

# Perkins V Local Application

**Single Entity**

Fiscal Years 2025-2028



# Cover Page

1. LEA/Institution name:
2. Official designated by agency identified in question 1, who is responsible for answering or responding to inquiries regarding this application and is also established as the "authorized representative" for this agency.

Name:

\*This is typically the budget administrator

Official Position Title:

Phone Number:

Email:

3. Individual serving as Career & Technical Education Director

Name:

Official Position Title:

Phone Number:

Email:

4. Will be spending federal funds for CTE programs below grade 9? Yes  No

5. If yes, please list grade levels and programs:

By signing this document, the eligible agency, through its representative(s), agrees:

- That this document serves as the institution's 4 year application.
- To the assurances, certifications, and other forms enclosed in the Local Application.
- That a Comprehensive Local Needs Assessments (CLNA) was completed that meets the federal requirements and all of the required stakeholders were consulted.
- That, to the best of my knowledge & belief, all information & data included in the Local Application submission are true and correct.
- All expenditures proposed in this application are supported by the CLNA.

  
Julie Snowball (Sep 16, 2024 13:40 MDT)

Authorized Representative (as identified in question 2)

Date

  
Julie Snowball (Sep 16, 2024 13:40 MDT)

Authorized CTE Director (as identified in question 3)

Date

# Comprehensive Local Needs Assessment

Directions: Describe the results of the Comprehensive Local Needs Assessment (CLNA). The CLNA portion of the application has two required sections. In this first section you will provide a summary of the CLNA conducted by the LEA or Post-Secondary Institution. The narrative must identify and include the following: **CLNA processes, key findings, and planned activities that have developed as a result of the CLNA.**

## **Narrative Items:**

1. Describe an overview of the process to complete the CLNA. This includes but is not limited to; secondary & postsecondary collaboration, surveys, meetings, and the level of stakeholder involvement;
2. Describe strengths, areas for improvement, challenges raised in the six CLNA elements, and any other key findings and data elements.
3. Describe planned activities to address identified needs.
4. Describe expected outcomes and how those outcomes will be measured.

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

1a. CLNA Narrative (Items 1,2)

# Comprehensive Local Needs Assessment - Continued

1. Describe an overview of the process to complete the CLNA. This includes but is not limited to; secondary & postsecondary collaboration, surveys, meetings, and the level of stakeholder involvement;
2. Describe strengths, areas for improvement, challenges raised in the six CLNA elements, and any other key findings and data elements.
3. Describe planned activities to address identified needs.
4. Describe expected outcomes and how those outcomes will be measured.

1b. CLNA Narrative (Item 3, planned activities to address needs)

1c. CLNA Narrative (Item 4, expected outcomes and results)

## CTE Programs and Activities

2. Provide information on the CTE course offerings and activities that will **be provided with Perkins funds**, which must include at least two state-approved pathways/programs of study, including the following:
  - How the results of the CLNA informed the selection of the specific CTE programs and activities selected;
  - A description of any new programs of study the LEA/institution will develop and submit to the State for approval;
  - How students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is a part of a CTE program of study.

These programs must be supported by the CLNA findings and Perkins funds cannot be spent on programs or activities outside of those described in this section.

- 2a. Provide information on the CTE course offerings and activities that will be provided with Perkins funds, which must include at least two state-approved pathways/programs of study:

## CTE Programs and Activities - Continued

2b. How the results of the CLNA informed the selection of the specific CTE programs and activities selected to be funded:

2c. A description of any new programs of study the LEA/institution will develop and submit to the State for approval:

2d. How students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is a part of a CTE program of study:

## Career Exploration and Career Guidance

3. Describe how the following activities will be provided by the LEA/Institution in collaboration with local workforce development boards and other local workforce agencies, WIOA 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: Perkins V, Sec.134(b)(3)(a)(b)(c)

- 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 CLNA;
- An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program;

## Integration of Academics and CTE

4. Describe how the academic and technical skills of students participating in CTE programs will be improved by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE 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). Perkins V, Sec.134(b)(4)



## Special Populations

5a. Describe how the LEA/Institution will provide activities to prepare special populations for high-skill, high-wage, in-demand, or emerging occupations that will lead to self-sufficiency Perkins V, Sec.134(b)(5)(A):

5b. Describe how the LEA/institution will prepare CTE Participants for non-traditional fields Perkins V, Sec.134(b)(5)(B):

## Special Populations - Continued

5c. Describe how the LEA/institution will provide equal access for special populations to CTE courses, programs, and programs of study Perkins V, Sec.134(b)(5)(C):

5d. Describe how the 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. Perkins V, Sec.134(b)(5)(D):

## Work Based Learning

6. Describe the work-based learning (WBL) opportunities that will be provided to students participating in CTE programs and how LEA/Institution will work with representatives from employers to develop or expand WBL opportunities as applicable Perkins V, Sec.134(b)(6):

## Secondary/Post-Secondary Alignment

7. Describe how students participating in CTE programs will be provided 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 Perkins V, Sec.134(b)(7):

## Professional Development, Teacher Recruitment and Retention

8. Describe how the LEA/institution will coordinate with the state and institutions of higher 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 teaching profession. Perkins V, Sec.134(b)(8):

State Determined Performance Levels For Applicants							
PERKINS V	Actual	ORIG	REVISED	1% INCREASE			
Secondary Level:	2023	2024	2024	2025	2026	2027	2028
<b>1S1: Four-Year Graduation Rate</b>							
Numerator: 12th grade CTE concentrator graduates.							
Denominator: 12th grade CTE concentrator graduates plus 9th-12th dropout cohort.							
<b>2S1: Academic Proficiency in Reading/Language Arts</b>							
Numerator: CTE concentrators proficient in LA assessment or ACT.							
Denominator: CTE concentrators who took LA assessment or ACT.							
<b>2S2: Academic Proficiency in Mathematics or ACT.</b>							
Numerator: CTE concentrators proficient in Math assessment or ACT.							
Denominator: CTE concentrators who took Math assessment or ACT.							
<b>2S3: Academic Proficiency in Science</b>							
Numerator: CTE concentrators proficient in Science assessment or ACT.							
Denominator: CTE concentrators who took Science assessment or ACT.							
<b>3S1: Post-Program Placement</b>							
Numerator: 12th grade CTE concentrator graduates placed in any of the categories in survey.							
Denominator: 12th grade CTE concentrator graduates.							
<b>4S1: Non-Traditional Program Concentration</b>							
Numerator: 9th-12th Non-traditional CTE concentrators in Non-traditional Pathways. (F student in F non-trad CIP or M student in M non-trad Pathway.)							
Denominator: 9th-12th CTE concentrators in Non-traditional Pathways. (Student, M or F, in non-trad CIP.)							
<b>5S3: Program Quality – Participated in Work-Based Learning</b>							
Numerator: Total number of CTE concentrator graduates who participated in work-based learning courses during high school.							
Denominator: Total number of CTE concentrator graduates.							
<b>5S4: Program Quality – Secondary Pathway Completion</b>							
Numerator: 12th grade CTE completers.							
Denominator: 12th grade CTE concentrators.							
<b>5S5: Program Quality - Readiness Coursework</b>							
Numerator: 9th – 12th grade CTE concentrators who earned credit, at “C” grade or better, in (CE or IB or AP) OR who passed skill certification/third-party industry exams at 80%.							
Denominator: 9th – 12th grade CTE pathway concentrators who enrolled in (CE or IB or AP) OR who took skill certification/third-party industry exams.							
Postsecondary Level:	2023	2024	2024	2025	2026	2027	2028
<b>1P1: Postsecondary Retention and Placement</b>	63.72%	66.06%	64.5%	65.15%	65.8%	66.45%	67.12%
Numerator: Postsecondary CTE concentrators who retained or placed.							
Denominator: Postsecondary CTE concentrators.							
<b>2P1: Credential, Certificate or Diploma</b>	55.45%	30.1%		30.4%	30.7%	31.01%	31.32%
Numerator: Postsecondary CTE concentrators who received Credential, Certificate or Diploma.							
Denominator: Postsecondary CTE concentrators.							
<b>3P1: Non-traditional Program Enrollment</b>	13.67%	15.32%	15.47%	15.62%	15.78%	15.93%	16.10%
Numerator: Postsecondary Non-traditional Program CTE concentrators in NT CIPs. (F student in F non-trad CIP or M student in M non-trad CIP.)							
Denominator: Postsecondary CTE concentrators in Non-traditional Program CIPs. (Student, M or F, in non-trad CIP.)							

## Local Performance

9. Describe the process for how disparities or gaps in student performance that will be identified in the annual SDPL performance report, (local report) will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps. Perkins V, Sec.134(b):

# Budget

## 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:

1. If any funds have been allocated to a budget item you must include a narrative for that category. The narrative must include how the LEA/Institution plan to expend funds for each of the budget categories. Please include details and specifics in these narratives.
2. Check the applicable box to confirm which CLNA worksheet element(s) supports these expenditures. Each budget item must be supported by a minimum of one CLNA element. The narrative should also describe how the budget item is supported by the CLNA element selected.
3. If applicable, describe how administrative funds (Up to 5% of the total award including applicable indirect costs) will be used.
4. Include in the narrative any positions that are going to be funded using Perkins. Provide a detailed list of the positions on the "Proposed Salary/Benefits" page.
5. In the narrative, explain how the planned equipment purchases align with the plan. Provide a detailed list of capital equipment, any one item which exceeds \$5,000, to pre-authorize the purchase.

### Check each box to confirm you have included the following:

- I have entered the appropriate required uses of funds code, as detailed in Sec.135(a)(b) use of funds, in the "uses of funds " column on the budget table.
- My expenditures will support local levels of achievement as identified in the Local Application and if necessary my Performance Indicator Target Improvement Plan.
- I have provided a detailed narrative explaining how Perkins funds are going to be expended this upcoming grant year for each budget item where funds are allocated.
- I have demonstrated how those expenditures align and are supported by the most recent CLNA and selected the corresponding CLNA Worksheet element check boxes.
- I have explained how Administrative funds (up to 5% of the total award, including indirect costs) will be utilized.
- Employee positions that are going to be funded with Perkins have been explained in the narrative and all fields have completed on the attached "Proposed Salary/Benefits" list.
- Capital equipment expenses, which exceed \$5,000 per item, are supported by the budget narrative. All proposed purchases are included on the "Proposed Capital Equipment List " or by attaching an excel spreadsheet in Utah Grants.
- I acknowledge any equipment not itemized during the application process, which exceeds \$5,000.00 per item, must have an equipment pre-authorization form submitted to USBE and approved prior to the purchase of equipment.



# Budget Narrative

Instructions: Enter the proposed budget in the pages below. For each budget category, you will need to provide a information related to where in the CLNA the expenditures are supported. In addition, all expenses must fall into "Required" or "Permissible" uses of funds outlined in Perkins V Sec.124(b). Actual dollar amounts budgeted will be submitted in the Utah Grants budget from.

Applicants are not required to spend funds in all use categories and some expenditures may support multiple. The "Required Uses of Funds" are represented as "R1,R2,P1, P2" Etc.

## Federal Grant Use of Funds Perkins V Uses of Funds: Sec.124(b)

### Required Uses of Funds:

- R1 – Non-Traditional Training:** To support preparation for non-traditional in current and emerging professions; programs for special populations and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.
- R2 – State Institutions:** To support individuals in state institutions, such as state correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.
- R3 – Teacher Recruitment, Preparation, and Retention:** To support recruiting, preparing, or retaining CTE teachers, faculty, specialized instructional support personnel or paraprofessionals, such as preservice, professional development or leadership development programs.
- R4 – Technical Assistance:** To support technical assistance for local recipients.
- R5 – Effectiveness of Funds:** To report on the effectiveness of use of funds in achieving the goals described in the state plan and the state-determined levels of performance and reducing the disparities or performance gaps between population subgroups identified in the state report.

### Permissible Uses of Funds:

- P1 – Programs of Study:** To develop statewide programs of study, which may include standards, curriculum and course development, and career exploration, guidance, and advisement activities and resources.
- P2 – Program Approval:** To approve locally developed programs of study.
- P3 – Articulation Agreements:** To establish statewide articulation agreements aligned to approved programs of study.
- P4 – Partnerships:** To establish statewide industry or sector partnerships among LEAS; institutions of higher education; adult education providers; Indian Tribes and Tribal organizations that may be present in the state; employers, including small businesses; and parents, as appropriate, to develop and implement program aligned to economic and education needs, facilitate opportunities for secondary students to complete coursework integrated with academic instruction and earn recognized postsecondary credentials or credit toward credentials (such as through dual enrollment or early college high schools), and facilitate work-based learning opportunities (including internships, externships and simulated work environments).
- P5 – Professional Development:** To provide high-quality comprehensive professional development for teachers, faculty, specialized instructional support personnel and paraprofessionals providing CTE instruction, support services and specialized instructional support services, that is, to the extent practicable, grounded in evidence-based research (if available) that identifies the most effective educator professional development process an dis coordinated and aligned with other professional development activities carried out by the state.
- P6 – Eliminating Inequities:** To support local recipients in eliminating inequities in student access to high-quality programs of study that provide skill development; and access to effective teachers, faculty, specialized instructional support personnel, and paraprofessionals.

## Permissible Uses of Funds Continued:

- P8 – Credential and Work-based Learnings:** To provide support for the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes; or consultation and coordination with other state agencies for the identification and examination of licenses or certifications that pose and unwarranted barrier to entry into the workforce for CTE students, and do not protect the health, safety or welfare of consumers.
- P10 – Adults and Out-of-School Youth:** To support CTE programs for adults and out-of-school youth concurrent with their completion of their secondary school education in a school or other educational setting.
- P11 – Competency-Based Curricula:** To provide for the creation, evaluation, and support of competency-based curricula.
- P12 – POS in State of Emergency:** To support the development, implementation and expansion of programs of study or career pathways in areas declared to be in a state of emergency.
- P13 – Public-Private Partnerships:** To partner with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building and scalability of the delivery of high-quality CTE.
- P14 – Career Guidance and Academic Counseling:** To improve career guidance and academic counseling programs that assist students in making informed academic and CTE decisions, including academic and financial aid counseling.
- P15 – Employability Skills:** To support the integration of employability skills into CTE programs and programs of study.
- P16 – STEM and Hands-On Learning:** To support programs and activities that increase access, student engagement and success in science, technology, engineering and mathematics fields (including computer science, coding, and architecture); support for the integration of arts and design skills; and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students and students who are members of special populations.
- P17 – CTSOs:** To support career and technical student organizations, especially with respect to efforts to increase the participation of students in non-traditional fields and students who are members of special populations.
- P18 – Work-Based Learning:** To support establishing and expanding work-based learning opportunities that are aligned to CTE programs and programs of study.
- P19 – Alignment:** To integrate and align programs of study and career pathways.
- P20 – Programs of Study (POS):** To support the use of CTE programs and programs of study aligned with state, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations identified by the state workforce development board or local workforce development boards.
- P21 – Instructional Content:** To make all forms of instructional content widely available which may include use of open educational resources.
- P22 – Assessments and Competencies:** To develop valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.
- P23 – Accelerated Learning:** Support for accelerated learning programs, as described in ESSA, in the case of any such program that is part of a CTE program of study.

# Budget Narrative

## Salaries (100)

Supported by CLNA Worksheet Element (check all that apply) :

*List all of the Required or Permissible uses that apply:*

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> 1: Evaluation of Student Performance | <input checked="" type="checkbox"/> 4: Evaluation of Workforce Alignment                     |
| <input checked="" type="checkbox"/> 2: Evaluation of Equity and Access   | <input checked="" type="checkbox"/> 5: Evaluation of Implementing CTE Programs               |
| <input checked="" type="checkbox"/> 3: Evaluation of Program Quality     | <input checked="" type="checkbox"/> 6: Evaluation of Recruiting, Retaining, and Training CTE |

## Benefits (200)

Supported by CLNA Worksheet Element (check all that apply) :

*List all of the Required or Permissible uses that apply:*

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> 1: Evaluation of Student Performance | <input checked="" type="checkbox"/> 4: Evaluation of Workforce Alignment                     |
| <input checked="" type="checkbox"/> 2: Evaluation of Equity and Access   | <input checked="" type="checkbox"/> 5: Evaluation of Implementing CTE Programs               |
| <input checked="" type="checkbox"/> 3: Evaluation of Program Quality     | <input checked="" type="checkbox"/> 6: Evaluation of Recruiting, Retaining, and Training CTE |

**Purchased Professional & Tech Services (300)**

Supported by CLNA Worksheet Element (check all that apply) :

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> 1: Evaluation of Student Performance | <input checked="" type="checkbox"/> 4: Evaluation of Workforce Alignment                     |
| <input checked="" type="checkbox"/> 2: Evaluation of Equity and Access   | <input checked="" type="checkbox"/> 5: Evaluation of Implementing CTE Programs               |
| <input checked="" type="checkbox"/> 3: Evaluation of Program Quality     | <input checked="" type="checkbox"/> 6: Evaluation of Recruiting, Retaining, and Training CTE |

*List all of the Required or Permissible uses that apply:*

**Other Purchased Services (500)**

Supported by CLNA Worksheet Element (check all that apply) :

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> 1: Evaluation of Student Performance | <input checked="" type="checkbox"/> 4: Evaluation of Workforce Alignment                     |
| <input checked="" type="checkbox"/> 2: Evaluation of Equity and Access   | <input checked="" type="checkbox"/> 5: Evaluation of Implementing CTE Programs               |
| <input checked="" type="checkbox"/> 3: Evaluation of Program Quality     | <input checked="" type="checkbox"/> 6: Evaluation of Recruiting, Retaining, and Training CTE |

*List all of the Required or Permissible uses that apply:*

**Travel (580)**

Supported by CLNA Worksheet Element (check all that apply) :

*List all of the Required or Permissible uses that apply:*

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> 1: Evaluation of Student Performance | <input checked="" type="checkbox"/> 4: Evaluation of Workforce Alignment                     |
| <input checked="" type="checkbox"/> 2: Evaluation of Equity and Access   | <input checked="" type="checkbox"/> 5: Evaluation of Implementing CTE Programs               |
| <input checked="" type="checkbox"/> 3: Evaluation of Program Quality     | <input checked="" type="checkbox"/> 6: Evaluation of Recruiting, Retaining, and Training CTE |

**Supplies & Materials (600)**

Supported by CLNA Worksheet Element (check all that apply) :

*List all of the Required or Permissible uses that apply:*

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> 1: Evaluation of Student Performance | <input checked="" type="checkbox"/> 4: Evaluation of Workforce Alignment                     |
| <input checked="" type="checkbox"/> 2: Evaluation of Equity and Access   | <input checked="" type="checkbox"/> 5: Evaluation of Implementing CTE Programs               |
| <input checked="" type="checkbox"/> 3: Evaluation of Program Quality     | <input checked="" type="checkbox"/> 6: Evaluation of Recruiting, Retaining, and Training CTE |

**Property Including Equipment (700)**

Supported by CLNA Worksheet Element (check all that apply) :

*List all of the Required or Permissible uses that apply:*

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> 1: Evaluation of Student Performance | <input checked="" type="checkbox"/> 4: Evaluation of Workforce Alignment                     |
| <input checked="" type="checkbox"/> 2: Evaluation of Equity and Access   | <input checked="" type="checkbox"/> 5: Evaluation of Implementing CTE Programs               |
| <input checked="" type="checkbox"/> 3: Evaluation of Program Quality     | <input checked="" type="checkbox"/> 6: Evaluation of Recruiting, Retaining, and Training CTE |

**Other (800)**

Supported by CLNA Worksheet Element (check all that apply) :

*List all of the Required or Permissible uses that apply:*

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> 1: Evaluation of Student Performance | <input checked="" type="checkbox"/> 4: Evaluation of Workforce Alignment                     |
| <input checked="" type="checkbox"/> 2: Evaluation of Equity and Access   | <input checked="" type="checkbox"/> 5: Evaluation of Implementing CTE Programs               |
| <input checked="" type="checkbox"/> 3: Evaluation of Program Quality     | <input checked="" type="checkbox"/> 6: Evaluation of Recruiting, Retaining, and Training CTE |

# Proposed Capital Equipment

Item Description	Purchase Price Per Item	Quantity	Pathway/Course
Please See Attached Document for Detailed List			

Note: This page is not required if you upload a spreadsheet to Utah Grants. At a minimum, spreadsheets must include the same information as the columns above. If equipment is not itemized and approved during the application process and the expense exceeds \$5,000.00 per item, an equipment pre-authorization form must be completed and approved prior to completing the purchase.

# Proposed Salaries/Benefits

Employee Name	Assignment Location	Position Title	Job Description	Total Salary	Percentage of salary charged to grant	# of years salary has been charged to grant
Please See Attached Document for Detailed List						

Note: This page is not required if you upload a spreadsheet to Utah Grants. At a minimum, spreadsheets must include the same information as the columns above. This information is required if you are requesting funds in the categories of salaries (100) or employee benefits (200). Do not list more than one position per line, if additional space is needed you must attach a spreadsheet.



## 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 based on 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 CTE 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 CTE 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 CTE programs to students prior to the seventh grade.
9. An eligible recipient that uses funds under this Act for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of CTE secondary school teachers, administrators, and other personnel in nonprofit private schools offering CTE secondary 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 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 CTE programs/projects.
22. Provide, to the extent practicable, to individuals who are members of special populations equal access to the full range of CTE 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 based on 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:

1. 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;
2. 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;
3. (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.

1. 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
2. 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.

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 –
  - i. The dangers of drug abuse in the workplace.
  - ii. The grantee’s policy of maintaining a drug-free workplace;
  - iii. Any available drug counseling, rehabilitation, and employee assistance programs; and
  - iv. The penalties that may be imposed upon employees for drug abuse violations occurring in the work-place.
- 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 –
  - i. Abide by the terms of the statement; and
  - ii. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occur-ring 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)
  - i. 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, DC20202-4571. 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 –
  - i. Taking appropriate personnel action against such an employee, up to and including termination, con-sistent with the requirements of the Rehabilitation Act of 1973, as amended; or
  - ii. 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: Julie Snowball

By signing this I acknowledge and agree to the Local Assurances

  
Julie Snowball (Sep 16, 2024 13:40 MDT)

9/16/24

Date

Business Administrator: James Taylor

By signing this I acknowledge and agree to the Local Assurances

*James Taylor*

9/16/24

Date









# FY25 Perkins V App - Weber State University\_Revised

Final Audit Report

2024-09-16

Created:	2024-09-16
By:	Karla Hughes (karlahughes@weber.edu)
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-  Document created by Karla Hughes (karlahughes@weber.edu)  
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