plan out what they need to do to graduate as efficiently as possible. Efforts are also made to contact and survey students who have not returned to determine their reasons for leaving. SUU students are also required to complete a UNIV 1000 first year seminar course to help them succeed as university students.
Question 4: Action Steps	Continue with current student retention efforts and encourage all SUU CTE faculty to increase their efforts in this area.
Other Comments:	

4P1 Placement. Percent of completers who are in military, apprenticeship programs, or employment, during 2nd quarter after leaving post-secondary education during the reporting year.	
Question 1: Accuracy and Completeness	The accuracy and completeness of this data should be reliable but incomplete data may be a contributor to the lower performance levels indicated.
Question 2: Results	SUU is at a lower level than the State of Utah as a whole; 74.03% versus 66.67%. SUU's level remains the same as the previous year.
Question 3: Strategy	A greater effort is needed in this area to improve performance levels, again this may also be due to how the data is gathered and may be improved through better data gathering methods.
Question 4: Action Steps	1. Review how SUU is obtaining this data and see if Perkins funding or efforts from the CTE Director's Office can aid in improving these results.
Other Comments:	

5P1 Non-trad Participants. Percent of non-trad participants in non-trad programs.	
Question 1: Accuracy and Completeness	The accuracy and completeness of this data should be reliable.
Question 2: Results	SUU is at a significantly higher level than the State of Utah as a whole; 22.77% versus 34.37%.
Question 3: Strategy	Improvement can be made in this area by informing those who can have an impact on student career decisions.
Question 4: Action Steps	1. Make the non-traditional underrepresented gender information available to SUU CTE

	faculty and all SUU college advisors. 2. The SUU CTE Director will meet with student support services as well as all CTE faculty and inform them as to how to identify special populations students and that Perkins resources are available to aid them.
Other Comments:	

5P2 Non-trad Completers. Percent of non-trad completers of non-trad programs.	
Question 1: Accuracy and Completeness	The accuracy and completeness of this data is reliable to the best of my knowledge.
Question 2: Results	SUU is at a significantly higher level than the State of Utah as a whole; 15.23% versus 33.33.
Question 3: Strategy	Improvement can be made in this area by informing those who can have an impact on student career decisions.
Question 4: Action Steps	1. Make the non-traditional underrepresented gender information available to SUU CTE faculty and all SUU college advisors. 2. The SUU CTE Director will meet with student support services as well as all CTE faculty and inform them as to how to identify special populations students and that Perkins resources are available to aid them.
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: A portion of the CTE funds are targeted for the SUU Student Success Center for the purpose of hiring tutors to aid students in the CTE areas. They may also use some of these funds for materials that can be used to aid students. Some of the CTE funds are targeted for the purchase of computers that students will be able to check out from the CTE Director for use in their CTE and other courses. Specifically, CTE

students who may not be able to afford their own computers will be targeted.

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: SUU is participating in the region and state-wide CTE Pathway process.

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: Each CTE emphasis at SUU will be allocated a certain amount of CTE funds for the purchasing of training equipment, classroom aids, and other teaching materials that the faculty in each area decide would be beneficial to both the faculty members and their CTE students. Each CTE area at SUU will also be allocated CTE funds for the purpose of CTE faculty training. These funds will be used for appropriate training and conference registration fees as well as travel costs associated with these activities. Since many of the SUU CTE areas are preparing students for high-tech occupations, any equipment and supplies purchased for these areas will be of benefit to those students.

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: SUU will participate both financially and collaboratively in the South-Western Regional CTE Pathways Consortium. These funds will be used to hire an individual to coordinate the CTE Pathways Programs in this region. SUU CTE faculty will coordinate with the Pathways coordinator on a regular basis and strive to complete more secondary to post-secondary pathways with SUU CTE programs. SUU will also strive to improve and refine the pathways that were previously identified.

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: Some of the SUU CTE funds will be allocated for the support of all

appropriate CTSO's offered at SUU. These funds will be used for travel and conference fees for these CTSO's. Funds may also be used to purchase appropriate materials and supplies needed by these CTSO's.

(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: Flexibility does exist in the proposed budget to cover the costs of action steps needed to improve performance levels. This flexibility will be accomplished through a percentage of the total funds being set up specifically for this purpose. A percentage of the SUU CTE program budgets will be performance based related to 3 areas. First, participation in approved CTSO's, second, participation in achieving appropriate professional certifications, and third, participation in state level CTE meetings and activities such as the UACTE conferences and in-service training.

3. Some equipment purchases will be directly related to helping students achieve success. Monies are set apart for the purchase of technology equipment such as computers and calculators for special populations students. All SUU CTE areas are also informed that they can use Perkins funds for these purposes. Equipment monies will spent on items such as: classroom video projectors, computers and audio visual equipment to aid CTE faculty in classroom instruction.

(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? No

New Narrative: The following SUU courses are recognized programs of study by the State of Utah: Information Systems CIP 11.0101, Construction Technology CIP 46.0201 Certificate and AAS, Child Development CIP 19.0706, Paralegal/Legal Assistant CIP 22.0302, Electronics Technology CIP 15.0303, Public Administration CIP 44.0401, Pre-Engineering, General CIP 14.0101.

A. Each of the courses listed above are currently offered at SUU and will continue to be offered in the coming year. Perkins funds will be allocated to each of the areas listed

above.

B-D. SUU is participating in the region and state-wide CTE Pathway process. SUU is providing \$10,000 of Perkins funds for the Pathways Coordinator working within the Iron County School District for the FY2011. SUU CTE pathways are developed for several programs at this time: Computer Science and Information Systems, Computer Aided Design, and Construction Management. SUU and the local Pathways Coordinator will continue to develop new pathways between local high schools and SUU CTE programs this year. This will be accomplished through a meeting with the Pathways Coordinator and all SUU CTE faculty and follow-up meetings between the coordinator and those programs that they are developing new pathways with. These pathways are also coordinated with the Provost at SUU and the local school district superintendent and principals. All SUU CTE programs will be analyzed for possible pathway development.

E. N/A

(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: Perkins funds will be used and set aside for the purpose of CTE Faculty Professional Development. SUU CTE faculty have one option of using their student evaluations to help in determining appropriate professional development activities. The SUU student evaluations are completed for all SUU faculty for every course they teach. These evaluations are then reviewed by the faculty members, department chairs and deans of the colleges.

To help SUU CTE faculty become better qualified in their assigned fields of teaching, the CTE faculty will be allocated Perkins funds for the purpose of travel expenses and conference registrations to attend appropriate workshops, seminars, etc.

Faculty evaluation is an ongoing process at SUU and each CTE faculty member is

required by SUU to participate in these evaluations. They are also required to address any negative comments or aspects of their student evaluations and address how these areas will be rectified. SUU CTE faculty receive a mean score on each student evaluation question and can easily chart their progress from semester to semester.

SUU also encourages and provides professional development opportunities for all its faculty members.

Faculty development activities result in teacher improvement through several means. First, teachers who attend technical development activities can bring these topics back to their students and programs. Secondly, as teachers interact and meet with other teachers there is always a positive exchange of ideas and teaching methods. Third, teachers involved in professional development activities will be more up-to-date in their disciplines which is constantly changing in the technical areas.

A portion of Perkins funds are available for SUU CTE faculty stipends as an incentive to faculty to pursue professional training opportunities. These stipends are awarded to faculty who attend appropriate training opportunities held outside of their regular contract times. Faculty will be encouraged to attend training that can get the faculty members professionally certified. When faculty members are professionally certified they will be more able to encourage and help prepare their students to achieve these certifications. As more students achieve these industry certifications the performance levels in this area will increase.

(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: Each SUU CTE program or area receiving Perkins funds are required to hold at least one advisory committee meeting during the year. The advisory committees consist of professionals in each area, local businesses aligned with each area, as well as local secondary educators and community members. Minutes of each of these advisory board meetings is collected and kept by the CTE director. Committee members have the opportunity for input into each of these programs at least one time per year.

Fairs that involve secondary and post-secondary students and faculty members as well as the community will be supported with Perkins funds. One example is the SUU annual Technology Fair which consists of secondary student project displays and a meeting with secondary educators to coordinate SUU CTE programs with theirs.

(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? No

New Narrative: Each SUU CTE faculty will be informed as to SUU's FAUPL numbers and performance level goals for the coming year. The faculty will also be informed as to who qualifies as a special populations member and what Perkins resources may be available to them. The CTE Director will also be in contact with the SUU Student Success Center and inform them that Perkins resources can be available to them. \$2,000.00 of Perkins funds are appropriated for Special Populations members.

(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: SUU's Student Success Center is actively involved with any remedial and other help required or requested by special populations of students. The CTE director coordinates directly with the Success Center directors. The student Success Center will be informed as to the nature of the special populations and be given a charge to specifically target these populations of students with the CTE funds that they are allocated. They will also be informed as to the high skill, high wage, or high demand occupations as well. Funds will be set aside (\$10,000.00) for the purpose of aiding special populations individuals with technology needs such as calculators, computers etc.

(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: No special population people will be discriminated against by any SUU CTE program or faculty member. All SUU faculty are required to place a non-discriminatory statement in each of their course syllabi:

Students with medical, psychological, learning or other disabilities desiring

academic adjustments, accommodations, or auxiliary aids, will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206 F, Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision services.

(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: Each SUU college has a full-time Academic Advisor who is 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. The SUU CTE Director will meet with all SUU college advisors and provide them with the available information concerning non-traditional fields, high-demand, and high-wage CTE related occupational 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

New Narrative: Each SUU college has a full-time Academic Advisor who is 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. The SUU CTE Director will meet with all SUU college advisors and inform them of the Pathways program currently in place as well as the availability of career training information available to them from the USOE web sites. The academic advisors will be informed as to the current performance levels for SUU in this area and be informed as how to identify non-traditional fields and Perkins resources available to them to help increase these performance levels.

(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: The SUU CTE director encourages each CTE faculty member to use Perkins funds to further their professional development. All SUU CTE faculty have input into how the Perkins funds are spent in their programs (with the CTE director's approval). This empowers the CTE faculty with opportunities for enhanced professional development, laboratory improvement, and overall program enhancement. Funds will also be used to award CTE faculty a monetary stipend for attending professional development activities (monies will only be awarded for time that faculty members are not under regular SUU contract times). It is believed that these activities will help to retain CTE faculty.

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 Southern Utah University

PROJECT NAME Formula

NAME AND TITLE OF CTE DIRECTOR David A. Ward

DATE May 27, 2010