

**Perkins Local Plan (PLP) Template – POST SECONDARY
Recipient Institution or LEA:**

Institution: Tooele Applied Technology College

FY17

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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 Sharepoint 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 Sharepoint Step 1 for 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

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

Question 1: Accuracy and Completeness	The data shows an increase of 38.28% for TATC over last year. The data appears to be accurate and thus we accept it.
Question 2: Results	Upon analysis of the data we conclude that TATC is 79.24% above the target.
Question 3: Strategy	Continue to stress the importance of industry level certifications and encourage students to enroll in programs leading to state licensure and/or industry certification.

Question 4: Action Steps	Further identify and update applicable industry certification tests and licenses and incorporate them into TATC's programs. Additional offerings in CMRT certification has been added for our Industrial Maintenance students, as well as MTA certification for out IT students.
Other Comments:	

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

Question 1: Accuracy and Completeness	The data shows an increase of 17.70% for TATC over last year. The data appears to be accurate and thus we accept it.
Question 2: Results	Upon analysis of the data we conclude that TATC is 55.82% above the target.
Question 3: Strategy	Continue to develop an on-boarding program where students feel part of the College and knowledgeable on their chosen program and how they can set goals towards a successful completion.
Question 4: Action Steps	Continue case management progress tracking and counseling, personalized new student orientation sessions, pro-active risk intervention and mentorships. Connect students to other new students and peer mentors, assist with issues, provide support and encouragement.
Other Comments:	

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

Question 1: Accuracy and Completeness	The data shows a decrease of 21.13% for TATC in the past year. The data appears to be accurate and thus we accept it.
Question 2: Results	Upon analysis of the data we conclude that TATC is 35.07% above the target.
Question 3: Strategy	Encourage employers to support continued training of students who are hired prior to completion. Target support and services to students who are not able to complete their program.
Question 4: Action Steps	Further develop articulation agreement with higher education partners.

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

Question 1: Accuracy and Completeness	The data shows a decrease of 2.30% for TATC over last year. The data appears to be accurate and thus we accept it.
Question 2: Results	Upon analysis of the data we conclude that TATC is 15.42% below the target.
Question 3: Strategy	Continue to work with sponsoring agencies to match their client's goals to appropriate training programs. Many students may complete, but do not have the desire to work in field.
Question 4: Action Steps	Engage the Student Development Coordinator with sponsoring agencies to form an educational training plan that meets the students training and employment goals.
Other Comments:	

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

Question 1: Accuracy and Completeness	The data shows a decrease of 1.78% for TATC over last year. The data appears to be accurate and thus we accept it.
Question 2: Results	Non-Traditional participation at TATC was 1.35% below the target.
Question 3: Strategy	Promote the benefits of being a non-traditional student and the advantages they will have in employment. Emphasize certain skill sets they bring to the employer and the increased employment opportunities.
Question 4: Action Steps	Gear marketing material and enrollment advice to highlight the advantages of non-traditional program placement.
Other Comments:	

5P2 Non-trad Completers. Percent of non-trad completers of non-trad programs.	
Question 1: Accuracy and Completeness	The data shows a decrease of 3.59% for TATC over last year. The data appears to be accurate and thus we accept it.
Question 2: Results	Non-Traditional Completer rate at TATC is 7.02% below the target.
Question 3: Strategy	Increase targeted support and services to all non-traditional students while enrolled to complete their programs.
Question 4: Action Steps	Utilize Student Development Coordinator to work with faculty of non-traditional students to develop an awareness of particular risks associated with non-traditional participation. Work to address risks in an early and proactive manner.
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

Academic competencies and occupational skills are integrated into all UCAT and campus programs. The Council on Occupational Education (COE), which accredits all UCAT campuses, assures that the academic skills required for specific employment are fully provided for and integrated into the curriculum of each program.

Most certificate programs that are the equivalent of an academic year (900 clock hours or more in length) contain academic instruction in computer literacy, computation, communications, and human relations. These courses include computer literacy, math, workplace relations, and job seeking skills and total 240 hours of related academic instruction. Many programs include additional programmatic math requirements as well. In addition, the College takes an integrated approach to related academic instruction and promotes the inclusion of occupationally-specific computation, communications, and human relations elements within the technical courses. This method helps provide for a well-rounded student who is prepared for the dynamic changes found in a technology-driven workplace.

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. Develop 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

TATC is an active participant with the local school district and higher education partner. We are continually developing and improving pathways for all related programs between Tooele County School District (TCSD), TATC and Utah State University. TATC currently has pathways developed for all programs offered at the institution. We have seen an increase of 80% year-to-date in secondary enrollment.

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: Working with TATC's curriculum developer, Service Industry, Manufacturing and Basic Skill Development faculty have implemented web-based curriculum modules that provide a more robust learning platform.

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

Each year administration, staff and faculty take recommendations from each program's employer advisory committee to develop new CTE programs and modify existing CTE programs to meet the needs of local employers.

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

TATC supports SkillsUSA competitions.

(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? Same as last year? Yes

1. UCAT continues to provide facilitation, coordination and oversight to the campuses to meet specific campus needs underlying section 2, such as strengthening placement tracking and follow-up to ensure all relevant data is captured; providing additional career and learning resources to support students; planning, coordinating and participating in non-traditional career activities for under-represented populations, etc. Consortium members have collaborated on the Local Plan wherein specific improvement strategies and action steps are outlined, such as program development, updated program equipment, assessment, supportive services, and placement assistance. Funds from this grant will be provided to each campus to implement the strategies in accordance with the Consortium Local Plan.
2. It is the mission of UCAT Consortium campuses to meet student and employer needs for technical education in each region and in the state. In addition to Perkins data, UCAT establishes and tracks key measures of student achievement, including certification/licensure, completion, and placement. A concerted and collaborative

effort between faculty, enrollment advisors, academic counselors, diversity, assessment, placement, and career services personnel at each campus and between campuses takes place to assure that steps towards meeting student achievement measures are being met. Results of these measures are reported to both internal and external stake holders.

3. Campus faculty working with area employers identify equipment needs for each program. Supplying up-to-date equipment provides students with the hands-on experience necessary to successfully complete programs, obtain any available industry based certification, and secure employment.

(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)

Provide an update which describes the CTE activities you are undertaking to increase the availability of Programs of Study to the students in your schools, where appropriate.

(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

Each UCAT Consortium member campus offers several Certificates of Completion and Certificates of Proficiency which have been approved by the Utah College of Applied Technology Board of Trustees for financial aid eligibility and are state recognized programs of study.

(A) As stated, each UCAT campus offers the appropriate courses of several of the CTE programs of study described in the State Perkins Plan.

(B-D) UCAT Consortium campuses are full participants in offering the CTE Pathways addressed in the State Plan. UCAT Consortium campuses will maintain and evaluate their existing pathways, and will develop new pathway programs and agreements during the course of each year.

(E) UCAT, through its eight regional campuses, has a specific statutory mission to provide CTE training for secondary students. Campuses participate actively at the regional level to work with high school counselors, district administrators, and faculty encouraging enrollment in CTE programs which include core academic subjects. Secondary students are shown the extended career pathways so they can set high goals for their career. Instructors and counselors encourage students to take more challenging courses so they can advance in their chosen occupational choices. Utah has recently changed state standards to require more rigorous academic coursework for graduation from high school. CTE instructors and counselors advise students on career appropriate choices in these areas.

(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

Professional development opportunities are provided by the regional UCAT campuses for faculty, counselors, and staff. Faculty are selected, retained, and promoted primarily on the basis of evidence of appropriate levels of technical knowledge and skills, related industry experience, and effective teaching and training. Faculty and staff develop annual professional development plans in concert with their supervisor. Professional technical education courses are provided in-house to assist all faculty to gain or improve their teaching and curriculum development skills. In addition to these courses, campuses involve new faculty members in mentoring processes. Regular inservices are held for faculty and staff to provide up-to-date skills to meet the needs of students.

Most campuses will develop or improve faculty orientation programs, which are vital in providing industry practitioners who are hired as full-time or adjunct faculty with the skills and methods needed to effectively transmit their already-proficient technical skills to students effectively. Campus orientation and inservice programs also improve teachers' understanding of and ability to facilitate completion, academic attainment, and placement.

UCAT also provides professional development throughout the state by organizing annual or semiannual UCAT professional development workshops, wherein faculty and staff from each of the campuses will meet together in discipline- or job-specific forums to share best practices and be updated by business and industry practitioners.

(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

Stakeholders are involved at the campus level in the development, implementation and evaluation of CTE programs through the strategic planning process required by accrediting organizations, through the use of employer advisory committees for each CTE program of study and through the use of statewide faculty workgroups that evaluate curriculum materials on a program by program basis annually. All of the different stakeholders listed above are included in these various processes to evaluate and revise curriculum materials and to be informed about CTE programs.

(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

Campus performance and improvement is evaluated through reporting, review, and audit of enrollment; membership hours; completion, placement, and licensure outcomes; secondary student access; and other critical measures through the UCAT annual reporting process. Campuses are accredited by the Council on Occupational Education, which provides periodic self-study and external site visits based on rigorous quality criteria, and which also requires an annual reporting of enrollment, completion, placement, and licensure specific to each program that is benchmarked to national metrics.

(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

Each campus addresses each of the outlined elements of addressing the needs of special populations. For example, several of the campuses employ counselors who provide direct service and tracking for disadvantaged students and focuses on special populations, including recruitment, assessment, supportive services, and placement.

The UCAT Consortium will monitor the implementation and results of each improvement strategy as outlined in the improvement plan. Statewide UCAT forums exist for campuses to review data and share best practices and goals in UCAT faculty and staff development conferences and committee meetings.

(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

UCAT Consortium campuses are fully committed to assure non-discrimination against members of special populations. Campuses provide and enforce statements of non-discrimination in their catalogs, recruiting materials, registration forms, syllabi, and other materials. Many campuses, where resources allow, have identified diversity officers to encourage participation of special populations and to remove barriers to participation, completion, and placement.

(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

As indicated in the data/improvement section, UCAT Consortium campuses will work to assure participation and preparation for non-traditional fields is encouraged, with focus on campuses, programs, and subgroups below the target levels. Best practices will be shared and implemented, and accountability assured.

(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

All campuses emphasize the critical role of faculty in mentoring, guiding, and advising students in CTE programs. Campuses maintain close working relationships with regional school districts, high schools, and other higher education institutions to assure students are provided opportunities and encouragement for future education and training opportunities. Resources are provided for counseling remediation where students have a need to succeed in their technical programs. Where resources are available, campuses retain guidance counselors to assist students.

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

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

Recruitment and Retention Narrative:

Same as last year? Yes

UCAT campuses have a long and dedicated history of recruiting and developing faculty from business and industry, and exercise preference for industry practitioners in filling teaching positions. Regular efforts are made to align salaries and benefits in such a way as to facilitate participation of industry-experienced faculty.

SECTION 04: ASSURANCES

(1) Assurance – LEA eligibility

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

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

LEA eligibility Assurances

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

If unable to comply, please explain:

(2) Assurance – LEA adoption and approval of plan

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

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

LEA adoption and approval of plan Assurances

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

If unable to comply, please explain:

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

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

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

Perkins Program Assurances

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

If unable to comply, please explain:

(4) Assurance – Limitation for Certain Students

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

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

Limitation for students prior to the seventh grade Assurances

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

If unable to comply, please explain:

(5) Assurance – Size, Scope and Quality

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

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

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

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

Size, Scope and Quality Assurances

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

If unable to comply, please explain:

(6) Assurance – Compliance with the Law

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

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

Compliance with the Law Assurance

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

If unable to comply, please explain:

(7) Assurance – Equipment

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

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

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

Optional: List Other Workplaces

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

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

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

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

If unable to comply, please explain:

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

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

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

CTE Programs Assurance

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

If unable to comply, please explain:

(13) Assurance – Supplanting

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

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

Supplanting Assurance

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

If unable to comply, please explain:

(14) Assurance – Meeting needs of special populations

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

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

Special Populations Assurance

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

If unable to comply, please explain:

(15) Assurance – Non-discrimination

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

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

Non-discrimination Assurance

Yes, I do so certify.

No, I do not so certify.

If unable to comply, please explain:

SECTION 05: CERTIFICATION

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

NAME OF RECIPIENT

Tooele Applied Technology College

NAME AND TITLE OF CTE DIRECTOR

Ellen Lange-Christenson, VP of Student Services and Marketing (Perkins Coordinator)

DATE

June 1, 2016