

**Perkins Local Plan (PLP) Template
Recipient Institution or LEA: Box Elder
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 On Track 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 On Track 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. | |
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| Question 1: Accuracy and Completeness | USOE Data sources appear to be reliable and consistent with District data. Box Elder School District has a sound mechanism for collection and reviewing student performance data. |
| Question 2: Results | 80.53% of this population met the proficient or advanced level on the designated State Core Test. (Target 81.37%) Box Elder School District consistently evaluates student performance data and has provided evidence of improvement in several groups namely Hispanics and Asian-Pac. Other Special population groups are still in need of assistance in reaching for desired outcomes. The male population has made progress over last year (up 3%). |
| Question 3: Strategy | <p>We have purchased and are implementing the Credit Recovery Program from Granite School District at all of our secondary schools. This program will assist our students in increasing their skills in Language Arts.</p> <p>Teachers at all of our secondary schools will meet twice monthly to participate in collaborative professional development activities designed to reconstitute the core and implement effective reading and writing strategies.</p> <p>Weekly students at Box Elder High School are given a school wide writing prompt to increase proficiency in the written language.</p> |
| Question 4: Action Steps | <p>Each secondary school will assign a coordinator responsible for the implementation of the Credit Recovery Program. This includes recruiting teachers & paraprofessionals to facilitate, solicit student participation, and track data.</p> <p>Our secondary teachers will meet both as departments and across departments twice each month during the late start time to examine the standards and objectives in each core, reconstitute those standards and objectives so they are measurable, and prioritized. Literacy will be the focus for the year.</p> <p>The secondary schools will provide an advisory period where students will receive academic assistance in small groups and individually with an emphasis on literacy. This includes a school wide weekly writing prompt at one of our high schools.</p> |
| Other Comments: | |

1S2 Academic Achievement – Math. Percent of concentrators who have met the proficient or advanced level on either the Algebra or Geometry core test grades 10-12.

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| Question 1: Accuracy and Completeness | USOE Data sources appear to be reliable and consistent with District data. Box Elder School District has a sound mechanism for collection and reviewing student performance data. |
| Question 2: Results | 49.37% of this population met the proficient or advanced level on the designated State Core Test. (Target 55.34%) Are male and female populations groups score similarly on this target but we have observed a 3 year decline with our male population. The students who attend Bear River High School are scoring higher on this target than those who attend Box Elder High School. |
| Question 3: Strategy | <p>We have purchased and are implementing the Credit Recovery Program from Granite School District at all of our secondary schools. This program will assist our students in increasing their skills in math.</p> <p>Develop a team taught Algebra I course that involves our CTE teachers in an effort to help students gain an applied knowledge of the math skills they are being taught.</p> <p>Develop a team taught math remediation program that will be taught in the summer to prepare at-risk students for their tenth grade math course</p> |
| Question 4: Action Steps | <p>Work with building administrators to identify qualified/eligible core and CTE teachers to assist with Math remediation that will be held during the after school Credit Recovery Program and summer school.</p> <p>Collect and analyze data from all math 8th and 9th grade CRT test to help identify at risk students that would benefit from participating in this program. Have counselors assist with student enrollment in the summer program.</p> |
| Other Comments: | |

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| 2S1 Skill Attainment. Percent of concentrators passing a skill test for one of the required foundation courses in the Program of Study of concentration. | |
| Question 1: Accuracy and Completeness | USOE Data sources appear to be reliable and consistent with District data. Box Elder School District has a sound mechanism for collection and reviewing student performance data. |
| Question 2: Results | 71.87% of this population met the target criteria of concentrators passing a skills test in area of concentration (Target 75.03%). Even though we are not at the target for this indicator, we saw 1.8% increase with more dramatic increases in are male population, over |

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| | 3%. |
| Question 3: Strategy | Provide support and guidance to our CTE teachers to assist with the state skills testing, including training. Provide a financial incentive to programs based on the number of students demonstrating substantial achievement on the appropriate skills tests. |
| Question 4: Action Steps | Hire and train a skills testing coordinator at each secondary school who will assist CTE teachers with the administration of the skills tests. During our CTE teacher collaboration meeting teachers will be informed that they will receive additional funds for their program based on how many students score substantial on the skills test. |
| Other Comments: | |

3S1 High School Completion. Percent of concentrators attaining a high school diploma or a GED.

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| Question 1: Accuracy and Completeness | USOE Data sources appear to be reliable and consistent with District data. Box Elder School District has a sound mechanism for collection and reviewing student performance data. |
| Question 2: Results | 99.54% of this population met the target criteria of concentrators of attaining a high school diploma, or a GED (baseline being used as the target = 95.1%). Box Elder School District consistently evaluates student performance data and has determined that the Native American, Asian/Pacific Islander, Hispanic, Disabled, and LEP populations, exhibit the greatest need of assistance in reaching desired outcomes. |
| Question 3: Strategy | Identify students at-risk of not graduating and the specific subject areas in which minimum proficiencies are not being achieved. Currently this population is primarily composed of females. Special consideration will also be given to the Hispanic and disadvantaged populations. A focus on student retention is key to graduation success. We have purchased and are implementing the Credit Recovery Program from Granite School District at all of our secondary schools. This program will assist our students in recovery credit they have failed, thus increasing the probability that they will graduate. |

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| <p>Question 4: Action Steps</p> | <p>Implement integrated curricular strategies to help students with options that encourage graduation goals.</p> <p>Implement local career pathways to encourage student graduation goals.</p> <p>Utilize the SEOP process to ensure that students are aware of their graduation status and provided with guidance regarding the options for remediating lost credit in a timely manner.</p> <p>Devise early detection strategies for identifying students with substandard performance and methods for meeting their educational needs.</p> <p>Devise early detection strategies for identifying students that are at risk for dropping out of school.</p> <p>Utilize and support paraprofessionals who assist with special needs populations.</p> |
| <p>Other Comments:</p> | |

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| <p>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</p> | |
| <p>Question 1: Accuracy and Completeness</p> | <p>USOE Data sources appear to be reliable and consistent with District data. Box Elder School District has a sound mechanism for collection and reviewing student performance data.</p> |
| <p>Question 2: Results</p> | <p>94.34% of this population met the target criteria of completers who were employed or participating in postsecondary education (Target 92.36%). Box Elder School District consistently evaluates student performance data and has determined that the Asian/Pacific Islander, Hispanic, Disabled, Economic, and LEP populations, exhibit the greatest need of assistance in reaching desired outcomes.</p> |
| <p>Question 3: Strategy</p> | <p>Identify students, subject areas and Pathways that exhibit deficiencies in meeting the state standards and target.</p> <p>We have purchased and are implementing the Credit Recovery Program from Granite School District at all of our secondary schools. This</p> |

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| | <p>program will assist our students in recovery credit that they have lost due to failed course, thus increasing the probability that they will graduate.</p> |
| <p>Question 4: Action Steps</p> | <p>Implement integrated curricular strategies to help students with options that encourage graduation goals.</p> <p>Implement local career pathways to encourage student graduation goals.</p> <p>Utilize the SEOP process to ensure that students are aware of their graduation status and provided with guidance regarding the options for remediating lost credit in a timely manner.</p> <p>Devise early detection strategies for identifying students with substandard performance and methods for meeting their educational needs.</p> <p>Devise early detection strategies for identifying students that are at risk for dropping out of school.</p> <p>Utilize and support paraprofessionals who assist with special needs populations.</p> |
| <p>Other Comments:</p> | |

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

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| <p>Question 1: Accuracy and Completeness</p> | <p>USOE Data sources appear to be reliable and consistent with District data. Box Elder School District has a sound mechanism for collection and reviewing student performance data.</p> |
| <p>Question 2: Results</p> | <p>68.95% of this population met the target criteria of completers who were employed or participating in postsecondary education (baseline being used as Target = 68.16%). Box Elder School District consistently evaluates student performance data and has determined that the Native American, Asian/Pacific Islander, disabled, and LEP populations, exhibit the greatest need of assistance in reaching desired outcomes.</p> |
| <p>Question 3: Strategy</p> | <p>Increase the number of students who we have social security numbers for our CTE concentrators so we can get accurate data for this indicator by utilizing available resources and systems in the school.</p> |

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| Question 4: Action Steps | Have our skills testing coordinators help collect and record social security numbers for our CTE students |
| Other Comments: | |

| 6S1 Non-trad Participants. Percent of non-trad participants enrolled in non-trad programs. | |
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| Question 1: Accuracy and Completeness | USOE Data sources appear to be reliable and consistent with District data. Box Elder School District has a sound mechanism for collection and reviewing student performance data. |
| Question 2: Results | 31.22% of this population did not meet the target criteria of completers who were employed or participating in postsecondary education (baseline being used as Target 32.71%). We have noticed nearly a 50% reduction in our male population for this indicator from last year. |
| Question 3: Strategy | Collect and use data to identify students with non-traditional interests. Provide opportunities for students to receive core credit for selected CTE course work. Provide opportunities for nontraditional students to receive CTE credit to apply towards graduation requirements. Create opportunities for nontraditional student to gain work experience and receive graduation credit. |
| Question 4: Action Steps | <p>Send all of our 7th grade students to the regional Career Day event to support the Intro to CTE course curriculum. We will also send our high school students to this event.</p> <p>Utilize the SEOP process to exam surveys and interest inventories during our student's secondary experience and provide appropriate counseling resources to support student choices.</p> <p>Continue to provide curriculum that exposes students to diverse career options. Implementation of the Career Pathways program to help guide and focus students towards specific careers and interested technical training.</p> <p>Develop CTE program promotioal materials including posters and door hangers that display nontraditional students participating in our CTE programs.</p> <p>Continue a summer Work Base Learning program for nontraditional student to receive CTE graduation credit.</p> |

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| Other Comments: | |
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| 6S2 Non-trad Completers. Percent of non-trad completers of non-trad programs. | |
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| Question 1: Accuracy and Completeness | USOE Data sources appear to be reliable and consistent with District data. Box Elder School District has a sound mechanism for collection and reviewing student performance data. |
| Question 2: Results | 19.72% of this population met the target criteria of completers who were employed or participating in postsecondary education (Baseline being used as Target = 24.97%). Out of 105 denominator 0 of our males met this indicator for the current year. |
| Question 3: Strategy | Provide resources to support SEOP and pathways development for all students. Students are also provided with opportunities for participation in off and on campus educational and leadership CTE activities. |
| Question 4: Action Steps | <p>Continue to provide funding and other support for our CTSO's.</p> <p>Continue to provide curriculum that exposes students to diverse career options.</p> <p>Develop extensive career pathways and guidance resources for students, parents, and counselors to utilize in designing effective SEOPs.</p> <p>Involvement of CTE teacher to aid in SEOP conferences to encourage both traditional and nontraditional students to register for courses they might otherwise be apprehensive to enroll in.</p> <p>Organize CTE tours for middle school age students exposing them to the CTE opportunities that are available at the high Schools.</p> |
| 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).

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

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

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

3P1 Retained. Percent of concentrators retained in post-secondary (transferred to another 1, 2, or 4 year program).

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

4P1 Placement. Percent of completers who are in military, apprenticeship programs, or employment, during 2nd quarter after leaving post-secondary education during the reporting year.

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

5P1 Non-trad Participants. Percent of non-trad participants in non-trad programs.

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

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

SECTION 03: LOCAL PLAN NARRATIVE

Local plan for Career and Technical Education Programs. Sec. 134 – LOCAL PLAN REQUIRED - Any eligible recipient desiring financial assistance under this part shall, in accordance with the

requirements established by the eligible agency, submit a local plan to the eligible agency. Such local plan shall cover the same period of time applicable to the State plan submitted under section 122. This Local Plan Guide includes the key activities and strategies to accomplish its local Perkins plan and student achievement goals.

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

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

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

Same as last year? Yes

New Narrative: Box Elder School District has provided extensive support with Perkins funds to students at risk and special populations by supporting academic improvement programs for students in CTE programs. We will implement team taught math/CTE classes for our 10th grade students including a summer remediation program in an effort to bring relevancy to our math curriculum. The focus of these funds have been, and will continue to be for support of integrated curriculum, improvement resources, and support to students in economically disadvantage areas of our district. This program supports CTE opportunities for students in two necessarily existent small schools, along with the major needs of most of our students and special populations. The program is supported by, and coordinated with other School District initiatives designed to help improve academic success of students.

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

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

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

Same as last year? Yes

New Narrative: Box Elder School District is in consortium with the other districts in the Bear River Region Career Pathways Implementation Plan. The development and implementation of new career pathways will be a primary focus. Effort will be made to develop the Horticulture Science & Management career pathway through investments in greenhouses and related tools and equipment.

C. How recipient will develop, improve, or expand use of technology in CTE, which may include

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

Same as last year? Yes

New Narrative: Box Elder School District will develop, improve, and expand the use of technology by providing regular inservice opportunities and incentives to teachers through State, local, and private trainings and internships. State and local resources will be utilized to implement more integrated curriculum and provide necessary inservice for teachers to successfully deliver these programs.

The nature of technology continues to force us to review program effectiveness and status. We continue to upgrade program technology needs based upon industry standards and revamp or replace programs that do not meet the needs of students and their futures. Box Elder School District faculty and administrators are encouraged to participate in their Professional Organizations to collaborate with other professionals and to enhance their skills, knowledge and content area.

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

Same as last year? Yes

New Narrative: The criteria for maintenance, improvement, and development of CTE programs in Box Elder School District is:

Ability to help students develop design and problem-solving skills.

Validate, apply, and strengthen academic skills.

Explore and develop skills with current and future technologies.

Explore and prepare for career opportunities, especially local opportunities.

Develop confidence and leadership skills in students.

Develop marketable skills.

Provide articulation with post-secondary training opportunities, internships, apprenticeships, etc. through the Work Base Learning opportunities and local business articulation. Through the implementation of summer WBL opportunities students will have the opportunity to earn high school graduation credit as well as a more meaningful full time work base learning experience.

Provide qualified and effective instruction.

Consider student needs and interests.

E. How recipient will assist Career and Technical Student Organizations (CTSOs). Sec 135(c)(5)

Currently all secondary school districts contribute funding to the statewide CTSO program. Use this section to describe what will be done locally by post-secondary institutions, or secondary districts in addition to this statewide project.

Same as last year? Yes

New Narrative: Box Elder School District currently supports student & Advisor participation in local, state, and national in FFA, FBLA, Skills USA and FCCLA activities. We will continue to support these activities through a combination of Perkins and other funds. Box Elder School District also makes an effort to support CTSO activities that are sponsored by post-secondary institutions.

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

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

1. How will funds be made available to address performance gaps, strategies and action steps described in section 2?
2. How will resources of people, time, and money be focused around student achievement goals?
3. How will equipment purchases be tied to improving student performance?

CTE Activities Narrative:

Same as last year? Yes

New Narrative: Local coordinators have been appointed to each of the two CTE cones.

These individuals will monitor achievement toward performance targets and program status. The District will continue to support career and CTE exploration curricula and activities, comprehensive guidance goals, integrated curriculum remediation resources, and professional development activities designed to support student success in CTE programs.

In addition to support of existing programs, the District will initiate a curricular audit of CTE courses that may meet State core graduation requirements. We are also attempting to connect more of our CTE courses to general education concurrent enrollment classes. This will encourage diverse student interest in CTE programs and broaden opportunities for students to succeed in academic and CTE studies.

(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? Yes

New Narrative: Through programs offered in Box Elder School District and through the Bridgerland Applied Technology College, students can participate in an extensive array of courses in all CTE program areas. However, we have identified several areas of student interest and local industry need that we will address in the future. Specifically, there are interests and needs in the construction trades, engineering technology, biotechnology, Horticulture Science and Management and marketing related fields.

Effective implementation of career pathways ie, Business Management, Automotive Service Technician, Horticulture Science and Management and Drafting/CAD and ongoing emphasis on effective SEOPs will help students recognize the need for strong core academic skills in their future career interests. For example, many of our drafting students are interested in engineering related careers. Counselors and teachers are being provided with guidance materials to help students recognize the necessary math, science, and technical writing skills for the potential high-tech careers of the future. Counselors, with appropriate career guidance materials, can guide students in developing rigorous schedules with courses that provide the critical academic and CTE skills required for the future. Other than the pathways listed above, we are not implementating any additional pathways during the 2010/2011 school year. As of May of 2009 the pathways listed above have been fully implemented. Box Elder School District is comminted to maintaining proper certification in all of its CTE programs.

Box Elder School District is in cooperation with local businesses in identifying the need for skilled employees that also have a sound understanding of the core subject areas as in math, science and english.

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

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

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

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

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

Professional Development Narrative:

Same as last year? Yes

New Narrative: Box Elder School District provides regular opportunities for teachers, administrators, counselors, and others to expand and improve their understanding and skills in effective instruction. Emphasis has been, and will continue to be placed upon the use of technology, effective instructional strategies, performance target, needs of students and stakeholders, and integration and rigor of curriculum. Resources for professional development activities will continue to come from State, local, and private trainings and internships. Presently District and local administrators provide regular (monthly) professional development activities for their entire faculties on research-based instructional practices, i.e., Classroom Instruction that Works (Marzano, Pickering, and Pollock). Box Elder School District's professional development plan for 2010/2011 is to continue implement a standards based grading program in the secondary schools. Teachers will receive extensive training in this area in all content areas.

Box Elder School District has implemented a series of collaboration sessions for CTE teacher across the district to share and learn effective teaching strategies and curriculum with each other. Effort are also being made to expand the collaboration with teachers in the core subject areas, particularly mathematics. Future efforts may include providing funding or other incentives for CTE teachers to become certified in mathematics and other applicable core subjects.

Funding is provided for all CTE teachers to participate in their respective CTE conferences to acquire and enhance the specific skills needed to perform their responsibilities effectively. There are also opportunities for teachers to attend local and national training from Career Pathways conferences and the Washington Leadership Conference.

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

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

Stakeholder Involvement Narrative:

Same as last year? Yes

New Narrative: Currently, each secondary school in Box Elder School District has an active School Community Council, which includes representation from all of the above groups and stakeholders. Through input from our local advisory committees (industry members, parents, students, local school administrators and representation from Utah State University and Bridgerland Applied Technology College) this plan was developed. We enjoy tremendous community stakeholder support and recognize that this support is essential to the success of our CTE programs. However, regular organization, involvement, input, and support from CTE program advisory committees is inconsistent and needs extensive encouragement, support, and improvement. This is one of top priorities for the two CTE Coordinators. We will also commit appropriate resources to support the desired improvements and anticipate significant improvements in the following year. Other cooperating programs and activities include the Utah Career Days sponsored by Bridgerland Applied Technology College and the Box Elder County Career Fair that is coordinated at each of the two high schools.

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

This question is covered in the Assurances section

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

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

Evaluation and Improvement Narrative:

Same as last year? Yes

New Narrative: We will continue to support and utilize the USOE CTE Program Approval evaluation instruments in each of our programs.

We have committed personnel and resources to regularly monitor and report on progress toward performance targets and evaluate other data that reflects program performance and potential areas for improvement.

We regularly utilize data provided by USOE to compare trends and needs in CTE programs.

We provide incentives for students and teachers to regularly evaluate their performance in the State Skill Certification program.

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

Describe how the eligible recipient will-

(A) ensure equitable access to, and participation in, CTE programs for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>

(B) identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

(C) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and

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

Special Populations Narrative:

Same as last year? Yes

New Narrative: CTE personnel participate in the development of all IEPs for students with special needs to assure that equitable access is provided to CTE programs. The focus of hands-on skills and training is emphasized to help accommodate motivate and empower those with special technical abilities and academic challenges.

We have established and regularly review the process for transition of students with special needs between District CTE programs and the Bridgerland Applied Technology College.

In Box Elder County there are numerous high skilled, high wage employment opportunities for students that have participated in Box Elder School District CTE programs. The fields of manufacturing and engineering are in high demand for skilled workers. Some of these businesses include GEM manufacturing, Vulcraft/Nucor Steel, Autoliv, Malto-meal, ATK Thiokol, Proctor & Gamble and Hypercom engineering. With such a growing need many businesses provide training and educational incentives for those with economic challenges while others help to address the need for employee diversity to compliment their special needs.

Exceptional collaboration exists between CTE and Special Education departments assuring that reasonable accommodations and equitable access are provided to students with special needs. This collaboration also exists between each of the educational entities that provide services to our students

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

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

Non-discrimination Narrative:

Same as last year? Yes

New Narrative: Box Elder School District is committed to providing the best possible learning opportunities to all students and will not discriminate against any student, regardless of their status as a member of a special population. To prevent financial barriers for students we have implemented a standard student registration/class fee for every student regardless of which classes they take and fee waivers are available. Policy 5000 of the Box Elder School District policy manual is established to prevent discrimination of any student in a special population.

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

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

Non-traditional Narrative:

Same as last year? Yes

New Narrative: Box Elder School District provides quality curriculum to all 7th grade students through the Introduction to CTE course. This broad-based curricula deliberately exposes all students to multiple career fields and provides specific activities designed to help students investigate non-traditional CTE course and career options. Because the course is a full year in length, there is extensive interaction with guidance counselors who reinforce student interests and options.

Conduct surveys and interest inventories, of both students and parents, early in student's secondary experience and provide appropriate counseling resources to support student choices.

Develop resources and provide training and other assistance to counselors and teachers to help parents recognize traditional stereotypes and consider benefits of non-traditional opportunities for their students.

Continue to provide curriculum that exposes students to diverse career options.

Develop CTE program brochures to provide better information to students, parents, and counselors about diverse opportunities in CTE courses and potential careers.

Develop extensive career pathways and guidance resources for students, parents, teachers, and counselors to utilize in designing effective SEOPs and helping students to set appropriate career goals.

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

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

Career Guidance Narrative:

Same as last year? Yes

New Narrative: Box Elder School Board Policy requires that two individual SEOPs are held with every student between the 9th and 12th grades. We have determined that over 80% of the students throughout the District participate in three SEOPs. We continue to use Perkins funds to support counselors in professional development activities, developing effective SEOP resources, equipping career centers with multiple resources to support career awareness and exploration, post high school opportunities, job and placement opportunities, learning improvement resources and strategies, etc.

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

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

Recruitment and Retention Narrative:

Same as last year? Yes

New Narrative: This is a serious problem because of the overall lack of qualified teacher candidates. We will propose to the Box Elder School Board the use of funds, including Perkins funds, to create hiring incentives and/or extended contracts to encourage potential teachers to consider employment in the District.

We currently provide limited financial support to contracted teachers who are desirous or willing to expand their skills, certifications and endorsements, or diversify their options to teach courses in other programs.

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:

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

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| If unable to comply, please explain: |
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(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:

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

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| If unable to comply, please explain: |
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(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:

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

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| If unable to comply, please explain: |
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(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 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.

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

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

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| If unable to comply, please explain: |
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(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:

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

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| If unable to comply, please explain: |
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(12) Assurance – Nonprofit private school participation in CTE programs

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

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

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

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| If unable to comply, please explain: |
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(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

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

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| 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:

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

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| 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:

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

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| 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: Box Elder School District

NAME AND TITLE OF CTE DIRECTOR: Darin Nielsen, CTE Director

DATE: May 3, 2010