

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

**Institution: Ogden-Weber Applied Technology College**

**FY16**

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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**

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**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**

<b>Provide the following information for each secondary or each post-secondary indicator</b>	
<b>Question 1: Discuss Accuracy and Completeness of Data</b> – Explain problems resulting in inaccurate or incomplete data and how these problems will be resolved. Consider the following: <ul style="list-style-type: none"> <li>▪ Local Perkins funds must be used if necessary to improve reporting and quality of data</li> </ul>	
<b>Question 2: Explain Results</b> – Describe issues and performance gaps based on thorough analysis of data. Consider the following, emphasizing results that do not meet targets. <ul style="list-style-type: none"> <li>▪ Performance trends and maintaining continuous improvement</li> <li>▪ Overall results</li> <li>▪ Results for special populations</li> <li>▪ Results for high schools or campuses</li> <li>▪ Results for individual programs</li> </ul>	
<b>Question 3: Explain Strategy</b> – Identify strategies to address performance gaps. Consider the following: <ul style="list-style-type: none"> <li>▪ Proven Practices</li> <li>▪ Scientifically-based research</li> <li>▪ How strategies will address the needs of special population students</li> </ul>	
<b>Question 4: Explain Action Steps</b> – List action steps to improve performance. Consider the following: <ul style="list-style-type: none"> <li>▪ Specific, achievable interventions</li> <li>▪ Measurable activities</li> </ul>	

<b>1P1 Skill Attainment.</b> 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 results appear to be accurate
Question 2: Results	Target met.

Question 3: Strategy	The college already has an exceptionally high pass rate for all programs with certifications, so continuing similar strategies in future years makes sense.
Question 4: Action Steps	Continue to promote the importance of certification examinations and their relevance to industry and employment. This is important to help students see the value of their technical education, and focusing on industry exams is another way to ensure the college's curriculum aligns with industry.
Other Comments:	The college's Employer Advisory Teams help us remain in touch with which certification exams are most important.

**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 results appear to be accurate
Question 2: Results	Target met.
Question 3: Strategy	The college has had a multi-year emphasis on retention and completion and the business plan for FY16 adds specific activities related to retention of students in the first 100 hours of a program when data show some students have difficulty transitioning to post-secondary, competency-based education. Tutors are being added right in the programs to help students with their academic work. The scholarship advisor will follow up with all students on scholarship throughout their program to make sure they are getting the support they need. The counselors will pilot a peer mentoring program.
Question 4: Action Steps	Counselors will meet students in their first two weeks and intervene specifically in the first 100 hours and a new evening person will follow-up with students who have exited the college. Tutors will be hired. The scholarship advisor will send emails and other communications to aid retention.
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 results appear to be accurate
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Question 2: Results	Target met.
Question 3: Strategy	Focus retention efforts on the first 100 hours of a student's program and on tutoring and mentoring throughout.
Question 4: Action Steps	Implement a completion initiative that provides incentives for students to finish certificates, holds students accountable for meeting institution progress standards, and experiments with a course-based model of instruction. Continue to assess and advise students before they enroll in programs to help them enroll in programs that will be the best fit. Utilize the student success center to help mentor students toward their completion and placement goals. This includes helping students find part-time work so they can stay in school.
Other Comments:	

<b>4P1 Placement. Percent of completers who are in military, apprenticeship programs, or employment, during 2<sup>nd</sup> quarter after leaving post-secondary education during the reporting year.</b>	
Question 1: Accuracy and Completeness	We are concerned that the Perkins placement rate is so much lower than the institution's accreditation rate, which is verified on a student-by-student basis. Our Perkins rate utilizing the DWS match was 45.54%, and the accreditation rate was over 90 percent. We believe the current DWS match process is not catching many students who were placed into related employment.
Question 2: Results	Target not met.
Question 3: Strategy	With very low unemployment and an accreditation placement rate of over 90%, the vast majority of students who complete a program are placed in related employment. We believe we are already meeting the highest placement standards and that we have a disconnect with what is actually being caught in the reporting process
Question 4: Action Steps	Our focus will be to work with UCAT and USOE to find additional ways to report students who have been placed, in order to meet the target. . We believe UCAT may have already written a new report, and we will work with the developers in the coming year to verify that.
Other Comments:	We are concerned about the data set that is used using the current statewide definitions for placement purposes. We've had conversations at a statewide level about this issue, and we understand that it's not practical or wise to change definitions

	<p>midstream. Nevertheless, we wanted to make a note of this issue. Ogden-Weber Tech College far exceeds the placement requirements set by our national accreditation agency. Compared to other CTE institutions nationwide, we have an exceptional placement rate. We are able to advertise that we have over 90 percent job placement rate using our accreditation standards. However, there are a number of factors that reduce our rate for Perkins purposes. Students who go to work for the Federal Government do not show in the DWS match. There are large employers in our area such as Hill Air Force Base and IRS that are therefore not counted as placements. Any student who goes into the military is not counted. Any student who leaves Utah for employment elsewhere is not counted. Any student who had a related job but then was not employed at the particular point in time that the DWS match occurred is not counted. It should be noted that we have a full-time person who follows up with students and documents their related placements, however many of these students are not counted in this report. In reality, the job market in Utah is very good and our students are finding employment. We are proud of our placement rate overall. This has always been the college's major focus, and is not an area that we currently have major concerns about. While improvements can always be made, we do not feel that the data here really tells the story of what is happening on our institution and with our students.</p>
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<b>5P1 Non-trad Participants. Percent of non-trad participants in non-trad programs.</b>	
Question 1: Accuracy and Completeness	The results appear to be accurate
Question 2: Results	Target not met. The college had an increase of 16.2% but because the target jumped from 10.69% to 21.14%, we did not meet it (Actual 12.09).
Question 3: Strategy	Focus on improving Diversity efforts on campus.
Question 4: Action Steps	Have the college's diversity coordinator and student recruitment specialist emphasize the value of women enrolling in nontraditional fields such as the trades, and in men beginning careers in healthcare, among other fields. Purchase assistive technologies as needed for students with disabilities, and pay for sign language interpreting. Increase up-front advising services to encourage students to consider non-traditional options. Monitor the college's publications for inclusion of diverse individuals in photographs. Hold workshops and campus for nontraditional students on campus. Participate in STEM expos and other events designed to increase

	interest by non-traditional students.
Other Comments:	We have requested to renegotiate the target which had been “forced” upward.

<b>5P2 Non-trad Completers. Percent of non-trad completers of non-trad programs.</b>	
Question 1: Accuracy and Completeness	The results appear to be accurate
Question 2: Results	Target not met. The college has had increases of over 10 percent each year the last three years, but the target jumped from 11.76 percent to 19% in a single year. (Actual 14.38). For this reason we have asked to renegotiate the target.
Question 3: Strategy	Implement student success initiative focusing on completion. Focus on improving Diversity and ADA efforts on campus.
Question 4: Action Steps	Focus on retention efforts in the first 100 hours of a student’s program, which will help all students. Have the college’s diversity coordinators be available to mentor non-traditional students. Purchase assistive technologies as needed, and pay for sign language interpreting. Hold workshops and campus for nontraditional students on campus including events hosted by the diversity council to help non-traditional students feel more engaged and welcome.
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? No. Updated.

Updated Narrative: As published on certificate and degree outlines, academic competencies and occupational skills are integrated into educational programs. Certificate of completion programs that are the equivalent of an academic year (900 clock hours or more in length) contain built-in required academic instruction in computer literacy, computation, communications, and human relations. These courses include computer literacy, math I, workplace relations, and job seeking skills. Many programs will include additional programmatic math requirements as well, and a shift is underway to teach more math directly within certain program areas to make it more relevant and engaging. This is based on the success seen in some College pilot programs. The college is expanding its math offerings.

In addition, this year the college is adding academic tutors who will be available to help students right in their programs.

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.

Most students are assessed in reading and math skills prior to entering a program to ensure they have the academic base to be successful. For those needing to increase reading skills, the college has My Foundations Lab available through the testing center (which receives Perkins funding). Testing center staff are available for technical assistance with this remediation.

Admission standards for each program are reviewed by employer advisory teams each year to ensure that individuals have the requisite skills to complete curriculum.

**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? No. Updated narrative:

Pathway development is one of the college's major business plan initiatives for FY16 which reads as follows:

- Increase outreach to students enrolled in current pathway courses at the high school. Identify students ready to transition to day, evening, or summer enrollment at the tech college.
- Develop additional pathways for information technology, health, and composites.
- Increase access to tech college courses delivered at high schools including addition of welding at Ogden High School, robotics course at Ben Lomond High School, and automated power technologies and developmental math at the Weber Innovation Center.
- Implement integrated tutoring services in program clusters to increase student retention to certificate completion.

In addition, the Ogden-Weber Applied Technology College is an active participant in Regional and statewide CTE Pathways initiatives. We are seeing success with the new Associate of Applied Science Degree offered by Weber State University, that articulates 900-hour programs from the tech college. New flyers and posters and publications have been developed, showing students about their pathway options (publications do not use Perkins dollars).

In addition to all this, the college has developed innovative new strategies with the Weber School District to show high school CTE teachers and students in a more specific way than ever before, how curriculum in the high school will count toward a tech college certificate. This promotes both the value of the secondary CTE courses as well as the tech college program. Success has already been shown with areas such as welding and this model is being introduced in other programmatic areas. Initial results of this initiative are that it is providing a better pathway with the secondary system than ever before.

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. Updated narrative.

Each year the OWATC conducts an annual employer evaluation of programs. Employers evaluate each program in the areas of program objectives, curriculum, facilities, equipment and learning environment. Feedback from these evaluations are used by program faculty and administrators to prepare curriculum and equipment updates to meet the current technology needs identified by area employers. As a result, students receive employer-driven content that better prepares them for immediate entry into technical careers. The active involvement of employer advisory teams for each program provides a resource for both faculty and students to gain exposure to relevant technological advances in each career field. This is the whole tech college model and if the equipment and curriculum do not reflect industry standards, students will not be placeable in employment and the college will not be able to maintain its accreditation standards for placement or the Perkins placement targets.

The college promotes a hands-on environment that mirrors the equipment, software, and

practices used in industry. In addition, most programs provide work-based learning opportunities in the form of cooperative work experience, internships, externships, and clinical practice. More programs have added this component in recent years, which we believe is making a difference in student readiness to enter the workplace.

The college also actively solicits donations from the community to ensure that its equipment remains up to date.

**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?

Same as last year? No. New narrative.

Virtually everything the college does is CTE, so developing and improving these courses and programs is of utmost importance. Based upon area employer feedback, the OWATC develops new CTE programs or modifies existing CTE programs to meet the economic needs of our region. All programs utilize employer advisory teams as part of a continuous improvement process to ensure programs meet the changing needs of our economy. In addition, the college performs annual student completion surveys and collects student feedback in many forms, which it uses to make continuous improvements. Comments are shared with faculty and staff to help with improvement efforts. The college also engages in intensive accreditation efforts that require written plans focused on meeting national standards and improving operations. The college also has a Kaizen suggestion system whereby students and employees can submit requests for improvements related to instruction or other services on campus and those requests receive responses and are posted on public boards. Recently, the college's data coordinator has utilized Tableau software to visually report and share better data about how we are doing than ever before. The results have been a wealth of information that is easy to understand and that can drive decisions. Finally, the college develops an annual business plan with stretch goals based on a long-term strategic vision. These efforts are reported to and critiqued by a board consisting of many business and industry leaders. All of these efforts support continuous improvement.

**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. Updated narrative.

SkillsUSA is the primary student organization at the OWATC for both secondary and post-secondary students and last year the college greatly expanded this effort, involving many more students. The College establishes a budget each year in support of student and faculty participation in region, state and national leadership training and skills competition. We host the region SkillsUSA competition, and many of the individual state competitions. Administrators and faculty are encouraged to participate in statewide and national SkillsUSA education and technical committees. Winners are recognized by the board, and the college provides scholarships to secondary award recipients. The college also participates in the National Technical Honor Society and is making a big production—in a good way—out of the nomination and recognition process. Students who have outstanding academic achievements and leadership skills are nominated by faculty, honored in a special ceremony with family and friends invited, receive

recognition at graduation and on their certificates. This promotes a culture of excellence, and helps students see themselves as high achievers. This change in mindset may be one of the most important results of these competitions and recognition activities.

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

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

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

**CTE Activities Narrative:**

Same as last year? No. Updated narrative:

1. All individuals who are funded by Perkins at the college have direct responsibility for Perkins outcomes and their individual goals next year reflect this purpose. Beyond that, the college's annual FY15 business plan has identified outreach to the Hispanic community as a #1 initiative. This is a disadvantaged population with traditionally lower completion rates than caucasian students, and typically lower income. The college is funding a new position (not Perkins) to help in this area. In addition, a ¾ time salaried job coach and a part-time job coach will work one-on-one with students in the student success center to help them with their job search. They also provide mentoring to help students be successful in a holistic way. It should be noted that not only are those who receive Perkins funding responsible for improving the gap in retention, but all employees on campus are being asked to focus on this goal whether their jobs are directly related or not.
2. The vast majority of the college's Perkins funding goes to support salaries for a few key individuals that support CTE efforts of faculty and help student success. The student success center staff will be funded ½ by perkins dollars next year. They help students prepare for and find employment. A portion of the ADA counselor's salary is paid by Perkins, although 100% of his effort is Perkins related. This counselor advises students toward completion, sets up ADA accommodations, and mediates between faculty and students when problems arise. Counselors are a critical piece in student retention and success. The scholarship advisor's hours were increased to full-time and this position made salaried, so the position is now ½ funded by Perkins. This decision was made after pilot activities toward retention yielded excellent results. We wanted to expand something that was working so well to help students stay in school. Her efforts have been in the form of helping students obtain needed resources, and also simply to encourage them when they are doing well or not so well. Finally, the Assessment Center coordinator is funded with Perkins dollars. This individual

has a master’s degree in counseling, so not only does the testing center help students explore interests, enroll in courses for which they are academically prepared, and get academic remediation where necessary, but this individual also counsels students about program fit up front. All of these activities promote completion and retention.

3. Any equipment purchased will support front-line services for individuals responsible for improving Perkins outcomes, or assistive technology for students with ADA disabilities. In the coming year we anticipate replacing computers in Enrollment, where students are provide one-on-one services to help them with an individualized schedule and answer many questions about programs and options.

**(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? No. Updated list and narrative:  
 High school students may attend the tech college tuition free while in high school. The college is expanding pathway partnerships in all programs, is expanding math programs for secondary students and is adding more opportunities for secondary students to attend a tech college program right in their high school. This is a major business plan initiative for the college in FY16.

Here is the programs of study list for FY16:

Department	Program/Certificate	FY 2016 Hours	CIP Code
<b>Business and Information Technology</b>			
Business	Business	1160	52.0401
Media Design	Computer Graphic Designer	1155	11.0801
	Web Development	1335	11.0801
Information Technology	Information Technology Networking	1335	11.0901
	Software Development	1335	11.0201
	Software Development Skills Upgrade	60	11.0201
Real Estate	Real Estate Agent - Pre Licensure	120	52.1501
<b>Construction Technology</b>			
Construction Technology	Construction Basics	220	46.0201
	Construction Technology Skills Upgrade	30	46.0201
	YouthBuild Construction Technology	570	46.0201
Drafting	Computer Aided Design Technology	1315	15.1302

	Computer Aided Design Technology Skills Upgrade	30	15.1302
Electrical	Communication Technician Apprentice Related Instruction JATC	540	46.0302
	Electrical Trades Preparation	600	46.0302
	Electrical Trades Skills Upgrade	8	46.0302
	Electrician Apprentice Related Instruction	845	46.0302
	Electrician Apprentice Related Instruction JATC	900	46.0302
	Sign Maker Apprentice Related Instruction	576	46.0302
HVAC/R	HVAC Technician Apprentice Related Instruction	740	47.0201
	HVAC Skills Upgrade	18	47.0201
	Sheet Metal Worker Apprentice Related Instruction	764	48.0506
	Sheet Metal Worker Apprentice Related Instruction JATC	998	48.0506
	Sheet Metal Worker Skills Upgrade	160	48.0506
Heavy Equipment Operator	Heavy Equipment Operator Apprentice Related Instruction	480	49.0202
Plumbing	Plumber Apprentice Related Instruction	810	46.0503
<b>Health Technology</b>			
Dental Occupations	Dental Assisting	1425	51.0601
Medical Assistant	Medical Assisting	1545	51.0801
	Clinical Laboratory Assistant	90	51.0801
	Radiology Practical Technician Skills Upgrade	119	51.0801
	Radiology Practical Technician Continuing Education	10	51.0801
Health Information Technology	Medical Coder	1040	51.0713
	Medical Coder Skills Upgrade	30	51.0713
	Medical Office Administration	910	51.0716
Nursing	Nursing Assistant	110	51.3902
	Practical Nursing	930	51.3901
Pharmacy Technician	Pharmacy Technician	600	51.0805
<b>Manufacturing Technology</b>			
Industrial Automated Maintenance	Industrial Automation Maintenance	1225	47.0303
	Industrial Automation Maintenance Skills Upgrade	30	47.0303
	Soldering Technician	280	47.0105
Non-Destructive Inspection	Non-Destructive Inspection	810	15.0702
	Non-Destructive Inspection Skills Upgrade	40	15.0702
Composites	Composites	710	14.1801
	Composites Skills Upgrade	12	14.1801
Machinist	Machinist Level I	900	48.0501
	Machinist Level II	1200	48.0501
	Machinist Level III	1575	48.0501
	Machinist Apprentice Related Instruction	720	48.0501
	Machinist Skills Upgrade	30	48.0501
Welding	Welder Production	780	48.0508
	Metal Fabricator	1360	48.0508

	Welder - Advanced	1695	48.0508
	Welder Skills Upgrade	30	48.0508
<b>Service Industry Technology</b>			
Cosmetology	Barbering	1000	12.0402
	Cosmetology	1600	12.0401
	Nail Technician	300	12.0401
	Nail Technician	20	12.0401
Culinary Arts	Culinary Arts	1105	12.0505
	Culinary Arts-Baking and Pastry	950	12.0501
Automotive	Automotive Technician - High School Exploration	405	47.0604
	Automotive Technician	1020	47.0604

**(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 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, and are required to obtain professional development each year. 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, new faculty members are involved in a year-long mentoring process. Regular inservices and webinars are offered by the Faculty Resource Center in a classroom specifically for that purpose. Student Services personnel attend trainings to stay abreast of laws, technologies, and techniques to better guide and assist diverse populations. Individuals responsible for data collection and reporting attend state Perkins meetings and receive state-level training. They also receive training from the college's accrediting agency. Faculty and staff also have the opportunity to attend statewide CTE conferences, a UCAT professional development conference, and the college's opening institute workshops.

**(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?

Same as last year? No. New narrative:

Everything the college does is with stakeholder involvement. We answer to employers and set a model for being employer driven. Each program has an active employer advisory team (EAT) comprised of representatives from current or former students, business/industry, agencies and/or labor organizations that review and provide direction for the program. The EAT is involved in an annual comprehensive evaluation of the program, review of three year plans and goals, and yearly performance. Students evaluate programs twice a year. Graduates of programs are also surveyed annually. The college has a Board of Directors consisting of representatives from the school districts, Weber State University, and business and industry leaders. Information about OWATC programs and services are available through the college web site, catalogues, brochures, flyers, newspaper articles, campus tours, outreach visits to schools, community agencies, and community events. Quarterly coordination meetings are held with secondary CTE staff, and annually with agency sponsors. Staff also regularly collaborate with Department of Workforce Services, Cottages of Hope and through the Chamber of Commerce. DWS now teaches workplace skills courses on our campus, Cottages of Hope teaches budgeting courses to all students who receive financial aid, we send a representative to meet with students there. The college is also involved with the local and state CTE organizations and collaborates with other tech college statewide. The college is an active partner with local municipalities and economic development agencies, particularly related to diversity initiatives.

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

This question is covered in the Assurances section

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

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

**Evaluation and Improvement Narrative:**

Same as last year? No. Updated narrative:

Of course evaluation of our progress is first done by reviewing the Perkins Performance measurements each year. Internal evaluation includes faculty and supervisor review, and program performance against outcome measures for membership, placement, certification, and completion. External evaluation includes employer advisory teams annual evaluation or program curriculum, facilities, equipment and learning environment; advisory council evaluation of student services, including delivery of services to special populations; and review of placement, licensure, and completion data submitted annually to the College's accrediting body. The college's accrediting body also makes periodic site visits to review the college's programs in person. The college utilizes customer satisfaction data to make improvements. This information/data is integrated back into programs for continuous improvement. Finally, the college prepares a long-term strategic plan and writes a new business plan with measurable outcomes each fiscal year. The new annual plan outlines pathway and retention initiatives for which the board will hold staff accountable.

**(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?

Same as last year? No, updated narrative:

As barriers are identified, the college adopts strategies to meet specific needs. The college provides remediation services, tutors, adaptive equipment for visually impaired, interpreters for hearing impaired, and equipment modifications as necessary as staffed by the institution's diversity/ADA manager and any agency that may be sponsoring the student. Counselors and a full-time pre-enrollment advisor are available to meet with students to assist in identifying barriers prior to enrollment as well as providing support and services throughout training. One counselor specializes in the ADA process, and the college's diversity specialist is charged with serving special populations and non-traditional students. Two diversity and outreach coordinators specialize in helping underrepresented and at-risk student populations. Faculty, counselors, and the diversity/ADA manager work with local school districts, agencies, and other sponsors to meet the needs of special population students. Special education, adult education, alternative high school programs, Division of Rehabilitation, Division of Workforce Services, Ogden-Weber Community Action Partnership, and Cottages of Hope (especially with their People Helping People program that mentors single mothers) are a few of the agencies which work with the college to support special population students. The Student Success Center also provides a welcoming environment for all students, including encouragement and mentoring. The college also has a veteran center and a diversity center to help 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? No, updated narrative:

Members of special populations have access to all all programs and servcies. The OWATC is committed to providing equal educational and employment opporutnities regardless fo sex, marital status or parental status, race, color, religion, age, national origin, and physical or mental handicap, unless it is a bona fide qualification, as required by Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 fo the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans With Disabilities Act. The college has policies that allow students to submit both formal and informal complaints in the event they feel they have been treated unfairly, harassed, or with any discrimination. Due process is required before student dismissal. The college has a designated compliance officer, two diversity coordinators, and an official diversity statement. Faculty and staff trainings are conducted periodically, and the college’s Student Assistance and Intervention Team meets regularly to coordinate various student issues that arise. The college is committed to recruiting and hiring employees with diverse backgrounds. Our diversity council helps faculty and staff become aware of diversity issues.

**(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?

Same as last year? No. Updated narrative:

Counselors, career center staff, and the diversity coordinators encourage and support enrollment in non-traditional programs during initial student meetings as well as throughout training. Assessments will be used to show students where they may have aptitudes in non-traditional programs they may not have considered. Pre-enrollment advising especially helps students learn of their non-traditional options. Students in non-traditional programs are highlighted in college publications, marketing promotions, and on student success stories. Outreach activites and open houses emphasize opportunities and benefits of non-traditional enrollment. Women in the trades events and STEM expos help create additional interest in non-traditional fields. The college’s outreach coordinators will also regularly speak about this message in the high schools and in the communtiy.

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

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

**Career Guidance Narrative:**

Same as last year? No, updated narrative provided.

Academic counselors are available for all current and prospective students. Prospective students are encouraged to meet with counselors to explore possibilities prior to enrolling. The college also has a full-time pre-enrollment advisor who does one-on-one tours and provides information about the campus. The FY16 budget will add another evening counselor to help with retention, and an evening pre-enrollment advisor for prospective students who are not available during the day. The college's assessment center is staffed by a coordinator with a master's degree in counseling to help students receive appropriate advisement and exploration opportunities before enrolling in a technical program. The college maintains a student success center that is staffed with staff that helps with job placement information, job interview skills, resume preparation, computers and a fax machine to assist job search and application processes. They conduct workshops and provide soft skills mentoring. Counseling and career center staff provide students with information regarding articulation and transfer options for students as well as advanced technical education training opportunities. Outreach also happens to high school counselors and CTE advisors to help them understand pathways between secondary programs and the tech college.

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

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

**Recruitment and Retention Narrative:**

Same as last year? No. Updated narrative:

The OWATC makes every effort to recruit and retain qualified faculty and counselors who have appropriate levels of technical knowledge and skills, related industry experience, and demonstrated effective teaching and training abilities. A special emphasis has been placed on recruiting a more diverse workforce. Salary surveys are conducted periodically to ensure that competitive and comparable salaries are provided. Benefits are very competitive and the college has a reputation for being a great place to work. Staff turnover is quite low at the tech college, and the number of quality applicants for positions tends to be high. The college encourages and supports the ongoing professional development of all staff. The college provides support in the form of tuition reimbursement for individuals who pursue additional education, tuition and fee waivers for OWATC courses, and regular staff inservice opportunities. A mentoring and professional technical educator program has been established to help individuals transition from business and industry environment to an instructional environment. Ongoing staff appreciation efforts include a regular campus-wide kudos program as well as formal achievement awards by the President. The college also maintains a faculty resource center that helps train faculty and has a dedicated classroom for this purpose where weekly webinars and other workshops are held

**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:

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

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

**(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

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

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

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

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

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

**(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

Ogden-Weber Applied Technology College

NAME AND TITLE OF CTE DIRECTOR

Rhonda Lauritzen, Vice President for Student Services

DATE

May 26, 2015

**PERKINS IV LOCAL PLAN  
Budget Page**

***District: Ogden-Weber Applied Technology College***

**This is an imbedded excel spreadsheet. Double click to enter budget amounts. When finished working with the spreadsheet, click outside the box to save and print.**

OBJECT CODE	EXPENDITURE CLASSIFICATION *	IC ^	BUDGET APPROVED BY USOE					
			Rate	TOTAL	I. Admin	II. CTE Pathways	III. Performance Strategies	IV. Other
A.	(100) Salaries *****			\$ 95,800			\$ 95,800	
B.	(200) Employee Benefits *****			\$ 44,700			\$ 44,700	
C.	(300) Purchased Prof. & Tech. Svc.			\$ 8,000			\$ 8,000	
D.	(400) Purchased Property Svc.			\$ -			\$ -	
E.	(500) Other Purchased Svc.			\$ -			\$ -	
F.	(580) Travel In-State			\$ -			\$ -	
F.	(580) Travel Out-of-State			\$ -			\$ -	
G.	(600) Supplies & Materials			\$ 49,375			\$ 49,375	
H.	(800) Other (Exclude Audit Costs)			\$ -			\$ -	
I.	<b>TOTAL DIRECT COSTS</b> (Lines A thru H)			\$ <b>197,875</b>	\$ -	\$ -	\$ <b>197,875</b>	\$ -
J.	(800) Other (Audit Costs)			\$ -				
K.	* <b>Indirect Cost Rate</b>			\$ -				
L.	(700) Property (includes equipment)			\$ -				
M.	<b>TOTAL(s)</b> (Lines I Thru L)			\$ <b>197,875</b>	\$ -	\$ -	\$ <b>197,875</b>	\$ -

Justification or explanation:

**\*\*\*\*\* Please list all positions where Perkins funds will be used to pay all or a portion of salaries and/or benefits:** Positions funded by Perkins are: Testing Center Manager, ADA Counselor, Student Success Center job coach, Student Success Center part-time job coach, and scholarship advisor. See local plan for complete details of justification and explanation of work done by these employees. Supplies will support the testing center, purchase ADA assistive technologies and replace computers in Enrollment for front-line services. Professional services are for hearing impaired interpretive services.

\* District Chart of Accounts Found in USOE Finance and Statistics' Annual Workshop Binder.  
See Your Business Administrator

^ Insert district approved restricted indirect cost rate

**Definitions:**

**I. Admin** - Administration includes activities performed for the proper and efficient performance of the eligible recipient's duties under the Act, including grant application and management, and indirect costs. Administration does not include curriculum development activities, staff development, or research activities. Recipients may not use more than 5% for administrative purposes.

**II. CTE Pathways** - CTE Pathways includes activities performed to develop and implement pathways, including

- Improving and implementing courses that are part of approved CTE programs of study (pathways)
- Supporting development of regional high school to college links (articulation agreements),
- Providing CTE Pathway information and resources to students, parents, counselors, and teachers
- Assisting students enroll and concentrate in approved CTE pathways

**III. Performance Strategies** - Report funds to be used to address performance gaps, strategies and action steps described in Section 02 of the local plan, including strategies for helping special populations students improve performance and meet performance targets

**IV. Other** - Other includes all activities not included in the above purposes.