

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

**Institution: Davis Applied Technology College**

**FY17**

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## SECTION 01: PERFORMANCE TARGETS (FAUPL)

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

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

## PERKINS

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

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

**Go to Sharepoint Step 1 for Data**

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

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

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

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

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

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

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

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

- Specific, achievable interventions
- Measurable activities

<b>1P1 Skill Attainment. Percent of concentrators obtaining end of course, or short-term industry certifications approved by Utah system of Higher Education (USHE).</b>	
Question 1: Accuracy and Completeness	The FY 2015 data appears to be accurate and complete.
Question 2: Results	The College achieved 78.94% of concentrators passing technical skills assessment against a target of 47.15%.
Question 3: Strategy	<p>Institutional, industry, and statute licensures are evaluated annually by industry professionals and instructors for currency and relevance. The information is entered in our Student Information System. The DATC houses a regional assessment center where students can take industry exams and some programmatic certifications. Student exam results are entered in the Student Information System and reported in the college annual report. The accessibility and ease of use of this system has increased the number of tests available and delivered.</p> <p>Metrics for these measures have been developed on campus and that information is regularly made available to Directors of Programs.</p>
Question 4: Action Steps	Improved reports will be developed along with a simplified method of distribution which will allow faculty and administration to closely monitor student accomplishment with regards to technical skills assessment. This will allow for rapid response to encourage student participation in technical skills assessment as appropriate.
Other Comments:	

<b>2P1 Completion. Percent of concentrators attaining an industry-recognized credential requiring state licensure, a 1-year certificate, or degree.</b>	
Question 1: Accuracy and Completeness	The FY 2015 data appears to be accurate and complete.
Question 2: Results	The College achieved an 87% of concentrators who completed their program and received a credential against a target of 76%.
Question 3: Strategy	The Davis Applied Technology College is accredited by the Council on Occupational Education (COE) which has established benchmarks and accountability measures regarding program completion. Completion status is entered in the Student

	Information System and DATC faculty and administrators monitor student completion on an on-going basis using an online reporting tool. In the event that a program fails to meet the established benchmark for completion, COE puts the institution on Heightened Monitoring Status. The institution has two years to resolve the problem or our accreditation could be revoked. The institution has to submit a biannual Plan for Program Improvement for programs that fail to meet the benchmark, outlining our plan to improve the completion rate, until the program comes into compliance. The college evaluates program and instructional quality and industry demand to determine the most appropriate plan of action.
Question 4: Action Steps	Continue to provide accurate, timely information regarding student completion to faculty and administration to assess performance against this measure and to respond promptly to deviations from the established goal.
Other Comments:	

<b>3P1 Retained. Percent of concentrators retained in post-secondary (transferred to another 1, 2, or 4 year program).</b>	
Question 1: Accuracy and Completeness	The FY 2015 data appears to be accurate and complete.
Question 2: Results	The College achieved an 82.56% retention rate against a goal of 25%.
Question 3: Strategy	Although the College has historically performed well in the measure of retention, it has become an area of increased focus for college administration and we believe there are opportunities for improvement. Two significant indicators of student retention have been identified – within course persistence and program completion. Our objective is to provide personal intervention with students to proactively identify barriers and connect students with internal and external resources to support their continuing engagement and success.
Question 4: Action Steps	The College Data Team has developed Key Performance Indicators (KPIs) which measure the above-referenced statistics among others. The KPIs will be used to develop a dashboard which can be viewed by Directors of Programs to identify program-wide trends. If the numbers begin to fall, the faculty will engage with the data team to dig into the data to identify and

	<p>address factors which are causing poor student performance and retention.</p> <p>Additionally, advising assignments have been changed and the student experience is much improved. This coming year the changes will be solidified and additional tracking and interventions will be developed.</p>
Other Comments:	

<b>4P1 Placement.</b> Percent of completers who are in military, apprenticeship programs, or employment, during 2 <sup>nd</sup> quarter after leaving post-secondary education during the reporting year.	
Question 1: Accuracy and Completeness	The FY 2015 data appears to be accurate and complete.
Question 2: Results	The College achieved a 41.72% placement rate against a goal of 45.94% for a 90% success rate on this measure.
Question 3: Strategy	<p>COE has established benchmarks and accountability measures regarding program placement. Placement status is entered in the Student Information System and DATC faculty and administrators monitor student placement on an on-going basis using an online reporting tool. In the event that a program fails to meet the established benchmark for placement, COE puts the institution on Heightened Monitoring Status. The institution has two years to resolve the problem or our accreditation could be revoked. The institution has to submit a biannual Plan for Program Improvement for programs that fail to meet the benchmark, outlining our plan to improve the placement rate until the program comes into compliance. The college evaluates program and instructional quality and industry demand to determine the most appropriate plan of action. A Job Placement Specialist is available to assist with student placement, to help faculty members with student follow-up, and to train faculty and staff on strategies to improve program placement.</p> <p>Additionally, the Department of Workforce Services has begun to provide placement data to the College. This is being integrated into existing processes and is used to both validate teacher-reported data and to ensure that all placements are appropriately recorded.</p>

Question 4: Action Steps	<ol style="list-style-type: none"> <li>1. The College will continue to work with UCAT and USOE representatives to ensure that COE placement data is recorded and submitted in a format which meets Perkins requirements.</li> <li>2. The College will continue to focus on placement with administrators and faculty, regularly reviewing metrics, following up with students to capture placement data, and responding, as necessary, to deviations from the standard.</li> <li>3. The College Placement Plan will be reviewed and appropriate improvements or adjustments will be made as necessary to improve placement.</li> </ol>
Other Comments:	

<b>5P1 Non-trad Participants. Percent of non-trad participants in non-trad programs.</b>	
Question 1: Accuracy and Completeness	The FY 2015 data appears to be accurate and complete.
Question 2: Results	The College attained a non-traditional participation rate of 13.94% against a goal of 17.10%.
Question 3: Strategy	The College is an open-enrollment institution which does not discriminate against any student group or population. Recruiting and outreach efforts are designed to be inclusive and to present positive non-traditional role models. With technological improvements in the manufacturing sector, traditional “dirty jobs” are cleaner. We are seeing an increase of female students in manufacturing programs but feel we can better promote these programs to the non-traditional student population.
Question 4: Action Steps	The College marketing department will continue to make all students aware of possibilities and to present positive nontraditional role models as often as possible. Additionally, the College will participate in public events focused on encouraging students to consider non-traditional fields. Additionally we plan to identify non-traditional students to verbally represent their strengths in these professions.

	This past year two such students were highlighted and offered opportunities to speak the community. Through their experiences in Welding and CNC Machining, they were able to speak to the validity of non-traditional enrollment and to serve as role models for other students and other potential students.
Other Comments:	

<b>5P2 Non-trad Completers. Percent of non-trad completers of non-trad programs.</b>	
Question 1: Accuracy and Completeness	The FY 2015 data appears to be accurate and complete.
Question 2: Results	The College achieved a 19.24% non-traditional completion rate against a target of 19.19%.
Question 3: Strategy	<ol style="list-style-type: none"> <li>1. The success in this measure is related to the overall College emphasis on student completion. As noted in 2P1, the College will continue to closely monitor metrics related to student completion.</li> <li>2. The College is an open-enrollment institution which does not discriminate against any student group or population. Recruiting and outreach efforts are designed to be inclusive and to present positive non-traditional role models. With technological improvements in the manufacturing sector, traditional “dirty jobs” are cleaner. We are seeing an increase of female students in manufacturing programs but feel we can better promote these programs to the non-traditional student population.</li> <li>3. The Davis Applied Technology College is accredited by the Council on Occupational Education (COE) which has established benchmarks and accountability measures regarding program completion. Completion status is entered in the Student Information System and DATC faculty and administrators monitor student completion on an on-going basis using an online reporting tool. In the event that a program fails to meet the established benchmark for completion, COE puts the institution on Heightened Monitoring Status. The institution has two years to resolve the problem or our accreditation could be revoked. The institution has to submit a biannual Plan for Program Improvement for programs that fail to meet the benchmark, outlining our plan to improve the completion rate, until the program comes into compliance. The college evaluates program and instructional quality and industry demand</li> </ol>

Question 4: Action Steps	<ol style="list-style-type: none"> <li>1. Continue to provide accurate, timely information regarding student completion to faculty and administration to assess performance against this measure and to respond promptly to deviations from the established goal.</li> <li>2. Develop metrics to measure student persistence in the areas identified and produce reports to monitor and improve student retention.</li> </ol>
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.

<p><b>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)</b></p>
<p>Same as last year? Yes</p> <p>Fundamental to all training programs at the DATC is the notion that students must be fully trained in all relevant aspects of their chosen profession. In accordance with criteria established by the Council on Occupational Education (COE), the college accrediting agency, college programs are required to include instruction in academics (i.e., math, reading for information, science, writing, or computer literacy); job-related knowledge and skills; safety; and work habits and attitude). Programs are evaluated annually by Employer Advisory Committees to verify the currency and relevance of instructional content to align with industry need. Programs can be changed annually in response to this evaluation.</p>
<p><b>B. Developing and implementing CTE Pathways. How recipient is implementing CTE pathways, including the following: (Sec 135(b)(2)</b></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.

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

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.

In 2015, over 100 secondary courses from Davis and Morgan School Districts and 86 Weber State University courses were included in articulation agreements. In addition, students in DATC programs that are one year or more in length can complete one additional year of post-secondary general education at Weber State University or LDS Business College to earn an Associate of Applied Science degree.

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

The College reviews and updates academic agreements annually in effort to expand and improve opportunities for our students. This includes the transferability of course work between institutions and development of pathways to allow students to expand their knowledge and skill in a designated emphasis while continuing their education.

Quantitative data is compiled from multiple sources to evaluate and improve College programs. Data includes outcomes (enrollment, completion, placement, licensure and retention); student course evaluations; Employer Advisory Team feedback; and evaluations from graduates and employers of graduates. Qualitative data represents College accreditation and internal performance standards. Evaluations are used to communicate program and deficiencies and to determine professional development opportunities for instructors.

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 CTSSO 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. Cathy Turnbow (DATC Dental Assisting instructor) has taken leadership for the Health Occupations Students of America on the DATC campus. Bryce Chapman (DATC Plumbing Apprentice instructor) leads the SkillsUSA efforts. In addition to encouraging both secondary and post-secondary students to participate in these organizations, the DATC hosts the regional HOSA and SkillsUSA competitions.

Last year, a student from the DATC plumbing program was awarded the gold medal at the national SkillsUSA competition. In the current year, the DATC is sending both secondary and post-secondary students to compete at the national level in HOSA and SkillsUSA.

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

The funds from this grant will be specifically used to purchase equipment to maintain market currency for College programs of study. The specific equipment purchases will be determined based upon recommendation by the Employer Advisory Teams and careful review by college administration with input from faculty.

At the same time, the College has invested (and will continue to invest) significant resources in meeting the Perkins Indicators. Student achievement, with regards to CTE Outcomes, is the primary focus of the DATC. Instructors are evaluated (in part) by the success of their students in gaining skills and employment in their chosen field. Programs are evaluated based on their success in placing students in employment. The College stresses completion and placement at every opportunity including during annual Faculty performance evaluations. It is easy for instructors to see a direct link between their students' success in gaining employment and their own professional success. Faculty are supported in their efforts by a full time Placement Specialist who assists in connection students to employers and aids students in their job search efforts. Finally, the College data team provides near real-time information regarding student performance, completion and placement.

Equipment purchases (as noted) are always focused on giving students access to the most current technology and equipping them to succeed in the workplace. These purchases are validated through regular, documented interaction with the Employer Advisory Teams.

**(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	
Advanced Esthetician .....	120409
Architectural and Engineering Design .....	151302
Automation Technology .....	470303
Automotive Technology .....	470604
Business Technology .....	520401
CNC Machining .....	480501
Composites Materials Technology .....	141801
Cosmetology .....	120401
Culinary Arts .....	120505
Dental Assisting .....	510601
Diesel/Heavy-Duty Technology .....	470605
Digital Media Design .....	110801
Electrician Apprentice.....	460302
Emergency Medical Technician .....	510810
Firefighter.....	430203
Health Information Technology .....	510707
Heating and Air Conditioning .....	470201
Information Technology .....	110101
Medical Assistant .....	510801
Motor Sports Technician .....	470606
Nail Technician .....	120410
Nurse Assistant .....	513902
Pharmacy Technician .....	510805
Plastic Injection Molding Technology .....	150607
Plumbing Apprentice .....	460503
Practical Nurse .....	513901
Surgical Technology .....	510909
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 USOE, and other available consultants or services to enhance professional development opportunities.

**Professional Development Narrative:**

Same as last year? No

During FY 16 the Training and Development Specialist created content for and offered training opportunities to all employees. The focus on on-line training has resulted in an on-line orientation for all new employees which covers College policies and procedures. Additional "QuickStart" online faculty training is being developed to aid new instructors make the transition from industry to the classroom. Training topics will include classroom management, curriculum development, compliance, the Americans with Disabilities Act, Career and Technical Student Organizations, student placement, and record-keeping. Employee subject matter experts provide content for the Training and Development Specialist to implement via the College Learning Management System.

Of particular note this past year was the Employee Professional Development Day. This "mini-conference" offered employees a range of live training opportunities including Student Tracking with Northstar (the College's student information system), Advanced PowerPoint with Office Mix, Canvas Quizzing Made Easy, Increasing Student Productivity, Customer Service, and Office 365. Participants were offered the opportunity to review the training via a post-training survey. The results of the survey will be used to drive improvements for the next Employee Professional Development Day which will be held in October.

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

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

**Stakeholder Involvement Narrative:**

Same as last year? No

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 the following agencies:

- Davis Chamber of Commerce (including Military Affairs, Legislative Affairs,
- Lakesiders, and Women in Business leadership and committees)

- Rotary Club
- Utah Defense Alliance
- Utah Manufacturing Association
- Utah Women’s Technology Council
- Utah Women in Higher Education

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.

At the program level, faculty engage in the following areas:

1. Employer Advisory Committees are 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.
2. Most DATC programs include program externships, which give students an opportunity to practice and further develop the skills developed in the program.
3. Instructors develop these partnerships and visit students and employers regularly.
4. Most DATC instructors maintain strong connection with industry organizations, attending meetings and building relationships with industry professionals. Faculty members maintain Industry Contact Logs to record day-to-day contact with industry professionals.
5. Instructors meet annually with secondary and post-secondary academic partners to develop pathway agreements that allow students to transfer course work easily between institutions.
6. DATC CNC Machining, Motor Sports Technician, and Welding Technician programs serve as regional training centers for major partners who are manufacturers of industry equipment. These partnerships include Okuma/Hartwig, Polaris, and Lincoln Welding. In many cases, these employers work beside teachers and with students in the classroom. These partnerships help the College deliver training using high-end equipment using the latest technology.

**(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

Quantitative data is compiled – primarily from the College Student Information System – and used to evaluate and improve programs. The data analysis includes outcomes (enrollment, completion, placement and licensure), student course evaluation surveys, and Employer Advisory Team feedback.

Qualitative data is gathered in support of College and programmatic accreditation requirements and internal performance standards (including employee evaluations).

Each spring a comprehensive program review is conducted on each by the Director of Institutional Effectiveness. This review draws from the available quantitative and qualitative data sources to provide a clear and concise summary of program performance. If a program is found to be deficient in one or more areas, the appropriate Program Director works with the program instructor(s) to develop an action plan to address and resolve the deficiencies.

**(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

The College is fully committed to providing access for all students and offering the necessary services to aid in their success. One of the College advisors is the designated Americans with Disabilities Act (ADA) representative and is responsible for overseeing accommodations to persons with disabilities. A staff of part-time ADA employees provides direct service to and tracking of those individuals. As appropriate, students are referred to the ADA process for assistance.

Students who believe they are eligible for accommodations may submit an accommodations request to Student Services which includes a description and need for accommodation. The information and appropriate medical documentation is evaluated by the ADA Specialist who develops an Accommodations Plan. The plan may include assistance from performance trackers, books on tape, adaptive technology in the classroom, an ASL interpreter, or such other accommodations as are indicated by the medical documentation.



In addition to accommodations for the ADA, the college offers remedial courses in mathematics and reading. Students seeking admission to the College are evaluated to determine if they meet the programmatic admissions standards. These standards assess a student's basic skills in math and reading and help in determining whether or not the student is ready to enroll in the program. In the event that a student is determined to be deficient in these skills, they are referred to the Academic Development Department for remedial training in preparation for full admission to the program of their choice.

**(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

The College is fully committed to non-discrimination in all activities including recruitment, admission and classroom instruction. College policies and procedures apply without regard to race, color, ethnic background, national origin, religion, creed, age, disability, veteran status, sexual orientation or preference, or gender. Any allegations of discrimination are investigated fully and dealt with swiftly and appropriately.

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

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

**Non-traditional Narrative:**

Same as last year? No

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. In the past year College recruiters have participated in the "Explore the Possibilities" and "STEM Fest" events and have targeted non-traditional students for one-on-one contact.

Additionally, in publications and public events, the College has highlighted a number of non-traditional students and their chosen field of study:

- Angel White Quills – Welding
- Alanna Wilson – Architectural and Engineering Design and CNC Machining
- Pedro Arzeno-Ferrer – Practical Nurse
- Maddie Untiverez -- Composites

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

To promote student success, advisement begins before enrollment. The College Recruiter works with prospective students to point them toward a career which suits both their interests and abilities. For those students who are uncertain of what they'd like to study, Career Counselors can provide guidance by way of the Career Cluster Inventory on the UtahFutures.org web page. This, coupled with one-on-one interaction with counselors, allows students to select a career which suits their individual situation.

Once a student has enrolled at the College, the Student Services Department is committed to supporting students through academic advisement. Many students struggle to overcome academic, financial, physical, language, personal and/or emotional barriers that impact or prevent their ability to be successful in a program. Advisors evaluate barriers and help students locate or secure resources to accommodate or overcome challenges. In the event that a student's need for counseling exceeds the College's capacity to provide services, appropriate referrals are made to local community agencies.

Students are informed of faculty advisement practices in the program orientation, which is reviewed with students when they begin the program. Advisement hours are shown both on the orientation and in curriculum for each course. Meetings are used to update student information in the student information system, to review performance and attendance, to define and clarify training and career goals, to select appropriate courses that help students achieve program completion requirements, and to discuss behavior and challenges that may interfere with student success. In the event that an instructor identifies a student who is struggling to make appropriate progress, an advisor meets with the student and identifies potential obstacles to the student's success.

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

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

**Recruitment and Retention Narrative:**

Same as last year? Yes

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 aforementioned "QuickStart" on-line course is being developed to assist newly hired instructors as they make the transition from industry to the classroom. In the meantime, current instructors act as mentors to assist new instructors as they enter the teaching profession.

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:

<b>LEA adoption and approval of plan 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>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Size, Scope and Quality Assurances
<input checked="" type="checkbox"/> Yes, I do so certify.
<input type="checkbox"/> 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="checkbox"/> Yes, I do so certify.
<input type="checkbox"/> No, I do not so certify.

If unable to comply, please explain:

**(7) Assurance – Equipment**

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

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

**Equipment Assurance**

Yes, I do so certify.

No, I do not so certify.

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

**(8) Assurance – Lobbying**

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

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

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

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

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

**Lobbying Assurances**

Yes, I do so certify.

No, I do not so certify.

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

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

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

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or

contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c ) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

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

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

**Debarment Assurances**

Yes, I do so certify.

No, I do not so certify.

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

**(10) Assurance – Drug Free**

**DRUG-FREE WORKPLACE**

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

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

- 2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B) The grantee may insert in the space provided below the site(s) for the performance of work completed in connection with the specific grant:  
Place of Performance (Street address, City, County, State, Zip code)

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

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

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

<b>Optional: List Other Workplaces</b>

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

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

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

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

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

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

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

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

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



If unable to comply, please explain:

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**(13) Assurance – Supplanting**

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

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

**Supplanting Assurance**

Yes, I do so certify.

No, I do not so certify.

If unable to comply, please explain:

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

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

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

**Special Populations Assurance**

Yes, I do so certify.

No, I do not so certify.

If unable to comply, please explain:

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

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

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

**Non-discrimination Assurance**

Yes, I do so certify.

No, I do not so certify.

If unable to comply, please explain:

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**SECTION 05: CERTIFICATION**

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

NAME OF RECIPIENT

Davis Applied Technology College

NAME AND TITLE OF CTE DIRECTOR

Kim Ziebarth, Vice President of Instruction

DATE

May 25, 2016

SIGNATURE

A handwritten signature in black ink that reads "Kim Ziebarth". The signature is written in a cursive style with a large, stylized initial "K".