

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

Institution: Davis Technical College

FY18

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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 FY 2016 data appears to be accurate and complete.
Question 2: Results	The College achieved 85% of concentrators passing technical skills assessment against a target of 47.15%.
Question 3: Strategy	same as last year
Question 4: Action Steps	continue to encourage skill assessment participation.
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 FY 2016 data appears to be accurate and complete.
Question 2: Results	The College achieved an 89.27% of concentrators who completed their program and received a credential against a target of 76.77%.
Question 3: Strategy	same as last year
Question 4: Action Steps	continue as outlined last year
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 FY 2016 data appears to be accurate and complete.
Question 2: Results	The College achieved an 75.73% retention rate against a goal of 25.5%.
Question 3: Strategy	same as last year
Question 4: Action Steps	A drop in retention rates (from 82.56%) raises some concerns. However, good economic factors will sometimes result in students obtaining employment rather than continuing their education. We will continue to closely monitor this indicator.
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.	
Question 1: Accuracy and Completeness	The FY 2016 data appears to be accurate and complete.
Question 2: Results	The College achieved a 40.57% placement rate against a goal of 46.4% failing to meet this measure at a minimum of 90%.
Question 3: Strategy	The DTC will continue to utilize the strategy defined last year.
Question 4: Action Steps	Same as last year.
Other Comments:	We strive to meet placement standards as defined by our accrediting agency and are consistently able to meet those requirements. We believe that some deficiencies could be the result of the DWS Match data process and the timing of that match. Because we cannot monitor this process over time we can only hope the strategies we have defined will result in improved indicator outcomes next year.

5P1 Non-trad Participants. Percent of non-trad participants in non-trad programs.	
Question 1: Accuracy and Completeness	The FY 2016 data appears to be accurate and complete.
Question 2: Results	The College attained a non-traditional participation rate of 14.25% against a goal of 16.18%.
Question 3: Strategy	Same as last year.
Question 4: Action Steps	We will continue to follow the plan as identified last year. We did see a small improvement.
Other Comments:	

5P2 Non-trad Completers. Percent of non-trad completers of non-trad programs.	
Question 1: Accuracy and Completeness	The FY 2016 data appears to be accurate and complete.
Question 2: Results	The College achieved a 18.3% non-traditional completion rate against a target of 19.38% for a 90% success rate.
Question 3: Strategy	Same as last year
Question 4: Action Steps	Same as last year
Other Comments:	The College places an emphasis on program completion and job placement for all of its programs and students. We have some outstanding examples of non-traditional success in 2017.

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.

<p>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))</p> <p>Same as last year?</p> <p>Yes</p>
<p>B. Developing and implementing CTE Pathways. How recipient is implementing CTE pathways, including the following: (Sec 135(b)(2))</p> <p>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.</p> <ol style="list-style-type: none">1. Providing technical assistance on CTE Programs of Study to all high schools and post-secondary institutions.2. Developing and implementing regional articulation agreements.<ol style="list-style-type: none">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?

No. The DATC supports and continues to participate in the statewide and regional CTE Pathway Initiative. Course equivalency is evaluated annually by College instructors to develop agreements that ensure seamless transfer of secondary course work to the College and prevents the duplication of course work by secondary students. When secondary students enroll in a College program, instructors meet with each student to discuss their academic history. If it is determined that the College can waive course work, the student is asked to provide a transcript, which serves as prior learning assessment for course completion. Post-secondary agreements provide a complete pathway with opportunity for students to continue their education.

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

Same as last year?

No. The primary focus of the training in many College programs is preparing students to enter high-tech careers such as CNC Machining, Automation Technology, Plastic Injection Molding or any number of health careers. Each year the Employer Advisory Committees assigned to these programs meet and evaluate the currency of the curriculum and classroom equipment. Feedback from this evaluation is used by Administration to update the curriculum to include new technologies and to prioritize equipment purchases.

Additionally, the Training and Development Specialist continues to prepare and provide training to all College employees in the use of technology.

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

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?

No. The College has been (and continues to be) a strong advocate for Career and Technical Student Organizations in the region and state. Members of the faculty have taken leadership in recruiting and mentoring students as they participate in the Health Occupations Students of America and SkillsUSA organizations. The College Board of Directors fully supports sending outstanding students to national competitions as well.

The College sponsors a chapter of the National Technical Honor Society (NTHS) which serves to bring recognition to outstanding technical students and offers them scholarship and career opportunities. Students who have been inducted into the NTHS are recognized and honored at College graduation ceremonies and participate in service projects at the College.

(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

(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?

Program CIP Code
 Advanced Esthetician 120490
 Architectural and Engineering Design 151302
 Automation Technology 470303
 Automotive Technology 470604
 Business Administrative Services 520401
 Chairside Dental Hygiene Assistant (Secondary only) 510601
 CNC Machining 480501
 Composite Materials Technology 141801
 Cosmetology 120401
 Culinary Arts 120505
 Cybersecurity 110201
 Dental Assisting 510601
 Diesel/Heavy-Duty Technology 470605
 Digital Media Design 110801
 Electrician Apprentice 460302
 Emergency Medical Technician 510810
 Esthetician 120409
 Firefighter 430203
 Hair Designer 120401
 Health Information Technology 510707
 Heating and Air Conditioning 470201
 Medical Assistant 510801
 Motor Sports Technician 470606
 Nail Technician 120410
 Nurse Assistant 513902
 Pharmacy Technician 510805
 Plastic Injection Molding Technology 150607
 Plumbing Apprentice 460503
 Robotics 470303
 Software Development 110201
 Welding Technology 480508

(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 USBE, and other available consultants or services to enhance professional development opportunities.

Professional Development Narrative:

Same as last year? The Davis Technical College has a full-time professional developer who works with administration and faculty to create and deliver training to improve instructor performance. Some courses are developed on campus to address needs of large groups of the faculty and/or staff. If a specific employee requires training in a specific skill, the professional developer will assist in finding a commercially available course for that individual. Additionally, the professional developer organizes "mini-conference" style training events on Employee Development Days several times a year.

(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::

The DATC works collaboratively with a wide range of partners to achieve its mission.

Keeping with Utah Law, the Board of Directors for the College is comprised of community leaders, District School Board Members, and representatives of Utah Higher Education.

College administrators hold membership and participate with a number of local civic and community agencies.

In addition, College Executives meet regularly with Weber State University, Davis and Morgan School Districts, and LDS Business College.

College administrators work closely with the Department of Workforce Services, the Department of Rehabilitation Services, and Safe Harbor Crisis Center.

Further, each program is mandated to operate an Employer Advisory Committees composed of industry professionals who visit the College twice annually to provide feedback to help programs meet current and predicted industry standards and to ensure program quality improvement. Major responsibilities of members include providing advisement and evaluation relating to the program, courses, equipment, materials, facilities, and the learning environment.

(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

(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

(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

(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? The College actively encourages students to enroll in non-traditional fields. Through direct recruitment, marketing and public relations efforts, students are given non-traditional role models and are encouraged to select non-traditional training options. The College Marketing department continues to be alert for opportunities to participate in similar conferences and seeks to show inclusion in marketing and recruiting materials wherever possible.

(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**

(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? All hiring at the College is coordinated through the Human Resources department to ensure that legal requirements are met. When recruiting for instructional positions, Program Directors frequently make contact with industry or trade groups related to the program for which they are recruiting. The applicant review and interview process gives strong consideration to a teaching candidate's relevant, non-instructional work experience. As a result, the majority of faculty come from trade or technical backgrounds rather than education.

The Instructional Systems Design Department provides assistance to instructors in curriculum development, review, and approval; assessment and rubric development; putting assessments online; development of learning materials; putting instruction and learning materials online; and development of program documentation including workbased learning, advisory committee, academic partnerships, industry certification and licensing, and classroom management materials.

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	
<input checked="" type="radio"/>	Yes, I do so certify.
<input type="radio"/>	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
<input checked="" type="radio"/> Yes, I do so certify.
<input type="radio"/> 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
<input checked="" type="radio"/> Yes, I do so certify.
<input type="radio"/> 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
<input checked="" type="radio"/> Yes, I do so certify.
<input type="radio"/> 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
<input checked="" type="radio"/> Yes, I do so certify.
<input type="radio"/> 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="radio"/> Yes, I do so certify.
<input type="radio"/> 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="radio"/> Yes, I do so certify.
<input type="radio"/> 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="radio"/> Yes, I do so certify.
<input type="radio"/> 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="radio"/>	Yes, I do so certify.
<input type="radio"/>	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	
<input checked="" type="radio"/>	Yes, I do so certify.
<input type="radio"/>	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
<input checked="" type="radio"/> Yes, I do so certify. <input type="radio"/> 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
<input checked="" type="radio"/> Yes, I do so certify. <input type="radio"/> 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
<input checked="" type="radio"/> Yes, I do so certify. <input type="radio"/> 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

Terri Stephens

Digitally signed by Terri Stephens
DN: cn=Terri Stephens, o=Davis Technical College, ou=Data Manager,
email=tlstephens@datc.edu, c=US
Date: 2017.06.02 14:32:32 -06'00'

NAME AND TITLE OF CTE DIRECTOR

Terri Stephens

Digitally signed by Terri Stephens
DN: cn=Terri Stephens, o=Davis Technical College, ou=Data Manager,
email=tlstephens@datc.edu, c=US
Date: 2017.06.02 14:32:45 -06'00'

DATE

05/31/2017

Print