

**Perkins Local Plan (PLP) Template  
 Recipient Institution or LEA: Canyons School District  
 FY11**

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## SECTION 01: PERFORMANCE TARGETS (FAUPL)

Each local recipient must reach an agreement with the State on local levels of performance (targets) for each of the core indicators of performance. The State has prepared a worksheet indicating the baselines and proposed performance levels (targets) for the first 2 program years covered by the local plan. Use this worksheet to record the Final Agreed upon Performance Levels (FAUPL) and upload with your local plan. The uploaded FAUPL shall be incorporated into the local plan prior to approval of such plan.

**Go to OnTrack Step 2 to View and Download FAUPL**

## PERKINS

### SECTION 02: Performance Data Analysis and Improvement Plan

The Local Plan must include key activities and strategies to accomplish its student continuous performance improvement goals.

**Go to OnTrack Step 1 for Link to Data**

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

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

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

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

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

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

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

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

- Specific, achievable interventions
- Measurable activities

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

1S1 Academic Achievement – Language Arts. Percent of concentrators who have met the proficient or advanced level on the grade 10 Language Arts core test.											
Question 1: Accuracy and Completeness	Data provided by USOE PATI system.										
Question 2: Results	<p>87.79% of 10<sup>th</sup> grade secondary CTE concentrators in the Canyons School District demonstrated proficiency on the Language Arts section of the state CRT exam. The following subgroups, however, fell below the Canyons School District target of 82.1%.</p> <table style="margin-left: 20px;"> <tr><td>Black:</td><td>73 %</td></tr> <tr><td>Hispanic:</td><td>73 %</td></tr> <tr><td>Disabled:</td><td>46 %</td></tr> <tr><td>Economically Disadv:</td><td>71 %</td></tr> <tr><td>LEP:</td><td>54 %</td></tr> </table> <p>Male students scored at an 85% rate, while females averaged 91%.</p> <p>Due to the small number of students in some subgroups (e.g. there were fewer than 10 Native American, Black or Undeclared students), it is difficult to accurately assess trends. Also, it makes it more likely that these numbers could fluctuate from year to year, based on the student population for that year.</p>	Black:	73 %	Hispanic:	73 %	Disabled:	46 %	Economically Disadv:	71 %	LEP:	54 %
Black:	73 %										
Hispanic:	73 %										
Disabled:	46 %										
Economically Disadv:	71 %										
LEP:	54 %										
Question 3: Strategy	<p>Canyons School District results exceed the state average of 82.94%. All traditional high schools in the Canyons School district meet the 70% FAUPL, but will need to implement strategies to raise scores as the district aims for a FAUPL of 83.90% during the 2010-2011 school year. Variances of test results between schools will be investigated during the 2010-2011 school year and specific strategies implemented.</p>										
Question 4: Action Steps	<p>Canyons School District CTE personnel will identify students with Language Arts deficiencies in CTE courses.</p> <p>CTE coordinators, specialists and teachers will work with educators to help improve Language Arts skills for those students.</p> <p>Canyons School District will train CTE teachers on My Access literacy and writing software. The CTE teachers will develop writing prompts in their specific CTE area.</p> <p>The Canyons School District will continue to participate in the following Wasatch Front Consortium initiatives, aimed at improving language arts academic achievement:</p> <ol style="list-style-type: none"> <li>1. Support regional efforts to train language arts teachers to implement technical writing in selected senior language arts classes. Evaluate pilot program in Granite School District for the technical writing and professional communication course.</li> </ol>										

	<ol style="list-style-type: none"> <li>2. Coordinate a consortium-wide professional development regarding integration of language arts into CTE curriculum.</li> <li>3. Work with Work-Based Learning coordinators encouraging guest speakers to include a language arts connection and stress the importance of written and oral communication.</li> <li>4. Have Canyons School District language arts specialist and district CTE coordinator create a game/lesson to emphasize the importance of language arts in careers to be included in the high school careers class.</li> <li>5. Work with CTE assistants from each high school to teach effective support strategies and to help them understand their role in promoting student success.</li> </ol>
Other Comments:	

<b>1S2 Academic Achievement – Math. Percent of concentrators who have met the proficient or advanced level on either the Algebra or Geometry core test grades 10-12.</b>													
Question 1: Accuracy and Completeness	Data provided by USOE PATI system.												
Question 2: Results	<p>57.45% of 10th grade CTE concentrators in the Canyons School District demonstrated proficiency on the Mathematics section of the state CRT exam. The following subgroups, however, fell below the Canyons School District target of 55.06%.</p> <table data-bbox="535 1176 974 1396"> <tr><td>Black:</td><td>50 %</td></tr> <tr><td>Hispanic:</td><td>37 %</td></tr> <tr><td>Disabled:</td><td>38 %</td></tr> <tr><td>LEP:</td><td>20 %</td></tr> <tr><td>Economically Disadvan.</td><td>52%</td></tr> <tr><td>Asian/Pacific Islander</td><td>41%</td></tr> </table> <p>Females scored at 56% on this indicator, compared to males who scored at 59%.</p> <p>Due to the small number of students in some subgroups (e.g. there were fewer than 10 Native American, Asian/Pacific Islander, Black or Unknown students), it is difficult to accurately assess trends. Also, it makes it more likely that these numbers could fluctuate from year to year, based on the student population for that year.</p>	Black:	50 %	Hispanic:	37 %	Disabled:	38 %	LEP:	20 %	Economically Disadvan.	52%	Asian/Pacific Islander	41%
Black:	50 %												
Hispanic:	37 %												
Disabled:	38 %												
LEP:	20 %												
Economically Disadvan.	52%												
Asian/Pacific Islander	41%												
Question 3: Strategy	As a whole, the Canyons School District meets the 55% FAUPL target for the 2009-2010 school year for this indicator and exceeds the state average of 52.52%. The action steps outlined below will be implemented throughout the district in an attempt to elevate math CRT scores.												

<p>Question 4: Action Steps</p>	<p>Work with Work-Based Learning coordinators to encourage guest speakers to include a math connection.</p> <p>Include Canyons School District math specialist on CTE advisory boards.</p> <p>Have Canyons School District math specialist and district CTE coordinator create a game/lesson to emphasize the importance of math in careers to be included in the high school careers class curriculum.</p> <p>The Canyons School District will continue to participate in the following Wasatch Front Consortium initiatives, aimed at improving mathematic academic achievement:</p> <ol style="list-style-type: none"> <li>1. Participate in state and regional pathway initiatives, which provide students with information on the most beneficial math courses to take, based on the pathway they are pursuing.</li> <li>2. Identify educator(s) to become certified to teach Medical Math. Provide necessary training in conjunction with USOE.</li> <li>3. Help coordinate a consortium-wide professional development regarding integration of math into CTE curriculum.</li> <li>4. Work with Evidence-Based Learning to coordinate math courses to support the STEM initiative, particularly in relation to pre-engineering courses.</li> <li>5. CTE specialist at CTEC will develop list of suggested math courses for success in CTEC programs to share with high school counselors.</li> </ol>
<p>Other Comments:</p>	

<p><b>2S1 Skill Attainment.</b> Percent of concentrators passing a skill test for one of the required foundation courses in the Program of Study of concentration.</p>													
<p>Question 1: Accuracy and Completeness</p>	<p>Data provided by USOE PATI system.</p>												
<p>Question 2: Results</p>	<p>66.81% of concentrators in the Canyons School District met this standard, as compared to 65.78% of students on a statewide level. The following subgroups, however, fell below the Canyons School District target of 71.06%.</p> <table border="0" data-bbox="565 1738 941 1948"> <tr> <td>Black:</td> <td>33%</td> </tr> <tr> <td>Hispanic:</td> <td>46%</td> </tr> <tr> <td>Disabled:</td> <td>23%</td> </tr> <tr> <td>Economically Disadv:</td> <td>60%</td> </tr> <tr> <td>LEP:</td> <td>35%</td> </tr> <tr> <td>Non-Traditional:</td> <td>64%</td> </tr> </table>	Black:	33%	Hispanic:	46%	Disabled:	23%	Economically Disadv:	60%	LEP:	35%	Non-Traditional:	64%
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Disabled:	23%												
Economically Disadv:	60%												
LEP:	35%												
Non-Traditional:	64%												

	<p>Asian/Pacific Islander 35% Caucasian 70%</p> <p>Due to the small number of these students (e.g. there were fewer than 10 Native American, Black, Unknown and LEP students for this reporting period), these changes could fluctuate based on the student population for that year. Results will be monitored closely in the future to accurately identify and analyze trends.</p>
<p>Question 3: Strategy</p>	<p>The Canyons School District will continue implementing online testing and analyze data to identify courses.</p> <p>CTE Coordinators will review data on low performing scores in foundation courses.</p> <p>CTE teachers will be encouraged to participate in the skill test formation and review process at USOE.</p> <p>CTE specialists and mentors will continue to assist CTE teachers in aligning course curriculum with state standards and objectives.</p> <p>Skill test results will be tracked and analyzed for the purpose of program evaluation and teacher improvement.</p> <p>Canyons School District representatives will support the Wasatch Front Consortium plan to request that the state disaggregate data for subgroups so that a more thorough analysis can be performed.</p>
<p>Question 4: Action Steps</p>	<p>Collect skill certification test results and identify foundation courses where test scores are below state average. Utilize this information to improve student performance by:</p> <ol style="list-style-type: none"> <li>1. Provide all teachers in foundation courses with updated standards and objectives, curriculum resources, test helps, test feedback, etc.</li> <li>2. CTE coordinators/specialists will work with teachers individually to improve test performance in foundation courses.</li> <li>3. As part of program area meetings, one meeting will be devoted to best practices in skills testing.</li> <li>4. Providing instruction in careers class for students on study habits and test-taking strategies.</li> <li>5. Provide testing and teaching accommodations, when necessary.</li> </ol> <p>Continually work with the Wasatch Front Consortium to evaluate available industry tests and the feasibility of utilizing these tests for state skill certification credit.</p>

Other Comments:	
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<b>3S1 High School Completion. Percent of concentrators attaining a high school diploma or a GED.</b>	
Question 1: Accuracy and Completeness	Data provided by USOE PATI system.
Question 2: Results	<p>98.14% of concentrators in the Canyons School District met this standard, as compared to 95.07% on a statewide level. Data revealed that concentrators from the following subgroups experienced a lower rate of graduation than the Canyons School District average:</p> <p style="padding-left: 40px;">Economically Disadv: 94%</p> <p style="padding-left: 40px;">LEP: 95%</p> <p>Males students graduated at a rate of 98% vs. female students at 99%.</p>
Question 3: Strategy	<p>The district will continue to promote the statewide pathway initiative, in an attempt to motivate students to plan their futures and remain in school. Possible incentives will be evaluated in order to motivate students to remain in school while pursuing their educational and occupational dreams.</p> <p>Steps will be taken to interest students in pathways as early as possible. This will be done through career fairs, CTE Introduction, careers courses, etc.</p> <p>The entire CTE Department, including administrators, counselors, teachers, coordinators and specialists will work together to develop strategies that encourage students to stay in school and graduate. This will include effective SEOP planning, coordination between counselors and teachers to develop a course schedule that meets student needs and interests, and the development of incentives to encourage students to remain in school through graduation.</p> <p>CTE specialists and coordinators will track the subgroups, identified above, that experienced a lower rate of graduation than average. Results will be analyzed by high school to identify possible causes and trends. If trends are identified, action plans will be developed that are targeted at resolving these issues. CTE coordinators from each high school will be actively involved in analyzing data and developing improvement plans, aimed at providing needed assistance for students in these subgroups.</p> <p>The Canyons School District will collaborate with members of</p>

	<p>the Wasatch Front Consortium to determine if other districts are experiencing similar trends related to subgroups who have lower-than-average graduation rates. Efforts will be made to share strategies that have proven effective in assisting these groups.</p>
<p>Question 4: Action Steps</p>	<p>Provide ongoing monitoring and support for students who are at risk of not graduating.</p> <p>Evaluate existing programs and determine if there are any new CTE classes needed to motivate students to remain in school.</p> <p>Explore new CTE courses/programs, i.e. Medical Math, to determine student interest and feasibility.</p> <p>Support CTE teachers as they play a critical role with at-risk students, assisting them with school success.</p> <p>Efforts will be coordinated through the Wasatch Front Consortium to develop strategies that improve the success of students in subgroups that are not performing at the same level as other CTE students.</p> <p>Include student graduation rates as goals are established as part of the continuous school improvement process.</p> <p>Seek ways to motivate and provide incentives for students who remain in CTE career pathways and graduate.</p> <p>If students drop out of school, information will be provided to them regarding Entrada, so that they can research alternative routes to graduation.</p>
<p>Other Comments:</p>	

<b>4S1 High School Graduation Rate. Percent of concentrators reported as graduated using your State's approved calculation for graduation rate as defined in your state's accountability workbook</b>	
<p>Question 1: Accuracy and Completeness</p>	<p>Data provided by USOE PATI.</p>
<p>Question 2: Results</p>	<p>95.06% of CTE concentrators in the Canyons School District graduated. This is higher than the state average of 87.83%, but the data needs to be monitored closely in future years to ensure accuracy.</p>
<p>Question 3: Strategy</p>	<p>Refer to 3S1</p>



Question 4: Action Steps	Refer to 3S1
Other Comments:	

**5S1 Placement.** Percent of concentrators who were in post-secondary education or advanced training, in military service, or in employment during 2<sup>nd</sup> quarter after leaving secondary education during the reporting year.

Question 1: Accuracy and Completeness	Data provided by USOE PATI system.										
Question 2: Results	<p>75.98% of concentrators in the Canyons School District met this standard, as compared to 66.49% on a statewide level. This statistic could be affected by the number of male students in the state of Utah who pursue missions for the LDS Church at the age of 19, since more students will have turned 19 by the 2<sup>nd</sup> quarter following graduation than would have by the end of the 1<sup>st</sup> quarter. This seems to have possibly had an effect, considering that placement for males is 73%, compared to female placement of 79%.</p> <p>Data revealed that concentrators from the following subgroups experienced a lower rate of placement than the Canyons School District target of 69.55%:</p> <table> <tr> <td>Black</td> <td>50%</td> </tr> <tr> <td>Hispanic:</td> <td>54%</td> </tr> <tr> <td>Disabled:</td> <td>61%</td> </tr> <tr> <td>Economically Disadv.</td> <td>64%</td> </tr> <tr> <td>LEP:</td> <td>59%</td> </tr> </table>	Black	50%	Hispanic:	54%	Disabled:	61%	Economically Disadv.	64%	LEP:	59%
Black	50%										
Hispanic:	54%										
Disabled:	61%										
Economically Disadv.	64%										
LEP:	59%										
Question 3: Strategy	<p>Continually seek for the best methods to educate students about post-graduation opportunities.</p> <p>Potential concurrent enrollment offerings will continually be evaluated to determine the most appropriate courses to assist students in preparing for educational and occupational goals.</p> <p>CTE careers classes will include a job seeking component, including employability skills, mock interviews and resume writing. Mock interviews will include industry partners.</p> <p>Work with USOE on student number initiative in order to collect the most accurate data possible.</p> <p>Counselors will receive ongoing education about pathways so</p>										

	they can assist students to understand and utilize them.
Question 4: Action Steps	<p>Evaluate potential concurrent enrollment options, ensuring the most effective courses are made available to students.</p> <p>Educate students and parents about concurrent enrollment offerings and the benefits they provide for students as they pursue their post-secondary education.</p> <p>Provide guest speakers to address placement opportunities that may particularly relate to subgroups.</p> <p>WBL coordinators will continue to arrange career fairs, job shadowing, internships, field trips, etc.</p> <p>CTE teachers will include job seeking skills in the curriculum, ensuring that all CTE students (including members of subgroups) have skills and resources for obtaining employment.</p> <p>Careers classes will include information on services and information provided by the Division of Workforce Services.</p> <p>CTE coordinators, specialists, teachers and WBL coordinators will continue to serve as active members of business/industry advisory committees, Salt Lake Community College PAC committees, youth councils and area Chambers of Commerce.</p> <p>WBL will be encouraged to create partnerships with related businesses in order to promote course externships, job placement, and program oversight.</p> <p>CTE specialists and coordinators will work with USOE on student number initiative in order to collect the most accurate data possible.</p>
Other Comments:	

<b>6S1 Non-trad Participants. Percent of non-trad participants enrolled in non-trad programs.</b>	
Question 1: Accuracy and Completeness	Data provided by USOE PATI system.

<p>Question 2: Results</p>	<p>31.09% of concentrators in the Canyons School District met this standard, as compared to 34.46% on a statewide level. Data revealed that concentrators from the following subgroups experienced a lower rate of graduation than the Canyons School District target of 32.75%:</p> <table border="0"> <tr> <td>Black</td> <td>30%</td> </tr> <tr> <td>Caucasian</td> <td>31%</td> </tr> <tr> <td>Unknown</td> <td>30%</td> </tr> <tr> <td>Economically Disadv.</td> <td>31%</td> </tr> <tr> <td>LEP</td> <td>28%</td> </tr> </table> <p>Male students were enrolled in non-trad programs at the rate of 27% vs. female students at 36%.</p> <p>This is an area of concern and one to which the Canyons School District has committed resources in order to further investigate and implement improvement strategies.</p>	Black	30%	Caucasian	31%	Unknown	30%	Economically Disadv.	31%	LEP	28%
Black	30%										
Caucasian	31%										
Unknown	30%										
Economically Disadv.	31%										
LEP	28%										
<p>Question 3: Strategy</p>	<p>All our printed and electronic media will promote non-traditional careers in CTE.</p> <p>Encourage non-traditional students to enroll in CTE courses and assist teachers in best meeting the needs of these students.</p> <p>Evaluate the CTE Introduction course to ensure that it effectively educates students about career options and available pathways, including non-traditional areas.</p> <p>Recruit non-traditional teachers to teach CTE programs.</p> <p>Invite non-traditional guest speakers and participants in career-related activities.</p>										
<p>Question 4: Action Steps</p>	<p>Design and distribute the following promotional materials that highlight non-traditional programs using the region library of non-traditional student photographs: CTE career brochures, hallway posters, van wraps, catalogs and banners.</p> <p>Participate in non-traditional programs, i.e. Women in Engineering project (University of Utah), Digigirlz (Microsoft) and other types of programs sponsored by industry or higher education.</p> <p>Provide non-traditional recruiting information to counselors, CTE teachers, students, parents, etc.</p> <p>Have WBL Coordinators provide non-traditional guest speakers, field trips and tours.</p> <p>Provide information regarding non-traditional careers to students</p>										

	<p>in CTE Introduction and require new state-approved non-traditional lesson plan to be taught.</p> <p>Provide information for students and parents regarding careers that fit in high-skill, high-demand and high-pay categories, placing additional emphasis on non-traditional fields.</p> <p>Utilize non-traditional CTE instructors, when possible, to serve as role models for students.</p> <p>Non-traditional DVD sponsored by USOE will be shown in careers classes.</p> <p>Encourage non-traditional student participation in CTSOs.</p>
Other Comments:	

<b>6S2 Non-trad Completers. Percent of non-trad completers of non-trad programs.</b>															
Question 1: Accuracy and Completeness	Data provided by USOE PATI system.														
Question 2: Results	<p>13.78% of concentrators in the Canyons School District met this standard, as compared to 18.12% on a statewide level.</p> <p>Data revealed that concentrators from the following subgroups experienced a lower rate of completion than the Canyons School District target of 27.45%:</p> <table> <tr> <td>Male:</td> <td>12%</td> </tr> <tr> <td>Female:</td> <td>16%</td> </tr> <tr> <td>Hispanic</td> <td>8%</td> </tr> <tr> <td>Caucasian</td> <td>13%</td> </tr> <tr> <td>Disabled:</td> <td>21%</td> </tr> <tr> <td>Economically Disadv.</td> <td>13%</td> </tr> <tr> <td>LEP</td> <td>11%</td> </tr> </table>	Male:	12%	Female:	16%	Hispanic	8%	Caucasian	13%	Disabled:	21%	Economically Disadv.	13%	LEP	11%
Male:	12%														
Female:	16%														
Hispanic	8%														
Caucasian	13%														
Disabled:	21%														
Economically Disadv.	13%														
LEP	11%														
Question 3: Strategy	Refer to 6S1														
Question 4: Action Steps	Refer to 6S1														
Other Comments:															

**POST-SECONDARY LEVEL – Post-secondary Recipients ONLY!**

**1P1 Skill Attainment.** Percent of concentrators obtaining end of course, or short-term industry certifications approved by Utah system of Higher Education (USHE).

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

**2P1 Completion.** Percent of concentrators attaining an industry-recognized credential requiring state licensure, a 1-year certificate, or degree.

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

<b>3P1 Retained.</b> Percent of concentrators retained in post-secondary (transferred to another 1, 2, or 4 year program).	
Question 1: Accuracy and Completeness	NA
Question 2: Results	NA
Question 3: Strategy	NA
Question 4: Action Steps	NA
Other Comments:	NA

<b>4P1 Placement.</b> Percent of completers who are in military, apprenticeship programs, or employment, during 2 <sup>nd</sup> quarter after leaving post-secondary education during the reporting year.	
Question 1: Accuracy and Completeness	NA
Question 2: Results	NA
Question 3: Strategy	NA
Question 4: Action Steps	NA
Other Comments:	NA

<b>5P1 Non-trad Participants. Percent of non-trad participants in non-trad programs.</b>	
Question 1: Accuracy and Completeness	NA
Question 2: Results	NA
Question 3: Strategy	NA
Question 4: Action Steps	NA
Other Comments:	NA

<b>5P2 Non-trad Completers. Percent of non-trad completers of non-trad programs.</b>	
Question 1: Accuracy and Completeness	NA
Question 2: Results	NA
Question 3: Strategy	NA
Question 4: Action Steps	NA
Other Comments:	NA

### SECTION 03: LOCAL PLAN NARRATIVE

Local plan for Career and Technical Education Programs. Sec. 134 – LOCAL PLAN REQUIRED - Any eligible recipient desiring financial assistance under this part shall, in accordance with the requirements established by the eligible agency, submit a local plan to the eligible agency. Such local plan shall cover the same period of time applicable to the State plan submitted under section 122. This Local Plan Guide includes the key activities and strategies to accomplish its local Perkins plan and student achievement goals.

#### (1) CTE Programs Sec 134(b)(1)

Describe how the Career and Technical Education programs required under section 135(b) will be carried out with funds received under this title; Note: Required uses of funds 3,5,6,8,9 are not addressed here as they are covered in other sections.

##### A. Strengthening academic and CTE skills of students participating in CTE. How recipient will integrate academic requirements with CTE programs of study: (Sec 135(b)(1))

Same as last year? No

New Narrative:

The Canyons School District is committed to providing high-quality CTE programs for students that provide opportunities for career exploration and preparation. As CTE programs are developed, implemented and maintained, there is a constant commitment to ensure that these programs incorporate student training in the areas of both CTE and academic skills. CTE courses are constantly being evaluated to determine the level of academic skills being taught and educators are continually seeking additional methods of reinforcing academic skills in each CTE course. In an effort to infuse language arts into CTE curriculum, we are looking at using the My Access literacy program and CTE-related prompts to improve academic performance particularly in literacy skills.

The Canyons School District is in full support of the statewide and regional initiatives to train students, parents, teachers, counselors, administrators and the community about CTE career pathways. These pathways illustrate the courses that should be taken if students are interested in pursuing certain careers. Pathway materials effectively align CTE courses with the most applicable math and science courses in order to inform students about the courses that will best prepare them for their future careers.

Additionally, the Canyons School District is involved in numerous academic initiatives, striving to find the best way to infuse academic training into CTE programs. We are encouraging higher enrollment in business communication courses and accounting courses, which provide language arts and math credit respectively.

Also, members of the six school districts involved in the Wasatch Front Consortium, as well as representatives from post-secondary education and the Utah State Office of Education, have established a medical math course, offering math credit, starting in the fall of 2011. We are identifying teacher(s) to attend professional development training the summer of 2010 in order to offer this course in the 2011-2012 school year.

##### B. Developing and implementing CTE Pathways. How recipient is implementing CTE pathways, including the following: (Sec 135(b)(2))

NOTE: If you are supporting and participating in the statewide and regional CTE Pathway initiative, you do not need to complete this question. Simply indicate that you will support and participate in the region project. In any event, all of the following activities must be performed.

1. Providing technical assistance on CTE Programs of Study to all high schools and post-



secondary institutions.

2. Developing and implementing regional articulation agreements.
  - a. Converting 2+2 Tech Prep agreements to regional Pathway articulation agreements.
  - b. Applying regional agreements to individual high schools.
  - c. Eliminating duplicate CTE course requirements between secondary and post-secondary.
  - d. Arranging concurrent enrollment opportunities.
  - e. Developing new regional/district Pathway maps and articulation agreements.
3. Developing marketing and training materials, that help students and parents understand how to benefit from CTE Pathways.
4. Training and providing technical assistance to high school counselors, teachers, and administrators, and post-secondary instructors, counselors, and administrators.
5. Representation at statewide and regional CTE Pathways meetings.

Same as last year? Yes

Narrative:

The Canyons School District is participating in the statewide and regional CTE pathway initiatives.

C. How recipient will develop, improve, or expand use of technology in CTE, which may include a) training CTE faculty and administrators in the use of technology; b) preparing CTE students to enter high-tech occupations; c) encouraging schools to collaborate with high-tech industries to offer voluntary internships, including programs that improve the math and science knowledge of students; or d) modernizing CTE programs. Sec 135(b)(4,7)

Same as last year? No

New Narrative:

a) The Canyons School District provides ongoing in-service training for CTE faculty and administrators to ensure that they remain current in the use of applicable software programs, technical equipment, high-tech methods of communication, etc. CTE teachers will receive information and have access to the monthly training provided by the Information Technology department. In addition, selected CTE personnel will be trained to use the My Access software to facilitate literacy goals previously stated.

b) CTE programs are developed, revised or cancelled based on Division of Workforce Services data, job-market analyses, evaluating community needs and career opportunities for students. The district works through the Wasatch Front Consortium to ensure that programs are coordinated throughout the region and that as many CTE courses as possible are available to students. This collaborated effort among school districts allows more programs to be available. By sharing resources, high-tech classes can be offered utilizing state-of-the-art equipment that prepares students to meet high-tech industry needs.

c) The Canyons School District offers the CTE Introduction course. This course involves students in activity-centered lessons, which utilize technology, develop beginning skills and explore careers in CTE program areas. This program promotes careers in high wage, high demand and high skill areas. In this course and the 10<sup>th</sup>-grade careers course students use technology, specifically the online UtahFutures program to investigate educational and career opportunities.

d) The Canyons School District continually assesses laboratories, shops and equipment, updating equipment and technology as necessary. Tech Support and CTE instructors assist with evaluating technology needs, purchasing needed equipment and providing training for teachers, administrators and students as new hardware and software programs

are implemented.

e) Numerous CTE courses in the district offer student internships and externships where students work for an employer in their area of specialty to learn about and develop skills in a particular industry or occupation.

f) The district offers an engineering program, using a national curriculum sponsored by the Project Lead the Way organization. It is now being taught in some traditional high schools. The plan is to eventually expand to include more high schools and to initiate the Project Lead the Way Gateway courses in the middle schools. This engineering program provides an excellent introduction to students interested in pursuing any of the engineering disciplines and has been very successful, but has reached only a limited number of students.

**D. How recipient will improve, develop or offer CTE courses as part of CTE programs of study. Sec 135(c)(12)**

Same as last year? No

New Narrative:

The Canyons School District, in coordination with other districts in the Wasatch Front Consortium, will continually analyze CTE needs in order to determine what programs should be offered, improved and developed. As needs arise, the district strives to ensure that new programs are implemented. Additionally, efforts to research innovative, forward thinking for Canyons Technical Educational Center are ongoing to provide students with high-wage, high-demand job opportunities.

The Canyons School District participates in several industry advisory boards and Salt Lake Community College Program Advisory Committees in an effort to bring higher education and industry feedback to course curriculum.

The Canyons School District will continue to be actively involved in state and regional career pathway initiatives. Career pathways will continue to be used as part of the SEOP process.

**E. How recipient will assist Career and Technical Student Organizations (CTSOs). Sec 135(c)(5)**  
Currently all secondary school districts contribute funding to the statewide CTSO program. Use this section to describe what will be done locally by post-secondary institutions, or secondary districts in addition to this statewide project.

Same as last year? Yes

Narrative:

The Canyons School District will support state and regional CTSO activities and competitions. State winners will be provided scholarships to attend national competitions. District personnel will be encouraged to support CTSOs by serving as judges and working in leadership capacities. Stipends will be provided to compensate teachers who supervise CTSO student activities after school hours.

**(2) CTE Activities Sec 134(b)(2)**

Describe how the Career and Technical activities will be carried out with respect to meeting state and local adjusted levels of performance established under section 113

1. How will funds be made available to address performance gaps, strategies and action steps described in section 2?

2. How will resources of people, time, and money be focused around student achievement goals?
3. How will equipment purchases be tied to improving student performance?

**CTE Activities Narrative:**

Same as last year? No

New Narrative:

CTE will be involved in implementing and more effectively utilizing the student tracking system used by Canyons School District. Data provided by the system will better enable administrators and support staff to track student performance and to share information between CTE and traditional programs.

The Canyons School District will continue active participation in all statewide and regional pathway initiatives. The focus will be to help students better identify, plan for and reach their goals.

Where performance gaps are identified, resources will be allocated to develop program improvement plans to address these gaps.

Funds will be allocated to support Canyons School District's goal of improving literacy by providing training and support of My Access software to CTE teachers.

The Canyons School District will continually analyze equipment and supply needs to ensure that teachers have the resources they need to teach assigned CTE courses.

The district will employ two CTE assistants at each of the traditional high schools. These individuals will provide support for students who are struggling in CTE programs. The CTE assistants will assist with tracking students who have special needs and/or are included in the subgroups discussed in the Performance Data Analysis and Improvement Plan Section (2) of this plan. These assistants will aid students by reinforcing classroom instruction, providing accommodations during testing and assisting with hands-on skill practice.

**(3) CTE Programs of Study Sec 134(b)(3), Sec 135(b)(3)**

*List State recognized programs of study currently available and programs of study that will be developed and offered in each high school or post-secondary institution (each recipient must offer at least one)*

(A) Describe what will be done so that each high school or post-secondary institution will be able to offer the appropriate courses of not less than 1 of the CTE programs of study described in the State Perkins Plan. Include information on how you will use Perkins funds to improve or develop CTE courses that are part of the CTE programs of study.

(B-D) *(The state plan address how the CTE Pathways meet requirements of Sec 134(b)(3)(B-D). If locals are offering these, then such requirements will be met.*

(E) Describe the process you use to encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects;

**CTE Programs of Study Narrative:**

Same as last year? No

New Narrative:

A) The Canyons School District is fortunate to be able to offer a wide array of classes included in the State's programs of study. Therefore, the district far exceeds the requirement to offer not less than one of the CTE programs of study described in the State Perkins Plan. The district also benefits by being a member of the Wasatch Front

Consortium, since this enables cooperation between districts and the ability to offer more programs. A spreadsheet identifying which programs are offered by each of the high schools in the Canyons School District is attached.

The Canyons School District will continually evaluate the programs offered to students to ensure that they best prepare the students for their future educational and occupational goals. Programs will continue to be evaluated, modified and added, as needed, to meet these needs. As part of these programs, the Canyons School District will continually evaluate the availability of applicable, beneficial concurrent enrollment courses that can be taught in CTE programs. Additionally, the District maintains close working relationships with post-secondary institutions. The district participates in secondary/post-secondary articulation agreements that are included as part as the state career pathway initiative.

B-D) The Canyons School District offers the CTE Pathways, according to the state plan and in accordance with requirements of Sec 134(b)(3)(B-D).

E) Career pathways outline for students the core classes that should be taken in preparation for selected CTE courses. All brochures for CTE programs offered at the Canyons Technical Education Center have been revised to better describe career pathways that offer high skill, high wage and high demand career options. The brochures also outline the recommended courses that students should take in preparation for CTE courses.

Guidance counselors and CTE Coordinators work with students during SEOP planning and one-on-one counseling to help them understand the value of taking rigorous and challenging courses in core academic subjects. Students are also taught about the new graduation requirements and the need to plan early to meet all academic needs as students simultaneously pursue their chosen career pathways. These concepts are reinforced as students from both middle and high schools tour the Canyons Technical Education Center and attend open houses. Students are reminded that selection into CTE programs at the Canyons Technical Education Center is based on GPA, testing results, strength of schedule, attendance, and overall commitment.

**(4) Professional Development** Sec 134(b)(4), Sec 135(b)(5)

Describe how Comprehensive Professional Development (including new teacher mentoring) for Career and Technical Education, academic guidance, and administrative personnel will be provided that promotes the implementation of CTE programs of study and pathways enabling students to take coherent and rigorous CTE content aligned with challenging academic content (including curriculum development)

As responses to this section are prepared, consider the following:

1. The professional development needed to achieve student performance targets.
2. The research base that will be used to determine the content of professional development activities selected for educators.
3. The extent to which professional development results in teacher improvement.
4. Helping educators become qualified in their assigned field of teaching.
5. The use of data on educator quality and student performance to plan professional development.

6. Preparing educators to use research based instructional practices necessary to meet the diverse learning needs of all students including English Language Learners, minority students, students with disabilities, economically disadvantaged students, and others.
7. The use of personnel from USOE, and other available consultants or services to enhance professional development opportunities.

**Professional Development Narrative:**

Same as last year? No

New Narrative:

Comprehensive Professional Development is provided to CTE mentors and new CTE teachers during the first three years of the educator's career (as per Utah State Administrative Rule R277-522). Ongoing mentor training addresses issues such as adult learning, observation and feedback, professional and reflective practice and maintaining mentor/mentee relationships. These courses are provided in accordance with USOE guidelines, which stipulate that all mentors must be trained.

Ongoing professional development is available to all CTE teachers. The district is committed to the missions of ACTE and UACTE and recognizes the value of having educators participate in professional development through these organizations. In support of these programs, the district assists with the expense of membership and conference attendance. Canyons School District also supports teacher attendance at all CTE USOE conferences.

Data from PATI, district reports and industry trends will be used to assess student needs and plan professional development to train district employees to best meet these needs.

Additionally, a mentoring program will assist CTE teachers to complete EYE requirements and to help with specific classroom issues. CTE Coordinators will work with new teachers and principals to ensure their success.

CTE Coordinators also meet with specific CTE areas on a quarterly basis to work on goals related to performance targets and to address specific area concerns. CTE Coordinators may also organize industry field trips for teachers to assist teachers in the implementation of industry standards in the curriculum.

**(5) Collaboration/Stakeholder Involvement Sec 134(b)(5)**

Describe how parents, students, academic and Career and Technical Education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of local workforce investment board (section 117 of Public Law 105-220), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of Career and Technical Education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including Career and Technical programs of study;

**Stakeholder Involvement Narrative:**

Same as last year? No

New Narrative:

The Canyons School District recognizes that CTE programs benefit when there are many stakeholders interested in the programs and involved in the process of evaluating and improving programs. The list below itemizes just a few of the activities in which the district will be involved in an attempt to collaborate with as many stakeholders as possible in the planning, evaluation and revision of CTE programs of study.

The CTE programs in the Canyons School District utilize advisory committees to provide direction and oversight. These advisory committees include business and industry partners, community organizations, parents and students, as well as various Canyons School District employees, such as teachers, counselors, and administrators. The committees evaluate the effectiveness of current programs and offer suggestions on how these programs can improve.

The CTE department collaborates closely with other staff members who work with special population groups to ensure that effective planning occurs regarding the needs of these students and that every effort is made to ensure that they have access to CTE courses and are given the support they need to succeed in these courses. CTE teachers receive inservice training, as needed, to ensure that they understand the needs of these students and are provided with effective teaching strategies and testing processes that will help these students succeed.

Canyons School District employees actively serve on various regional, state and local advisory boards. Examples of these include the Health Education Partnership Committee, the Engineering Education Partnership Committee, various community organizations such as city Chambers of Commerce and clubs such as Elk's Clubs, Rotary Clubs, etc. Additionally, the Canyons School District is involved in the Academy of Information Technology through the National Academy Foundation. Membership in this academy provides information from businesses, industry, other educational facilities, labor organizations and the community.

The Canyons School District will partner very closely with post-secondary educational institutions as district employees serve on numerous PAC committees. In addition to representatives from education, these committees involve business and industry partners, members from community agencies such as the Division of Workforce Services, and consumer members.

The CTE Department will conduct numerous marketing efforts to ensure that students, parents and the community are aware of the CTE programs being offered. These marketing efforts include brochures, open houses, tours, and websites.

The parents of students taking CTE courses are encouraged to become involved in CTE activities. Some of these include parent/teacher conferences, student presentations, CTSO activities, etc.

**(6) Size, Scope, and Quality** Sec 134(b)(6), Sec 135(b)(8)

This question is covered in the Assurances section

**(7) Evaluation and Improvement** Sec 134(b)(7), Sec 135(b)(6)

Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient including how you will evaluate programs carried out with Perkins funds and how the needs of special populations are being met

**Evaluation and Improvement Narrative:**

Same as last year? No

New Narrative:

Data from PATI is provided to CTE Coordinators and Specialists. This data will be used to monitor, adjust and correct programs where necessary.

Skill test results will be used to evaluate the effectiveness of the student training received in CTE courses. CTE Coordinators will meet with teachers individually to discuss their test results and how to improve test performance. Deficiencies for any student populations will be addressed in these meetings.

The Canyons School District will continue to collaborate with the Wasatch Front Consortium, comparing data and working to establish joint improvement plans.

The success of CTE programs will be determined utilizing the following factors:

1. The interest of students in CTE programs, as evidenced by applications and enrollment rates.
2. The performance of students in CTE programs, as evidenced by retention rates, class tests and performance results, grades, end-of-program satisfaction surveys, and the percentage of students who elect to continue taking courses in the CTE pathway.
3. The overall success of CTE programs will be determined by skill certification results, employability and the number of students who pursue post-secondary education in a field related to their CTE area of study.

Trends will be analyzed related to these measurements of success to determine in which areas the CTE programs are succeeding and in which areas improvement strategies need to be developed. This will be an ongoing process as the CTE department gathers data, analyzes statistics and trends, develops and implements improvement plans, and utilizes data to evaluate the effectiveness of the improvement plans.

**(8) Addressing the Needs of Special Populations** Sec 134(b)(8)

Describe how the eligible recipient will-

- (A) Ensure equitable access to, and participation in, CTE programs for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>
- (B) Identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
- (C) Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and

(D) Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. Sec 135(b)(9)

**Special Populations Narrative:**

Same as last year? No

New Narrative:

Two CTE assistants have been hired to work in each traditional high school, providing assistance for special populations. These specialists make it possible for students with special needs to enroll and succeed in CTE courses. The assistants reinforce concepts taught by the teacher, assist with reading assignments, provide accommodations for tests and assignments, provide hands-on assistance in laboratory settings and assist with miscellaneous needs that arise.

Teachers at Canyons Technical Education Center will receive professional development training regarding teaching techniques that can lead to success for students who have special needs. The teachers will also collaborate closely with counselors, CTE coordinators and teachers from special needs classes to ensure that students from special populations have a chance at success.

Counselors, CTE coordinators, teachers and administrators will work closely together to determine if a student has the correct skills and aptitudes for the CTE course(s) in which they are applying. By implementing a screening process, students are more appropriately placed in courses in which they have the ability to succeed.

**(9) Non-discrimination Sec 134(b)(9)**

Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations

**Non-discrimination Narrative:**

Same as last year? Yes

Narrative:

Canyons School District adopted Jordan School District's policy #AS94 (Student Discrimination and Harrassment).

Board Policy: Canyons School District is committed to providing an educational environment that is free from illegal harassment and other forms of discrimination based upon sex, race, color, ethnic background, national origin, religion, gender, creed, age, citizenship, or disability.

The Canyons School District follows state and federal requirements related to non-discrimination of students and are in compliance with all OCR guidelines.

The following federal programs will be used: Title I (Economically Disadvantaged, Homeless & Migrant), Title III (Alternate Language Services), Title IV (Indian Education), "The Plan" (English as a Second Language Program), ADA Section 504 (Special Education).

Also, Canyons School District will follow non-discriminatory practices when hiring new CTE teachers and aides.



Additionally, classroom aides work with special populations in CTE classrooms to help eliminate discrimination and bias.

**(10) Non-traditional Preparation Sec 134(b)(10)**

Describe how funds will be used to promote preparation for non-traditional fields

**Non-traditional Narrative:**

Same as last year? No

New Narrative:

Funds will be allocated for a non-traditional marketing campaign in the following areas: promotional materials including brochures, catalogs, school posters, van wraps, banners, etc.

The Canyons School District is committed to encouraging all students to pursue their career interests. A focus for the district during the 2010-2011 school year is to determine why fewer students are enrolled in non-traditional classes. Then, when the cause has been determined, steps will be taken to increase enrollment in these classes.

The Canyons School District markets to non-traditional students for all CTE courses and will continue these marketing efforts. Some of these efforts include tours, open houses, guest speakers, websites, workshops, etc. The Canyons School District will continue to recruit non-traditional students for CTE programs.

The Canyons School District will continue to train employees about non-traditional careers, in order to ensure that students are having equal opportunities for enrollment and information about the advantages of enrolling in non-traditional classes.

**(11) Career Guidance and Counseling Sec 134(b)(11)**

Describe how career guidance and academic counseling will be provided to Career and Technical Education students, including linkages to future education and training opportunities

**Career Guidance Narrative:**

Same as last year? No

New Narrative:

All schools in the Canyons School District have a state approved Counseling and Comprehensive Guidance Program. Counselors work under the supervision of the district counseling specialist responsible for this program.

Canyons School District provides multiple opportunities for students to explore careers and career pathways. Students participate in a wide range of activities designed to ensure that students graduate with the knowledge and skills to succeed in employment or higher education and training. In elementary school, teachers work in conjunction with their Work Based Learning Coordinator providing activities to begin the awareness process. Each student participates in an SEP (Student Education Plan) to set goals and plan improvements for their academic progress.

All middle school students in 7th grade take CTE Introduction classes. These classes allow students to be involved in activity-centered lessons, which utilize technology, develop beginning skills and explore CTE options. Additional activities, such as field trips, simulations and guest speakers are provided by the school counselors and Work-

Based Learning Coordinators. An SEOP and portfolio of student work are developed as culminating activities.

Beginning with the four-year plan or SEOP, school counselors ensure that students are successfully enrolled in the courses that lead to high school graduation and post-secondary education, with an academic program that is both rigorous and relevant. Additional group and individual SEOPs take place every year until graduation. SEOPs provide career guidance and academic counseling to students and encourage parental involvement.

Students will be provided with career orientation activities using the UtahFutures program, simulations such as Reality Town, career interest inventories, job shadowing, internships, guest speakers and field trips in all secondary grades. Additional career and academic guidance will be provided in CTE classes and by counselors in traditional academic classes. Teachers work with students to develop job interview skills, resume development, professional work habits and knowledge of career opportunities. Students are also provided with opportunities to continue their development in academic and CTE courses at the college level with concurrent enrollment classes and with programs provided at the Canyons Technical Education Center.

**(12) Educator Recruitment and Retention Sec 134(b)(12)**

Describe efforts to improve the recruitment and retention of Career and Technical Education teachers, faculty, and career guidance and academic counselors, including individuals in groups under represented in the teaching profession; and the transition to teaching from business and industry.

**Recruitment and Retention Narrative:**

Same as last year? No

New Narrative:

Maintaining a highly-qualified CTE staff is critical to the success of the CTE programs offered by the Canyons School District. Numerous processes are in place to ensure that this goal is met. Below, are itemized some of these processes:

When a CTE position is open, district representatives work closely with business and industry to determine if applicants are qualified and up-to-date in their area of specialty. Once the applicant is hired, CTE personnel work closely with them as they apply for their teaching certificate and specific endorsements, if necessary. CTE personnel also provide ongoing support for teachers to ensure that they are oriented properly and have the resources they need to succeed. Additionally, each new CTE teacher is assigned a mentor at the school in which they work. This mentor is available continually to provide support and answer questions.

The Canyons School District will continue the Jordan Performance Appraisal System (JPAS) which is an evaluation process that teaches new teachers techniques that make classroom instruction effective. Teachers attend courses that provide inservice training in the areas of classroom management, effective teaching strategies, etc. Since many CTE teachers come from industry rather than a traditional education background, this training is invaluable. This program continues throughout an educator's career to ensure that they remain up-to-date and are performing at a high-quality level.

The CTE Department highly values CTE staff and rewards outstanding behavior. Each high school will recognize a CTE Teacher of the Year. The CTE Department will have an overall district CTE Employee of the Year award and New Teacher of the Year award. These award programs provide a mechanism for recognizing superior performance and providing incentives for employees to continually strive for excellence.

The Canyons School District values CTE and recognizes the need to provide ongoing support and supervision of these programs. As part of this initiative, a CTE coordinator has been hired for every traditional high school in the district. This person is responsible for coordinating CTE activities from middle school through high school and on to the Canyons Technical Education Center and post-secondary education.

#### **SECTION 04: ASSURANCES**

##### **(1) Assurance – LEA eligibility**

You must provide a signed assurance that the LEA submitting the plan is eligible to receive federal funding, and may legally carry out each provision of the plan

As the duly authorized representative of the application, I hereby certify that the application will comply with:

##### **LEA eligibility Assurances**

- Yes, I do so certify.  
 No, I do not so certify.

If unable to comply, please explain:

##### **(2) Assurance – LEA adoption and approval of plan**

The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

##### **LEA adoption and approval of plan Assurances**

- Yes, I do so certify.  
 No, I do not so certify.

If unable to comply, please explain:

**(3) Assurance – Plan is basis for administration of Perkins Program**

The plan is the basis for Local operation and administration of the program. [34 CFR 76.104(a)(8)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

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

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

**(4) Assurance – Limitation for Certain Students**

You must provide a signed assurance that you will not use Perkins funds to provide programs for students prior to the seventh grade, except that equipment and facilities purchased with Perkins funds may be used by such students. [Perkins Act, Section 315]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

<b>Limitation for students prior to the seventh grade Assurances</b>	
<input checked="" type="checkbox"/>	Yes, I do so certify.
<input type="checkbox"/>	No, I do not so certify.

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

**(5) Assurance – Size, Scope and Quality**

You must provide a signed assurance that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs (Sec. 134. (b) (6))

Perkins funds are intended to support, or assist in developing programs of the following size, scope, and quality.

1. Size – Program must
  - a. Include a State Recognized CTE pathway (or Program of Study) containing a coherent sequence of courses
  - b. Provide an opportunity for students to become CTE Concentrators
2. Scope
  - a. Courses must include rigorous, coherent CTE content aligned with challenging academic standards.
  - b. Links, or articulation maps, must exist between the secondary and postsecondary programs of study
3. Quality – Program must
  - a. Incorporate State approved standards
  - b. Submit to State approved evaluations, or assessments
  - c. Implement a continuous program improvement process approved by the State

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Size, Scope and Quality Assurances**

Yes, I do so certify.

No, I do not so certify.

If unable to comply, please explain:

**(6) Assurance – Compliance with the Law**

You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Compliance with the Law Assurance**

Yes, I do so certify.

No, I do not so certify.

If unable to comply, please explain:

**(7) Assurance – Equipment**

You must provide a signed assurance that you will not use funds to acquire equipment/software when acquisition results in direct financial benefit to any organization representing the interests of the purchasing entity or its employees or its affiliate.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Equipment Assurance**

Yes, I do so certify.

No, I do not so certify.

If unable to comply, please explain:

**(8) Assurance – Lobbying**

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

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

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

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

As the duly authorized representative of the application, I hereby certify that the application will comply with

**Lobbying Assurances**

- Yes, I do so certify.
- No, I do not so certify.

**If unable to comply, please explain:**

**(9) Assurance – Debarment, Suspension, and other Responsibility Matters**

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

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, the individual shall attach an explanation to this application.

As the duly authorized representative of the application, I hereby certify that the application will comply with

**Debarment Assurances**

- Yes, I do so certify.
- No, I do not so certify.

If unable to comply, please explain:

**(10) Assurance – Drug Free**

**DRUG-FREE WORKPLACE**

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

- A) The applicant certifies that it will or will continue to provide a drug-free workplace by:
  - a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
  - b) Establishing an on-going drug-free awareness program to inform employees about:
    - 1) The dangers of drug abuse in the workplace;
    - 2) The grantee's policy of maintaining a drug-free workplace;
    - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
    - 4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
  - c) Making it a requirement that each employee engaged in the performance of the grant is given a copy of the statement required by paragraph (a);
  - d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
    - 1) Abide by the terms of the statement; and
    - 2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
  - e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
  - f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
    - 1) Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    - 2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
  - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

- B) The grantee may insert in the space provided below the site(s) for the performance of work completed in connection with the specific grant:

Place of Performance (Street address, City, County, State, Zip code)

Check [ ] if there are workplaces on file that are not identified here.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Drug-free Assurances**

Yes, I do so certify.

No, I do not so certify.

**Optional: List Other Workplaces**

**(11) Assurance – Nonprofit private school participation in professional development programs**

You must provide a signed assurance that the eligible recipient will, to the extent practicable, upon written request, permit CTE secondary school teachers, administrators, and other personnel in nonprofit private schools, located in the geographical area served by such eligible recipient, to participate in professional development programs. [Sec. 317(a)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

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

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

**(12) Assurance – Nonprofit private school participation in CTE programs**

You must provide a signed assurance that the eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

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

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

**(13) Assurance – Supplanting**

You must provide a signed assurance that you will use funds made available from this Act to supplement and not supplant state and local funds

As the duly authorized representative of the application, I hereby certify that the application will comply with

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



If unable to comply, please explain:

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**(14) Assurance – Meeting needs of special populations**

You must provide a signed assurance that you will provide members of special populations with equal access to activities and programs funded under this act.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Special Populations Assurance**

Yes, I do so certify.

No, I do not so certify.

If unable to comply, please explain:

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**(15) Assurance – Non-discrimination**

You must provide a signed assurance that you will not discriminate against members of special populations because of their status as special populations

As the duly authorized representative of the application, I hereby certify that the application will comply with:

**Non-discrimination Assurance**

Yes, I do so certify.

No, I do not so certify.

If unable to comply, please explain:

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**SECTION 05: CERTIFICATION**

By entering the following information and uploading this document, the CTE Director, as the duly authorized representative of the recipient, certifies that the recipient will comply with the above certifications, and that all other information provided in this document is accurate.

NAME OF RECIPIENT: Canyons School District

NAME AND TITLE OF CTE DIRECTOR: Janet C. Goble, CTE Director

DATE: April 26, 2010

**Career Pathways - Canyons School District**

CSD High Schools

1	Agricultural Systems Technology				
2	Horticultural Science and Management	Alta		Brighton	Jordan
3	Natural Resource Science and Management				
4	Production Processing Animal Science				
5	Production Processing Plant and Soil Science				
6	Production Processing Science and Management				
7	Accounting and Finance				
8	Business Administrative Support	Alta	Hillcrest	Brighton	Jordan
9	Business Entrepreneurship				
10	Business Management	Alta	Hillcrest		Jordan
11	Business Technical Support		Hillcrest		Jordan
12	Child Development	Alta		Brighton	Jordan
13	Consumer Economic Services				
14	Family and Human Services	Alta		Brighton	Jordan
15	Fashion Design, Manufacturing and Merchandising	Alta	Hillcrest	Brighton	
16	Food Science, Dietetics and Nutrition				
17	Food Service and Culinary Arts			Brighton	
18	Hospitality Service			Brighton	
19	Interior Design	Alta		Brighton	Jordan
20	Biotechnology	Alta			
21	Medical Office Administrative Assistant				
22	Dental	Alta		Brighton	
23	Emergency Medical Technician	Alta			
24	Science Sports Medicine	Alta			
25	Medical Assistant	Alta		Brighton	
26	Nursing	Alta		Brighton	
27	Optical Technician				
28	Pharmacy	Alta		Brighton	
29	Surgical Technician	Alta		Brighton	
30	Database Development and Administration				
31	Technical Support				
32	Digital Media	Alta	Hillcrest		
33	Web Development and Administration	Alta		Brighton	Jordan
34	Network Systems				
35	Programming Software Development				Jordan
36	Marketing Entrepreneurship				Jordan

37	Marketing Management	Alta			Jordan
38	Sales and Service Marketing	Alta			Jordan
39	Travel and Tourism				
40	Carpentry (if code is fixed)	Alta	Hillcrest	Brighton	Jordan
41	Electrician	Alta		Brighton	Jordan
42	HVAC				
43	Plumbing				
44	Television Broadcasting Technician				
45	Automotive Collision Repair	Alta	Hillcrest	Brighton	Jordan
46	Automotive Service Technician	Alta	Hillcrest	Brighton	Jordan
47	Electronics			Brighton	
48	Heavy Duty Diesel	Alta	Hillcrest	Brighton	Jordan
49	Cabinet Making/ Millwork (If code is fixed)				
50	Drafting/CAD	Alta			Jordan
51	Graphics/ Printing				
52	Machine Tools				
53	Welding	Alta	Hillcrest	Brighton	Jordan
54	Cosmetology/ Barbering	Alta	Hillcrest	Brighton	Jordan
55	Fire Fighting				
56	Law Enforcement				
57	Commercial Aviation				
58	Commercial Arts				
59	Commercial Photography			Brighton	
60	Pre-Engineering				
61	Project Lead the Way	Alta	Hillcrest	Brighton	Jordan