

Perkins V

Strengthening Career & Technical Education for the 21st Century Act

Local Application Secondary & Post-Secondary



Learning that works for Utah

CTE[®]



FY21 Local Application Coversheet

A. LEA/Institution Name:

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

I. Name:

II. Official Position Title:

III. Agency:

IV. Telephone:

V. Email:

C. Individual serving as the Career & Technical Education Director

I. Name:

II. Official Position Title:

III. Agency:

IV. Telephone:

V. Email:

D. Pathways:

I. Total number of pathways:

II. Qualifying Programs of Study:

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

If yes, List grade levels:

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

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

Authorized Representative Signature (as identified in Item B)

Rod Belnap Digitally signed by Rod Belnap
Date: 2020.06.24 12:21:24 -06'00'

Authorized Career & Technical Education Director Signature



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

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

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

Comprehensive Needs Assessment - Narrative

- The comprehensive local needs assessment was a collaborative, collective, intensive process that began some time ago. On a secondary level there were focus groups and surveys given to school administrators, counselors, human resource department, special education teachers/leaders, CTE teachers, parents of all students, industry stakeholders, and students themselves. We also talked with tribal leadership and consulted workforce development. In addition, communication, feedback, and consultation with postsecondary partners such as the OWTC and Weber State University was frequent and carried out for stakeholder involvement.

- Some of the strengths gleaned or discovered in this needs assessment include our efforts have been focused on recruitment and retention of our teachers and alignment of our programs with industry needs. We are also offering courses and pathways that are consistent with what students, industry, counselors, administrators and parents would like. We are delivering instruction effectively and we are growing in areas that industry needs. We are seeing more and more growth with our CTSOs and in Work Based Learning with some populations. We have seen a critical recent need for computer and technology access due to COVID and its impact on students as well as a need for a more equitable opportunity for internships and Work Based Learning for special populations and underrepresented groups in a broader area of intern opportunities. We also need more communication about pathways in general to teachers, parents, and students and a better website presence to do that. We specifically need to push pathways with special education and ELL students throughout the school. We can continue to grow our STEM and drafting areas with the demand as high as it is. We also lack diversity in our CTE teaching staff.

- The planned activities included training and education in high demand areas like engineering (Project Lead the Way), construction, Work Based Learning, Pathway education and promotion, the identification and education of employability skills, implementation of literacy skills across the curriculum and in growing CTSO opportunities for all students especially for underrepresented



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

The courses fall under our programs of study: Agriculture, Architecture & Construction, Audio/Visual Arts, Graphic Design, Business & Marketing, Education, Engineering, Health Sciences, Hospitality & Tourism, Informational Technology, Manufacturing, and Public Safety. CTE courses fall under each of these programs of study and each of them is funded by CTE funds and are supported by students, parents, administration, and counselors. There are 36 pathways that fit under these programs of study in our district and dozens of courses that support these programs of study. Programs like Work Based Learning are funded and support each of these areas collectively and resources in this grant as well as other means of funding are used to both support strong programs and help to grow programs in high demand, high

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

The comprehensive needs assessment has been instrumental in giving direction and guidance informing Weber School District of the importance of establishing a strong construction program and pathway and strengthening our STEM and Computer Science areas. The CLNA also revealed not only the importance and need of promoting pathways and programs to parents and students but also that they all expect this to be done in a website something we have not

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

There are no new programs to submit for state approval at this time.

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

Weber School District CTE will continue to train counselors and coordinators on pathways, programs of study, and course offerings. We will distribute flyers and put up posters in every school with our pathways and course offerings on them. We will also develop and use a new website to education, promote, and guide parents, students, counselors to understand more about our programs, courses, and opportunities in CTE and in Work Based Learning internships. We will also rely heavily on training of our local WBL and Pathway specialists in our CTE offices to get into classrooms with coordinators and educate students and parents during school and at open house parent and student events. We have developed print literature for our programs and will distribute this both in hard copy and electronically. Finally, our specialists and coordinators will present and provide print literature to special populations like special education and ELL and Latinos in Action populations. We also are educating our counselors regularly and



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

Such As:

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

Weber School District CTE promotes our programs, tech college enrollments and work-based learning opportunities to inform program development in many ways. The sharing of DWS data will be shared with all CTE stakeholder including counselors, school administrators, and CTE coordinators to inform counselors of the opportunities, employment and industry sectors and occupations. We will continue to develop more opportunities for career exploration including a. field trips, b. virtual field trips, c. Career Days, d. Utah Future or Ken Garff, e. Reality Town, f. guest speakers/presenters in high demand areas of industry for FLEX academic periods at the secondary schools, and g. job shadowing. Additionally, an enhanced approach to educating ALL students on opportunities for Work Based Learning in more classes by leveraging our school-based WBL facilitators to go into more classes to promote services. WSD CTE will host our counselor day and other site visits to cutting edge, high-wage in-demand careers and university opportunities that have emerged as part of the CLNA. We are printing comprehensive desktop packets on pathways and a new website designed to provide up to date information and employment information for all stakeholders including our counselors. In addition, we are going to use the program from Panorama to identify skill and social emotional learning gaps so that our CCA teachers can provide employability skill development and prepare them to be successful to address the gap made clear by our industry regional partners in the area of soft skills. - WSD has implemented a "Pathways" interest tab as part of the PCCR process to identify the primary area of interest. As counselors work with students, a drop down appears and the counselor, through communication with the student and parent, will identify an area of interest. Then, quarterly reports will be run so that school-level coordinators, counselors, and teachers can reach out to these students and make them aware of opportunities in their specific area of interest in the tech college, with scholarships, academic course offerings, and through student organizations (CTSOs). The pathway/WBL specialists can then pull these lists and direct market and invite them and their parents to open houses to become more informed and see next steps and scholarship opportunities. - Regular enrollment data will be provided and tracked regularly on OWTC (Ogden Weber Technical College) enrollments and completions, CTE Pathway Completers/Concentrators credits to completion, and CTSO enrollment/participation. This should and will reflect high skill, high wage, high demand areas. This is also provided by DWS data as we have met with them and they send us regular reports by pathways and career to see what opportunities are emerging.- WSD will be hosting its first WSD Signing Day where we will work with local industry to celebrate the employment commitments and partnerships with our students and industry and will now go on and work for those companies. We will continue to host and



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

Enrollment and participation in CTSOs (student organizations) has shown a significant increase in the development of academic and technical skills in students, so widening the swath in this area will help to enhance the application of knowledge in these areas. Actively growing CTSOs is key. With the districtwide emphasis on Social Emotional Learning and character, it is ideal to help students not only with mental health but to build employability skills in the highest demand from industry partners in our CLNA. Educators Rising and other CTSO events this year will provide students with opportunities to demonstrate presentation skills, communication skills, teaching skills that can be used across the curriculum and in various high skill high wage high demand professions. - WSD is actively involved in improving academic performance of our CTE programs through the implementation and enhancement of Professional Learning Communities and collaborative opportunities in the district. Each teacher will have their own desktop camera to participate in "Virtual PLCs," that will be held monthly since our secondary schools do not share the same late-starts and early outs. In addition, there will be monthly content specific PLCs (in person) held with designated team leaders to guide these. We will send members this year to the PLC conference in Salt Lake to enhance the performance and effectiveness of these teams as they 1. Create a GVC for each content area 2. Common Formative Assessments for each content area that builds toward the state Skills tests and 3. Talks about enhancement (CTSOs) and reteaching for mastery. - Focus on alignment of standards and curriculum and skill development from junior high school through post secondary. We compensate Team Content Leaders who lead small groups in this process to improve instruction. Summer collaboration is paid at \$100 per day per person up to 3 days is being held where teachers at all levels (including from the tech colleges) come and discuss the vertical standards needed to develop skills each level, what should be taught, and what skills are needed for career success. Keyboarding and coding is being introduced as a result of these collaborative meetings at the elementary level. Teachers meeting in the summer provide a goal sheet and outcomes from these meetings in instruction. - Google classroom and Canvas training is being offered and certifications provided for CTE teachers to move curriculum to house it electronically because our district is moving to a one to one status. Specific training in Canvas and blended learning is needed this year due to COVID and the fact that we are paying out of Perkins for summer PLC work where they are able to put course content online electronically. Students are in need of computer skills now more than ever so our investment in paying for leases on our writing labs to enable students to access content districtwide is key. While many of our students have Chromebooks -- meaning it is key that students have computer skills to maximize their use -- some do not and so giving students full access with these labs is key especially if they do not have access to internet at home as 16% of our WSD students do not. Desktop computers promote industry needed skills, are needed to support and grow PLTW and computer science classes, career exploration, and computer access for all students as an argument for equity and access. This technical training is key to providing teachers professional development and to providing instruction optimally to students in the way they best can learn. Teachers are continuing to emphasize math and graphs as a collective application. - Since research indicates a significant increase in graduation rate

Special Populations



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

WSD CTE will leverage FLEX time during the school day to provide reteaching and mastery opportunities for students that struggle. - We are providing PLC professional development opportunities for our CTE teachers in areas such as a. Response to Intervention b. Grading strategies c. Backward by design to support students that may struggle learning things first time. - WSD is providing a Counselor Camp where they will learn about coordination with special education teachers and ELL teachers to get students into the right courses and use the Pathways type in our Student Information System to identify in what areas students have an interest. Focusing on junior high school as a fertile ground for exploration and early stages of preparation is where we are. - Regular PLC meetings (virtual and live) as well as summer PLC collaboration will put this on the agenda to continually look at how we can promote CTSOs to provide additional opportunities for students in special populations to participate and excel in these areas. - WSD is hosting an Advisory Event where we will invite industry advisory members from high-skill, high wage, in-demand areas as well as CTE teachers to discuss ways that they can better prepare (through educational standards and soft skill development) students for future employment. It is a collaborative, vertical alignment opportunity to prepare students for the future of work. - WSD is hosting Educators Rising region competition where local universities will come and interact with students who have an interest in becoming a teacher, inviting them and getting their information to steer them into their colleges. - Early attachment to pathways is another way that special populations can get momentum headed toward not only a certificate but high-skill, high-wage and in-demand jobs. Students who are struggling with attendance lacking connectivity and relevance are particularly important to whom one can reach out. Our

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

Obtain concentrator lists of Pathways in August and see where each student is at while encouraging the student to enroll in courses that will point them toward completer status. - WSD CTE will provide training activities for counselors and administrators to know Pathway possibilities and opportunities for their students. - CTE Teachers have a designated week when they can reach out to students to encourage them to select and follow a Pathway. This could be done during FLEX as well. These invitation to non-traditional students are key. Promotion of our classes using a. Pathway flyers b. Concurrent Enrollment flyers c. Website and d. "Intra"-school promotion of programs to this group is key. - Have WBL coordinator and school level specialist to personally invite these non-traditional students to engage in an internships and accomodate and overcome obstacles for the experience. - We are going to host a year-end CTE Recognition Event where students who have earned their Pathways certificate and other recognition of students from non-traditional areas can be honored. They will also be honored in assemblies at the school level. Awareness of CTE scholarships for non-traditional students will be initiated by counselors and teachers in their respective content areas and students will be allowed to fill out applications in their FLEX periods. - Professional development on literacy will be given from the perspective of relevant opportunities and skill development. Professional development in the area of blended learning to ensure all students have access to coursework and learning is key. Working on more diversity in teaching, more females in male-dominated areas like STEM and Welding and more males in FCS areas is very important. Introducing coursework in Outdoor Sewing and product design is an effort to make these courses more diverse but also to prepare



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

We are working with Weber State University's concurrent enrollment department in diversity and translating our promotional information on Concurrent Enrollment (dual credit), and Pathways flyers into Spanish. We will set up one-level meetings on Parent Teacher nights to promote pathways and dual credit courses to ELL and students/families that speak a second language. All of our CTE literature has been translated into Spanish. - We will continue to work with counselors and CTE coordinators to provide training on Pathways and career opportunities in high-wage, in-demand areas. Our effort to start a program in construction that is a magnet but housed at Two Rivers and new Canyon View is a clear effort to give access and opportunity to students with financial needs, special needs and disabilities, and those who may struggle to make connections at school and have an interest in building. - Promotion of scholarships from teachers and counselors for post-secondary opportunities for special populations - A broader approach to internships removing obstacles such as GPA and restrictive attendance credit prohibitors and eliminators to participation. We are changing that criteria in WBL to areas of interest and promoting internships to students in special education and LIA/ELL classes using local WBL and Pathway specialists. We are also putting key information on the website as well as promotional materials in both Spanish and English as we are seeing increases in our Latino population. Our effort to bridge the gap in social emotional learning with Panorama is best accomplished by assessing and providing resources for students to develop skills that help them in the workplace and in life. We are also helping students in special populations to develop literacy skills that help them to be successful in pathways and college & career. Going into a broader range of classes to look at possible internship opportunities and focusing on Pathway completers as invitations to internships. - Barriers for participation in magnet classes as transportation is being provided for them to attend. The district now will pay for bussing to our magnet so that anyone who wants to compete... can. Further, IVC classrooms (Instructional

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

This year, WSD will host a CTE Welcome Back Event on August 15h. The speaker is Chad Hymas, who is a quadriplegic and accomplished author and public speaker. He will kick off a district focus on special populations, understanding students as individuals and not only making personal connections but inviting them to be a part of a. CTSOs b. Pursue Pathways c. Take challenging college level Concurrent Enrollment courses and d. To become a teacher. Focus on growth mindset that students are not who they are going to be 'yet.' This is designed to send a message that CTE is a place of inclusion and access. - Professional development will be provided on how to provide support in classes to increase retention and participation from ELL, special education and non-traditional students in curricular areas as well as CTSOs to find applied knowledge. Instructional strategies to support these students, understanding reasonable accommodations. - We will be presenting to secondary faculties of Special Education teachers and leaders on CTE pathways and course opportunities because a. research indicates that this group of students can benefit most dramatically from these programs and offerings and 2. the teachers are often the schedule makers for these students and lack the knowledge of these course. Further, we are going to do "intra-school" tours of our CTE classes and programs for our students in special education as well as ELL so that they can make more informed decisions about these courses. Finally, we have printed materials on Pathways that we will deliver to these students specifically about these programs. We will do the same with our ELL and LIA students



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

We will continue to personalize the connection between students and working with business partners. We need to expand our Work Based Learning partners into high wage and/or high demand areas to reflect regional career opportunities like in STEM and Computer Science not solely in Health Science, which is currently strong. We also will alter the criteria for which students are admitted and have local WBL specialists who target special populations and educate counselors on opportunities for all students. We are securing more opportunities with Aerospace partners, Engineering partners, health-related industry opportunities, construction, and computer programming where we are seeing more industry demand and opportunity for students and their futures. In addition, we are looking at a more active approach to school-level facilitators where the WBL facilitator will present more frequently to expand classes and to the counselors about opportunities in WBL so that we get students who are passionate about that area. We are expanding our promotional efforts to enhance our website with WBL and social media to show students with opportunities and success stories with WBL. We are looking at hiring additional staff to support and expand to offer opportunities to all students so that we can support our growing number of students involved in these internships. The last two years it grew by 72% and we want to see that number grow again but to see offerings to all students since some of our schools and underrepresented populations are not as represented in this area in need of obstacles to be removed. We will also use our lists of "pathway concentrators" and extend personal invitations to these students that there are opportunities in WBL to have an internships in the area about which they are passionate... personalizing our approach to how WBL is promoted. Local magnet offerings in culinary (pastry and cakes), Outdoor product design and sewing, event management, construction, computer science, and STEM and other unique and in-demand areas are designed to create more opportunities for internships in areas that students in our district have previously not had them. More effort in expanding our advisory committees into areas we have not pursued will get us more contacts for industry and WBL internships. Further, Career exploration is an outgrowth of WBL internships as well as exposure to LinkedIn as an opportunity to grow his/her network, write resumes, and to grow professionally through best practices. We can also look at promoting WBL into our junior high schools and in getting our WBL industry partners into classrooms to improve instruction, relevance, and to develop relationships with teachers and students facilitating a connection to internships and industry into the classroom. We can also improve the number of apprenticeships in high demand areas like aerospace, which improved 110% this year. Partners that pay students for these and ensure jobs increase the value of WBL. We are also developing and launching a website dedicated to WBL to show opportunities, areas that students can get internships, industry partnerships, and give testimonials about these. We are hiring a social media specialist to take pictures and post experiences happening in these internships.



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

Each year we look to expand our Concurrent (dual credit) CTE offerings and this year we will have 9 more courses offered where students can earn dual credit. We are always looking through staffing, recruitment, and proactive approval requests from current teachers to get more CE offerings. - We are helping current CE teachers to expand their concurrent offerings to more sections and more students, inviting them to take on more rigorous courses. We are actively recruiting and interviewing to hire teachers who can teach CE courses with universities. The new courses offered are in areas of great industry potential and demand and consistent with pathway progression for students. Courses that are not applicable, relevant, or supported by industry have been eliminated. Thus, we are using IVC as a means to expand those offerings and leverage certification to offer all students all courses. We now have IVC classrooms at each high school that enables each school to either project or receive courses that they may not have a teacher to teach in their building but now students can access electronically the course and earn valuable credit. Over the last 4 years, we have increased each year concurrent enrollment credits by 40%. Last year each of our high schools increased the number of CE credits earned that now totaled more than 22,000 credits. We have experienced an increase of 37% in the number of concurrent students who are earning credits as well as we continue to provide post secondary opportunities for students through dual enrollment in high schools. More students are earning college credits in our CTE classes and other than ever before. We have likewise expanded our English and math CE credits and that is an effort to promote literacy and numeracy that impacts CTE positively as well. We track the students with 6 and 9 credits from our CTE offices and encourage them to take additional CE courses because locally, at Weber State, students with 12 credits earn an \$8000 scholarship. The number of students who have earned this scholarship has risen dramatically over the past two years because of our emphasis, promotion, and communication of this scholarship in partnership with our counselors. In addition, we continue to work with our local tech college (OWTC) on articulation agreements so that students can earn credits (stackable credentials) while in high school toward certifications at the tech college and can be used at the university as well. We have experienced an increase in students attending the tech college and we want to continue to work on these opportunities that benefit students and promote those with counselors, communicate these on our website and through print literature. This is an area where WSD is a leader and an innovator and committed to expanding opportunities for students. Because so many of our CTE classes offer concurrent enrollment it is critical we promote and educate to both high school and junior high dual enrollment to students and parents and get new and more students to take CE classes which research indicates will increase a student's chances of pursuing and staying in post secondary education. Our local coordinators will go into classes, attend local parent nights, and work with counselors to send flyers to families encouraging them to take these courses. We will also encourage administration to hire teachers with qualifications that give us the option of teaching dual enrollment courses.



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

Weber School District provides three mentors for our CTE teachers. One is a retired master teacher paid by the district. The second mentor is a mentor in the school department where the new teacher is teaching. The third mentor is the CTE coordinator at the high school or junior high that is a content specialist the CTE coordinator is over. - Much focus this year has been on finding more diversity in our teachers and we have been successful, however, to do this, recruitment has been expanded to non-education-related majors. For example, we have hired teachers from industry in highly skilled areas of instruction. We will need to leverage education-related support and professional development to ensure successful instruction, smooth transition, and consistent systems of support for these teachers. We have assembled a diversity in hiring team and will look at expand our diversity in CTE teaching through recruitment and through promotion of our Education pathways programs.

We send yearly emails/recruitment to classified employees and substitute teachers about teaching in our district. We recruit core teachers from our district to teach CTE subjects. We recruit all universities both education departments and content majors outside of education to recruit students into education in high demand areas like Computer Science and Engineering. Our "Grow Your Own" Education Pathway classes are growing and more diverse and now we have teachers working for us from these classes. We visit these classes frequently and have provided three different scholarships for students in this program to pursue careers in education. We also attend job fairs and recruitment fairs of eight colleges and universities as well as present and recruit outside of education classes in content-level universities courses to encourage students who love business, marketing, engineering, and computer science to consider teachers as a profession in their areas they love. Social Media posts about opportunities in CTE for Non-teachers and with industry.

We've written an LEA district licensing policy that is CTE recruitment friendly and helps those needing work to become certified. Less of an obstacle to apply when you are not in a traditional education program. CTE coordinators and the director on licensing teams to help young teachers become certified. Training is conducted for three days to start the year on processes in both district widely and CTE questions on funding, testing, recruitment, and professional memberships. Constant encouragement and facilitation to help teachers complete certification is key. We have a committee of our coordinators and myself as a director to provide professional development amidst the local licensing process to identify how we can not only get teachers certified but support to become an outstanding teacher. All CTE teachers in each of our programs are either credentialed or aggressively working toward it and we are supporting them toward certification. With the change in licensing and endorsing for the state of Utah, we will be able to increase the insurance of placing properly credentialed teachers in classrooms. WSD has done a great job in verify credentials and experience, we will now have more flexibility to track each and every new licensed teacher. We continue to pay teachers to get together, to attend state and regional conferences, and 89% of CTE teachers strongly agree the state and district CTE professional development, conferences, local PLCs, mentoring is very effective. 90% say they have appropriate curriculum resources to teach effectively. We use Google Hangouts so teachers can meet electronically regularly for collaboration in content areas. There

Local Performance
9A.

PERKINS V Secondary Level:	2016 2017 2018 2019					4-Year BASELINE					
	Avg	2020	2021	2022	2023	2024					
1S1: Four-Year Graduation Rate	94.20	95.70	94.90	96.00	95.20						
Numerator: 12th grade CTE concentrator graduates.											
Denominator: 12th grade CTE concentrator graduates plus 9th-12th dropout cohort.											
2S1: Academic Proficiency in Reading/Language Arts	44.80	34.20	31.90	44.30	38.75						
Numerator: 10th grade CTE concentrators proficient in LA assessment.											
Denominator: 10th grade CTE concentrators who took LA assessment.											
2S2: Academic Proficiency in Mathematics	37.30	33.10	27.30	30.80	32.13						
Numerator: 10th grade CTE concentrators proficient in Math assessment.											
Denominator: 10th grade CTE concentrators who took Math assessment.											
2S3: Academic Proficiency in Science	43.20	34.60	30.70	24.90	33.35						
Numerator: 10th grade CTE concentrators proficient in Science assessment.											
Denominator: 10th grade CTE concentrators who took Science assessment.											
3S1: Secondary Placement	0.818652	0.852074	0.843314	0.877316	0.85						
Numerator: 12th grade CTE concentrator graduates placed in any of the categories in survey.	1264	1417	1211	1373	1316.25						
Denominator: 12th grade CTE concentrator graduates.	1544	1663	1436	1565	1552						
4S1: Non-traditional Program Enrollment	0.347154	0.350946	0.346785	0.363636	0.35						
Numerator: 9th-12th Non-traditional CTE concentrators in Non-traditional Pathways.	427	445	507	560	484.75						
Denominator: 9th-12th CTE concentrators in Non-traditional Pathways.	1230	1268	1462	1540	1375						
5S3: Program Quality – Participated in Work-Based Learning	0.114485	0.127419	0.127492	0.177321	0.14						
Numerator: 9th-12th CTE concentrators in any of the Work-Based Learning courses, (Internship, Apprenticeship).	147	158	179	233	179.25						
Denominator: 9th-12th CTE concentrators.	1284	1240	1404	1314	1310.5						
5S4: Program Quality – Attained Secondary Pathway Completion	0.130841	0.125	0.078347	0.063165	0.10						
Numerator: 9th-12th grade CTC completers.	168	155	110	83	129						
Denominator: 9th-12th grade CTE concentrators.	1284	1240	1404	1314	1310.5						
5S5: Program Quality – Workplace and College Readiness	0.025935	0.833755	0.781412	0.731448	0.79						
Numerator: 9th-12th grade CTE concentrators who earned credit, at "C" grade or better, in (CE OR IB OR AP) OR who passed skillcert/third-party exam at 80% in reporting year	1898	1976	1959	1863	1924						
Denominator: 9th-12th grade CTE concentrators who enrolled in (CE OR IB OR AP) OR who took skillcert/third-party exam in reporting year	2298	2370	2507	2547	2430.5						
PERKINS V Postsecondary Level:						4-Year	BASELINE				
	2016	2017	2018	2019	Avg	2020	2021	2022	2023	2024	
1P1: Postsecondary Retention and Placement	NaN	NaN	NaN	NaN	0.00						
Numerator: Postsecondary CTE concentrators who retained or placed.					0						
Denominator: Postsecondary CTE concentrators.					0						
2P1: Credential, Certificate or Diploma	NaN	NaN	NaN	NaN	0.00						
Numerator: Postsecondary CTE concentrators who received Credential, Certificate or Diploma.					0						
Denominator: Postsecondary CTE concentrators.					0						
3P1: Non-traditional Program Enrollment	NaN	NaN	NaN	NaN	0.00						
Numerator: Postsecondary Non-traditional Program CTE concentrators in NT CIPs. (F student in F non-trad CIP or M student in M non-trad CIP.)					0						
Denominator: Postsecondary CTE concentrators in Non-traditional Program CIPs. (Student, M or F, in non-trad CIP.)					0						



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

Weber School District will be training all teachers in the area of literacy and specifically CTE across all disciplines. CTE teachers are all becoming Google Certified and certified in CANVAS to be able to not only teach literacy in person but to be able to deliver this instruction online. Teachers will be trained by experts, guest speakers and others. We will continue to analyze the data we receive on student achievement on skills test, as well as the performance data we receive from the State Perkins Report. We will continue to evaluate the needs of special populations by analyzing the data as well as analysis of the data we keep ourselves of special populations' enrollment and achievement. The CTE program approval process is another valuable feedback loop that will continue to utilize and analyze when evaluating our programs and making improvements to programs served by Perkins funding. This is an ongoing process. If we do not see progress in the area of literacy, we will need to reexamine the strategy with a team of individuals to inform next steps.

Using pathway and WBL school-level specialists, push harder for students to become pathway completers, promote these using website development, and social media and provide education earlier in the junior high schools of the importance of CTE classes and how CTE classes can benefit them including dual or concurrent enrollment options. We will continue to monitor not only course enrollments but concurrent enrollment credits earned and pathway concentrators and completers. We will especially address gaps with non-traditional and special populations through greater coordination with special education, comprehensive guidance and school administration. Obtaining electronic concentrator lists early in the year and then having pathway specialists call these individuals to determine the location and placement of each concentrator with counselors. We will continue to do this all year. We are aware that in a struggling economy the need for additional education at universities and OWTC (technical college). We will use these lists of pathway interests to promote the OWTC to all groups including non traditional and special populations to increase enrollment and participation with the tech colleges. Having OWTC instructors and representatives on our advisory teams will be a great step also including having them in our classrooms for post secondary alignment and recruitment to their programs. If we do not see increases pathway completers and OWTC participation, we will need to examine our approach and make changes.

Program gaps in areas like construction and engineering and computer science are a priority for sure given industry demand and opportunities for growth in our district. Allocating resources to these programs is a key strategies and it loops in with the other gaps in WBL since these areas have not had interns in our district in the past. We we will build a strong advisory team that includes industry representatives from fast growing areas like drones, outdoor product design, 3D printing, and all of the construction areas. Work Based Learning coordinator will find new business partners in high demand and/or high wage areas and build these partnerships to ensure opportunities for our students and a strong relationship between industry and instruction. Then, involve these partners in our class instruction and this will give opportunities for internships for students with these partners, expanding our reach in WBL. We will also promote WBL through our new website, social media, and with video through You Tube channels. We want to see enrollment go up, CTSO involvement go up in these areas, OWTC enrollments and pathway completion increase. We especially want to see these increases in special populations and non traditional. Finally, we need to see more students of color in our Education Pathways

Budget Planning – Part 1



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

Budget Item	Uses of Funds	(1) Career Exploration and Career Guidance	(2) Integration of Academics and CTE	(3) Special Populations	(4) Work based Learning	(5) Secondary/ Postsecondary Alignment	(6) Professional Development	(7) Use of Technology/ Eq.	(8) Administration (no more than 5%)	Totals
Salaries (100)		2000		30000	60000	40000	5000			137000
Employee Benefits (200)										0
Purchased Professional & Tech Services (300)			4000							4000
Other purchased Services (500)		10000					24456			34456
Travel (580)										0
Supplies & Materials (600)								143000		143000
Property including Equipment (700)										0
Other (800)										0
Indirect Cost Rate										0
TOTAL EXPENDITURES		12000	4000	30000	60000	40000	29456	143000	0	318456



Sec. 135 Local Uses of Funds

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

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

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

Positions: 1. Compensation (\$2000) for a CTE Webmaster who will both develop and maintain CTE website promoting pathways, CTSOs, and industry connections. The individual will post important information there as well as video content on You Tube and social media posts promoting Work Based Learning, Pathways, and great things happening in programs and classes and events. Again, an important revelation from the needs assessment where we were lacking 2. Compensation for Construction program teacher at magnet that provides instruction and skill development to special populations of students with both special needs, graduation challenges, and financial need. This teacher will also provide a valuable and much needed addition to an industry high demand and high wage opportunity as reflected in our needs assessment (\$70,000). 3. Compensation for WBL/Pathway specialists that will promote, educate, and coordinate work based learning opportunities to more students and pathway completers and education in classes and with counselors (\$60,000). Something reinforced by all stakeholders in education that is needed to underrepresented groups and all students collectively. 4. Compensation for summer and year long Professional Learning Communities to help with curriculum development, alignment, Common Formative Assessments, CTSO development, and blended learning from COVID-related demand (\$5,000). Critical to new teacher development and retention as well as effective instruction. 5. With literacy being such an integral part of our skill development and need from industry locally and in our district academic performances, Cris Tovani will train (\$4,000) all of our CTE teachers on strategies and implementation of literacy in all areas of CTE. This will promote CTSO (reading, writing, and speaking/listening) success and skill development and promotion. 6. Panorama will address career exploration/guidance and the development of employability skills (\$10,000) that the needs assessment revealed both industry and parents see as critical. 7. Other services (\$24,456) will pay for STEM-related PLTW trainings and curriculum and professional development which engineering was revealed as one of highest priorities among industry, counselors, students, and administration in the local needs assessment. This is also was a content area that is in highest demand and is need of development and resources to grow. This is also important for teacher retention in this area which is challenging. Supplies and materials (\$143,000) will pay for leases on valuable computers in our secondary schools for career exploration, in-demand programs that need desktop access like PLTW, computer science, and graphic design. It also provides access for all students of computers during the

LOCAL ASSURANCES



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

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

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



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

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

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

CERTIFICATION OF ASSURANCES

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

LOBBYING CERTIFICATION

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

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

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

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

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS CERTIFICATION

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

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

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

from covered transactions by any Federal department or agency.

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

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

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

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

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

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

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

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

the workplace.

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

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

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

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

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

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

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

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

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

CTE Director:

Rod Belnap

Digitally signed by Rod Belnap
Date: 2020.06.25 19:02:03 -0600

Business Administrator:

