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

Institution: DIXIE STATE UNIVERSITY

FY18

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SECTION 01: PERFORMANCE TARGETS (FAUPL)

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

Go to Sharepoint Step 2 to View and Download FAUPL

PERKINS

SECTION 02: Performance Data Analysis and Improvement Plan

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

Go to Sharepoint Step 1 for Data

<table>
<thead>
<tr>
<th>Provide the following information for each secondary or each post-secondary indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question 1: Discuss Accuracy and Completeness of Data</strong> – Explain problems resulting in inaccurate or incomplete data and how these problems will be resolved. Consider the following:</td>
</tr>
<tr>
<td>• Local Perkins funds must be used if necessary to improve reporting and quality of data</td>
</tr>
<tr>
<td><strong>Question 2: Explain Results</strong> – Describe issues and performance gaps based on thorough analysis of data. Consider the following, emphasizing results that do not meet targets.</td>
</tr>
<tr>
<td>• Performance trends and maintaining continuous improvement</td>
</tr>
<tr>
<td>• Overall results</td>
</tr>
<tr>
<td>• Results for special populations</td>
</tr>
<tr>
<td>• Results for high schools or campuses</td>
</tr>
<tr>
<td>• Results for individual programs</td>
</tr>
<tr>
<td><strong>Question 3: Explain Strategy</strong> – Identify strategies to address performance gaps. Consider the following:</td>
</tr>
<tr>
<td>• Proven Practices</td>
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<tr>
<td>• Scientifically-based research</td>
</tr>
<tr>
<td>• How strategies will address the needs of special population students</td>
</tr>
<tr>
<td><strong>Question 4: Explain Action Steps</strong> – List action steps to improve performance. Consider the following:</td>
</tr>
<tr>
<td>• Specific, achievable interventions</td>
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<tr>
<td>• Measurable activities</td>
</tr>
</tbody>
</table>
**1P1 Skill Attainment.** Percent of concentrators obtaining end of course, or short-term industry certifications approved by Utah system of Higher Education (USHE).

<table>
<thead>
<tr>
<th>Question 1: Accuracy and Completeness</th>
<th>Data appear to be accurate and complete.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 2: Results</td>
<td>The statewide average for indicator 1P1 was 89.37% and the actual for Dixie State University was 99.07% for FY2016. Dixie State University has continuously met the target level for the past several years in this area. The 2016 target for Dixie was 56.89%.</td>
</tr>
</tbody>
</table>
| Question 3: Strategy                  | STRATEGY # 1: Dixie State University promoted our CTE advisor to the Hurricane Center Director and hired a new CTE advisor for certificate programs. This will further ensure that we supply accurate data on certificates awarded and information on job placement. Our Hurricane Center Director and new CTE advisor will continue to be an asset in helping ensure accurate recording of all certificates and degrees. Dixie will continue to improve end of course examination/certification participation rates as well as the tracking of students completing short-term industry certifications.  
STRATEGY # 2: Continually reviewing our plan to maintain our excellent percentage will provide encouragement and support for students who enroll in our programs resulting in State Licensure or industry certifications. The plan goals are to maintain or increase the number of students passing licensure exams and increase the number of students who attain USHE approved industry certifications. A focus of the plan will be to refine certificates and AAS programs to ensure quality standards in training students. This continues to be accomplished by good assessment strategies in each program and certificate and providing faculty with continued professional development opportunities to stay abreast of their specialty areas. The certificate and program areas have been challenged with increasing participation and pass rates of nontraditional students and minority students (especially those with a disability). The areas are also encouraging students to finish their certificate or AAS program before taking a job by indicating the positives for completion.  
STRATEGY #3: To keep abreast of our quality in our programs, a need exists to make sure our equipment is keeping up with the areas needs to furnish students with the best technology equipment needed in their programs of study. |
ACTION STEPS - STRATEGY 1: 1) Industry skill certification examinations and/or state or national certification examinations continue to be identified for as many short-term CTE program certificates as possible. 2) Students will be encouraged by program instructors to take the examinations. Advantages of successful passing of exams will be identified and students will be made aware of advantages in getting these certifications. 3) Success rates or pass rates will be tracked where possible. National examinations are not reportable to the University or State of Utah and this continues to make it difficult to obtain pass rates for our students who take them after a certificate has been awarded. Continued funding will be made for the CTE advisement person to oversee and assist with improving recruitment, retention and graduation from certificate programs.

ACTION STEPS - STRATEGY 2: 1) The training facility for the Health Science Programs continues since the completion of a Health Sciences Building at Dixie State University in the Fall of 2008. These facilities have truly improved all Nursing, Dental Hygiene and other Health Sciences programs since 2008. New CTE certificate and degree programs have been added and some of the funding for development of these programs has been with Perkins funds for equipment and supplies for these new areas, as well as, for present programs.

1) An increased focus of the recruitment program during FY2018 will be on non-traditional students in the Health Sciences Programs. Perkins funds for recruitment and brochures will be used for this effort during FY2018.

2) Increased effort in terms of faculty development and equipment have been made for all the Health Sciences Programs to make sure students are getting the latest and best training to help them increase skill attainment necessary to pass certification examinations.

3) The CTE Director works closely with the Dean of Health Sciences to provide in-service training for faculty, professional development, and individual licensing renewal needs of faculty. This also occurs in several of our other CTE fields such as Business, General Marketing, and Early Childhood Education. Care is also exercised to work with newer and expanding programs such as Medical Radiography, Nursing, Physical Therapist Assistant, and Medical Laboratory Science to ensure that students are using the latest in equipment and technology. Faculty development help for FY2018 will require on the order of $29,000 of Perkins funds.

ACTION STEPS – STRATEGY 3: To continue the quality of our programs, equipment, materials, and supplies to our Health Sciences Programs will be improved through the Perkins funds.
<table>
<thead>
<tr>
<th>2P1 Completion. Percent of concentrators attaining an industry-recognized credential requiring state licensure, a 1-year certificate, or degree.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question 1: Accuracy and Completeness</strong></td>
</tr>
<tr>
<td>The data seems to be accurate and complete.</td>
</tr>
<tr>
<td><strong>Question 2: Results</strong></td>
</tr>
<tr>
<td>Dixie State University is above the state average for this indicator (44.64%), as our actual for Dixie State University was 49.89% for FY2016. Dixie State has met our target for the past five years. The target for 2016 was 47.18%. Our academic advisor hired for CTE is working on strategies to make sure this area continues to be accurately reported.</td>
</tr>
<tr>
<td><strong>Question 3: Strategy</strong></td>
</tr>
<tr>
<td>Dixie State University has made a concerted effort to improve our advisement system for our CTE students over the past several years. Students meet with advisors on a regular basis each semester to ensure that the student is making positive progress toward certificate or degree completion. Dixie State maintains a tutoring center for students which helps with general education and other classes required for many of our CTE certificates and programs. The advisors know to direct students to these areas for help where it is shown the need when advising the student. Our academic advisor for CTE certificate programs has resulted in improved accuracy of data reporting as indicated by our results. It is expected that our percentage of completers will continue to meet our target again during FY2018.</td>
</tr>
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</table>
| Question 4: Action Steps | Action Steps: 1) Continue to meet with program chairs and coordinators to review credential requirements and the training opportunities available to prepare students for all types of credentials being offered at DSU and make sure they are being recorded.
2) During the past three years, Dixie has made changes to several of our certificate and degree programs which should make reporting and tracking easier and more accurate. The hiring of the CTE certificate advisor has made reviews of certificate and degree requirements a must with appropriate Deans, Department Chairs and coordinators over the areas.
3) Incorporate help from other units at the university, where appropriate, and the main CTE advisor over a given area to focus on increasing the number of CTE students who complete the training required for the credential, certificate, or degree. Along with this effort, Dixie State is trying to put in place more certificates and programs to keep students who find interest in programs not offered at DSU. Presently, certificates for areas in computer related fields and business are being worked on.
4) The Hurricane Center Director was hired to build CTE programs approximately $34,000 of Perkins will be used to fund this director. A counselor was assigned directly to certificate programs to ensure that proper assistance is being provided students in the progress through their chosen Career Pathway. Special efforts will be focused on retention from non-traditional areas. The CTE advisor/coordinator is also working with the high schools in the area to promote CTE and encourage more Hispanic and other minorities to obtain certificates and degrees through Dixie State University. The CTE advisement person will be continued for FY2018 year to directly coordinate the CTE certificates and degrees. Perkins funds in the approximate amount of $29,000 will be used for this advisement person.
5) Continue to use approximately $22,000 of Perkins funding to provide tutors and mentors to assist students who need additional help in completing requirements for their certificate or program. Programs such as business, manufacturing, construction, automotive, and early childhood all have students who need additional help to be successful in the general education classes required to complete the program. Our Tutoring Center works well with our CTE students and is being helpful with these students in working toward certificate and degree attainment. |
Other Comments: As part of the program improvement plan submitted for 2P1 in the past was a timeline for completion of data issues found back around FY2009. Results for the past several years indicate that our plan worked and the individual overseeing the certificates program understands that he should produce continued improvement in this area.

<table>
<thead>
<tr>
<th>3P1</th>
<th>Retained. Percent of concentrators retained in post-secondary (transferred to another 1, 2, or 4 year program).</th>
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</thead>
<tbody>
<tr>
<td>Question 1: Accuracy and Completeness</td>
<td>Data seems to be complete. An issue with transfer and freshman students in the Health Sciences remains a concern. The fluctuations are leveling some but still need to be watched.</td>
</tr>
<tr>
<td>Question 2: Results</td>
<td>Dixie State University achieved an actual rate of 92.92% for FY2016 for this performance indicator, which was above our target of 56.6%. Our number is above the state target of 77.66%. Approximately five years ago, our enrollment began to grow rapidly and many students were entering Dixie with the expectation of getting into Nursing, Dental Hygiene, Health Sciences fields, Dental Schools, etc. The result was that the enrollment ballooned in our prerequisite health science classes to get into the health science programs we offer. Due to accreditation issues, our enrollment is capped in many of our health science programs. The result of this was an increase in our concentrators by definition. The enrollment in these pre-requisite courses is about 3 to 5 times the number of students that Dixie can accept each year into our health science degree programs. The University knows that a large number of these students are applying to Colleges and Universities outside the State of Utah in these health science fields. It makes it almost impossible to track those leaving the state. If even half of these students were to continue outside Utah, our numbers for retention would drop dramatically and we believe this is what is occurring. We continue to try and find a way to handle this issue without much success.</td>
</tr>
<tr>
<td>Question 3: Strategy</td>
<td>The University has put in place steps to try and encourage more of the Health Science students being identified as concentrators to stay and work on an appropriate 4-year degree in a related field to try and improve this indicator. Dixie will also encourage advisement to make a more concerted effort to continue to focus on specific steps to improve retention of concentrators in all CTE programs.</td>
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Action Steps: 1) Establish a plan for retaining students and for providing assistance for students in health sciences program areas, Business, the early childhood program and other CTE programs. An advisor in each of these areas will be designated as the primary person responsible for implementing the plan in each program. Marketing materials (brochure, web page, etc.) will be produced to encourage students in the health science areas choices for pursuit of a B.S. degree at Dixie while trying to get accepted into one of the AAS degrees in Nursing, Dental Hygiene, and other Health Sciences fields. This seems to be helping some in trying to continue to reach our target in future years.

2) Another strategy that has proven successful in the past is to engage students within their program of study by direct application of skills acquired early in the program. One way to do this is to get them into clubs and organizations such as DECA, Dental Hygiene Club, etc.

3) Specifically, the University CTE Director will provide oversight for the Health Sciences CTE programs to discuss strategies to continue improving retention in the programs and keep students who are concentrators involved in 4-year programs while trying to get admitted to a health science certificate or AAS program.

4) Student retention will be encouraged by the CTE Director to incorporate this idea into program meeting agendas to discuss strategies for improving retention and meeting the goal to increase the number of students staying in programs and completing program requirements.

5) Encourage advisors for our CTE programs to contact students during the semester to look at academic progress and ways to keep the student on track with their certificate or program. The early warning system put in place at DSU seems to be helping.

6) Continue to try and find a reasonable method to track and then report students who leave the state higher education system in Utah to another state to complete a certificate or degree program.

7) The improvement in the job market in our region has resulted in students not completing their program of study or certificate by choosing to move into the workforce as employers hire them without regard for completion of the certificate or degree. DSU is trying to work with employers to encourage them to have their employees finish certificates or degrees before hiring them full time.
## Other Comments:

<table>
<thead>
<tr>
<th><strong>4P1</strong> Placement. Percent of completers who are in military, apprenticeship programs, or employment, during 2nd quarter after leaving post-secondary education during the reporting year.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question 1: Accuracy and Completeness</strong></td>
</tr>
<tr>
<td><strong>Question 2: Results</strong></td>
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<tr>
<td><strong>Question 3: Strategy</strong></td>
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</table>
Question 4: Action Steps

1) Continue to place emphasis on the function of job placement by continuing to provide approximately $6,000 of Perkins funding for FY2018 to the DSU Career Center’s new Hand Shake program. The Career Center Director will be given the charge to use the funding to focus on improvement of employer contacts for job placement as well as on improving services for special population and minority students who participate in CTE programs.

2) Work with Career Center staff and with counselors along with coordination with the DWS as the plan for improvement continues development. More employers that hire CTE students are coming to the Career Center and our fairs each year.

3) Strategies will be developed to improve job placement with special emphasis on helping minority and special population students to complete training and to find a job.

4) A special focus will be placed on improving job placement for all of the Health Sciences programs, Auto Mechanics program and the Visual Technologies program. Continued emphasis on finding jobs will be important and will be emphasized for all CTE programs through our Career Center. Perkins funds ($6,000) will be used to support software to track and work with CTE students for job placement.

5) A Career Center staff member has been specifically assigned to make certain employers are located and informed about our CTE students and their abilities upon completion of certificates and/or degrees.

Other Comments:

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

Question 1: Accuracy and Completeness

Data seems accurate.
<table>
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<tr>
<th>Question 2: Results</th>
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<tr>
<td>Dixie State University in FY2016 was above the state target level of 28.2% by having an actual value of 32.59%. The DSU target was 26.07% for 2016. The numbers for DSU in this area have been higher than the state targets for the past several years. The University will continue to have a coordinated focus during FY2018 on increasing the number of male and female students involved in non-traditional CTE programs.</td>
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<tr>
<th>Question 3: Strategy</th>
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<tbody>
<tr>
<td>Continue working with the Advisement Center, counselors, recruiters, and key Dixie State administration and staff to further implement our strategy to improve participation by non-traditional students in underrepresented male and female CTE certificates and programs.</td>
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</table>

<table>
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<tr>
<th>Question 4: Action Steps</th>
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</thead>
</table>
| Action Steps: 1) Continue funding for the Advisement Center to continue our focus on improving counseling and other services for non-traditional students. The Freshman advisor is working with our incoming CTE students to indicate to those students who are undecided about the benefits of going into nontraditional area in the health sciences and other fields.  
2) Continue to place increased emphasis on all the Health Science programs that can increase non-traditional student participation by adjusting criteria slightly for non-traditional student acceptance into these programs.  
3) Work with the Advisement Center to develop a peer-mentoring program for non-traditional students that might consider involvement in all CTE training programs that have a non-traditional component available at the University.  
4) Work with advisors of CTE students to go to area high schools in our district and meet with students to encourage them into non-traditional CTE programs by pointing out the requirements and employment opportunities.  
5) Further develop marketing tools (program brochures, web pages, Career Pathway advisement forms, etc.) that emphasize participation and reasons for successful completion of non-traditional students in CTE programs.  
A portion of Perkins money on the order of $26,500 will be used for a second advisor who works with undecided freshman students to help foster the above endeavors. |

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<tr>
<th>Other Comments:</th>
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<tbody>
<tr>
<td>5P2 Non-trad Completers. Percent of non-trad completers of non-trad programs.</td>
</tr>
<tr>
<td>Question 1: Accuracy and Completeness</td>
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<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Question 2: Results</td>
</tr>
<tr>
<td>Question 3: Strategy</td>
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<tr>
<td>Question 4: Action Steps</td>
</tr>
<tr>
<td>Other Comments:</td>
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SECTION 03: LOCAL PLAN NARRATIVE

Local plan for Career and Technical Education Programs. Sec. 134 – LOCAL PLAN REQUIRED - Any eligible recipient desiring financial assistance under this part shall, in accordance with the requirements established by the eligible agency, submit a local plan to the eligible agency. Such local plan shall cover the same period of time applicable to the State plan submitted under section 122. This Local Plan Guide includes the key activities and strategies to accomplish its local Perkins plan and student achievement goals.

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

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

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

Same as last year? Yes

Dixie State University Concurrent Enrollment has partnered with the Washington County School District to coordinate CTE Pathways programs. This partnership is structured to provide support for CTE programs of study for Washington County high school students and to continue their support as they move through the career pathway they select to continue their postsecondary education. Academic requirements for CTE programs at the University will be identified and courses taken at the High Schools in Washington County will be indicated as a part of the pathway. Students needing additional help to strengthen academic skills beyond high school will be identified and will have access to additional resources, including mentors or tutoring. Approximately $11,000 will be used to support the Pathway partnership between DSU Concurrent Enrollment and the Washington County School District for the FY2018 school year.

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
Enhanced Narrative: Dixie State University is participating in the Washington County School District pathway process. During the school year, monthly meetings are held with the Southwest Regional CTE Directors and Pathway Coordinators to discuss problems and take action on items of interest, especially pathways. The High Schools in the Washington County School District have put together the pathways for CTE and during 2016, DSU and DXATC have indicated the courses that will count toward CTE certificates and degrees at DSU or DXATC that are part of the high school pathway working with the Pathway Coordinator for the Washington County School District. The Southwest Region continues to develop a Regional Pathway Database tool for students, counselors and school districts in the region for pathways in high school through an ATC or University in the region. A new database has been designed and is presently being put through a testing phase in hopes of being ready for the coming 2018 school year. A Computer Science student in her senior year finished up the work on this database and we will be continue to improve the database in 2018.

<table>
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<tr>
<th>C. How recipient will develop, improve, or expand use of technology in CTE, which may include</th>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same as last year? Yes</td>
<td>Dixie State University will develop, improve and expand the use of technology in CTE by doing the following:</td>
</tr>
<tr>
<td>Provide professional development and educational opportunities for faculty. These include support for workshops and conferences specific to the program area, internships with business and industry to learn new technology, and on-campus training.</td>
<td>Approximately $8,000 of Perkins funding will be used to support faculty professional development during FY2018.</td>
</tr>
<tr>
<td>Work with deans, department chairs, and faculty to have them review the curriculum and equipment used for training. Use their guidance and assistance to develop opportunities for faculty to gain up-to-date knowledge of technology being used in the workplace.</td>
<td>Use advisory committees to determine appropriate requirements relating to math and science related course work. Make certain these requirements are included in training offerings.</td>
</tr>
<tr>
<td>Use Perkins and state funding to purchase the latest technology equipment and software that is being used in universities, business and industry. Hardware and software purchases will average $20,000 during FY2018 to help with course offers of our programs and keeping track of students in progress through finding employment.</td>
<td>D. How recipient will improve, develop or offer CTE courses as part of CTE programs of study. Sec 135(c)(12)</td>
</tr>
</tbody>
</table>
(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
Working with the VA, DWS, Vocational Rehabilitation and the community of employers to continue to identify areas of vocational and technical training that is needed in the area that are not presently being addressed. These discussions could result in classes, certificate programs, or degrees that DSU would put in place to address these needs.
Dixie State University continues to work with the Regional Pathway Coordinators to coordinate pathway requirements and provide opportunities for students to move through a series of courses in the CTE program area without unnecessary duplication of coursework. As faculty at the University work more closely with high school faculty, the goal will be to improve articulation between existing courses, as well as to identify new instruction needed. The pathway will provide a clear road map for students and their parents as they pursue various career opportunities.
Perkins funds are used to provide assistance with needed changes within programs to keep the courses and information at a quality level that represents area employment needs. This help can be in the form of software, equipment, supplies, faculty development, etc.

E. How recipient will assist Career and Technical Student Organizations (CTSOs). Sec 135(c)(5) Currently all secondary school districts contribute funding to the statewide CTSO program. Use this section to describe what will be done locally by post-secondary institutions, or secondary districts in addition to this statewide project.

Same as last year? Yes
Dixie State University supports Advisors for DECA, Computer Club, and other faculty that receive funding to support their travel as they work with these student organizations. Dixie students have traditionally done very well in state and national competitions. The plan is to continue emphasis on these student organizations and to continue to support faculty advisors. DECA faculty and students from the University sometimes work with the high schools in the area to provide information and training in business areas to prepare them for competitions at the State level.
Dixie State University continues to strive to meet or exceed the statewide target levels of performance for all performance levels. In 2016, DSU achieved this in all areas except for 4P1 as indicated previously. One of our other areas of concern continues to be non-traditional students. Our goals for Perkins IV have been identified with these issues in mind. The following goals were developed to address these performance areas and to continue to meet expectations for all areas.

GOALS FOR IMPROVEMENT:

Goal 1: Increase the number of concentrators enrolling in DSU CTE programs. Emphasis will be placed on recruiting more non-traditional and minority students, especially in the Health Sciences programs. Activities: 1) DSU hosts an evening orientation/recruitment event for each of the local high schools to better acquaint parents and students as to the CTE programs available at the University and of the new Career Pathways available. 2) College recruiting personnel and counselors will receive training on new Career Pathways and will work to increase enrollment in all CTE programs. 3) Departments from all CTE programs will be encouraged to recruit for their technical programs and will be given Perkins funding support to develop marketing materials (brochure, webpage, etc.) that will be used to increase participation in their program. Evaluation: The University CTE Director will oversee the implementation and progress of this goal by meeting with Department Chairs and evaluating marketing materials being developed.

Goal 2: Implement strategies to assist students' concentration on a CTE pathway resulting in improved skill attainment and completion of programs leading to industry recognized credentials or licensure. Activities: 1) Continue tutors and mentoring for students who need additional assistance with classwork. Approximately $10,000 will be used for this purpose during FY2018. 2) Work with the Career Pathways at the Washington County School District to coordinate pathways and concurrent enrollment courses from high school to programs at Dixie State University. Approximately $11,000 of Perkins funding will support the Pathway. Evaluation: The CTE Director will coordinate and evaluate the implementation and progress of the tutoring and mentoring programs. The CTE Directors at the university and the school district will evaluate the progress of pathway coordination by updating career pathways each year.

Goal 3: Implement strategies to help students, and especially non-traditional and minority students, complete an industry-recognized credential requiring licensure, a one-year certificate, or an AAS or approved AS Degree. Activities: 1) Meet with program advisors, department chairs and program coordinators to review credential requirements and the training opportunities available to prepare students for industry credentials. Make certain the training is appropriate and has
(3) CTE Programs of Study Sec 134(b)(3), Sec 135(b)(3)

List State recognized programs of study currently available and programs of study that will be developed and offered in each high school or post-secondary institution (each recipient must offer at least one)

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

(A) Describe what will be done so that each high school or post-secondary institution will be able to offer the appropriate courses of not less than 1 of the CTE programs of study described in the State Perkins Plan. Include information on how you will use Perkins funds to improve or develop CTE courses that are part of the CTE programs of study.

(B-D) (the state plan address how the CTE Pathways meet requirements of Sec 134(b)(3)(B-D). If locals are offering these, then such requirements will be met.

(E) Describe the process you use to encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects;

CTE Programs of Study Narrative:
Same as last year? Yes

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<thead>
<tr>
<th>AS Degrees:</th>
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<td>General Marketing</td>
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<tr>
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<td>Phlebotomy</td>
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<tr>
<td>Media Production</td>
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</table>

Each of the above listed programs of study will require one or more CTE approved course(s) within the program. The programs are being developed into Career Pathways by coordinating with the Washington County School District (WCSD) CTE Pathways Coordinator. Program advisement sheets are developed for the pathways in cooperation.
(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:
Collaboration/Stakeholder Involvement

Sec 134(b)(5)

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

Stakeholder Involvement Narrative:

Same as last year? Yes

DSU will involve faculty, staff, and administration in a plan for professional development that has been in place for several school years. The plan will be supported by both state funds and by Perkins funds. The plan will include the following activities:

1. Each year, faculty and staff members are to develop their own plan and list their goals for professional development. This is accomplished through Department Chairs each year. These improvement goals will become part of the annual performance evaluation process. Each year, the goal(s) for the next year are determined. Goals are reviewed and, once approved, funding to support the goal(s) will be provided as practical from state and Perkins funding where applicable. Progress on accomplishing the goal(s) will be reviewed during the next performance evaluation and new goal(s) will be determined for the next year.

2. State and regional in-service and professional development activities, such as workshops and conferences that are geared to improve faculty credentials and/or to improve instruction will be encouraged and supported. Outcome goals for these activities will be developed by Department Chairs and/or program supervisors and faculty and will be reviewed upon completion of training. Out-of-state conferences, workshops, and other appropriate professional development activities such as licensure requirements will be supported when the activity is determined to be worth the time and expense required.

3. In FY2016, DSU created a Center for Teaching and Learning which has held weekly and/or bi-monthly learning sessions and workshops (called Active Learning, Active Life) for faculty and adjuncts. The purpose of these is to promote more effective teaching and student learning. Different topics are covered at each of these sessions. Beginning in FY2016, all faculty and adjuncts are to attend an all day workshop entitled “Promoting Student Success”. This workshop is held during the Spring Semester and is required.

Approximately $8,000 of Perkins funding will be allocated to support Professional Development activities for CTE faculty and staff for FY2018.

(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;
Stakeholders will be involved through participation in activities designed to involve participants in development of CTE training programs and to provide information regarding programs and the Career Pathways that are developed. Activities will include, but not be limited to the following:
1. Program advisory meetings as necessary for each CTE program or certificate.
2. On-going meetings with high school counselors and other community stakeholders.
3. Local and regional coordinating meetings involving CTE Directors from both public and higher education, DWS Managers, Vocational Rehabilitation, Tech-Prep/Career Pathways Coordinators, special population groups and representatives, and other agencies and groups as appropriate.
4. Participation in Regional Southwest CTE Council to develop and assess needs for programs and job placement.
5. Meetings sponsored by the university designed to inform parents and students of CTE program and Career Pathway opportunities.
6. Having administration from the university speak with civic groups, Chamber of Commerce, and other groups to receive feedback, and to provide information about training opportunities.

(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

The state and DSU have developed an approach to assist in the evaluation of CTE programs. Ideas for evaluation for Dixie State University activities may include:
1. Instructors will have student assessments of the classes they teach on a regular basis (at least once per year in all courses that semester).
2. Instructors will have an annual performance evaluation conducted by their immediate supervisor (department chair or dean).
3. Programs (curriculum, equipment, facilities, etc.) may be reviewed by the CTE Director for each established program or certificate. In many cases where a program or certificate requires a state or national accreditation, this will be used as a measure rather than other methods the university or state may have in place. A five to seven year program evaluation rotation is in place for all CTE programs at DSU.
4. Programs may be evaluated or modified based on the performance measures established under Perkins.
5. Programs may be evaluated by the Core Measures established for the DSU annual report and accreditation report. These include surveys of students and surveys of employers to determine satisfaction with CTE programs.
6. Programs may be evaluated with measures required for the USHE annual reporting process and the Northwest Accreditation group.

(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](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

Refer to (9) below for strategies and activities addressing the needs of special populations groups.

(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
Special populations will not be discriminated against, and will, in fact, be targeted for services.

Three student support departments on campus will have primary involvement in working to include and assist special population students. The DSU Career Center, the Advising Center and the DSU Diversity Center will be given specific instructions to provide services to these students. Activities targeting special population students will include:

1. Providing career interest assessment and career counseling which will provide information that supports involvement in CTE training for non-traditional students, minority students, disadvantaged students, and for single parent and displaced homemakers.

2. Mentoring provided by the Advisement and Diversity Centers for students to assist them in learning about career opportunities that CTE training programs have available to possible careers. In addition to increasing awareness, the training will build confidence so that special population students can be involved and can be successful in these programs.

3. Incorporating former special population students who have been successful in completing training and in acquiring a job to help promote, educate, and support other students.

4. Create brochures, web pages and other marketing materials designed to specifically target special population students. Perkins funding will be used to develop web sites and to print marketing tools designed for special populations (including non-traditional students) during FY2018.

5. Provide mentors and tutoring to help special population and non-traditional students with academic and CTE class work to help them improve performance.

6. Program instructors will be asked to accommodate special population and non-traditional students by providing instructional support as needed. Where appropriate, students will receive additional instruction through use of individualized learning modules and other individualized learning activities to help these students better grasp learning objectives required for their program.

(10) Non-traditional Preparation Sec 134(b)(10)
Describe how funds will be used to promote preparation for non-traditional fields
Non-traditional students will be targeted in the following ways:

1) Provide training through the DSU Career, Advisement, and Recruitment Centers to help them better understand opportunities for non-traditional students and help show the benefits of going into one of these programs.

2) Provide student mentors and tutoring for these non-traditional students to help make them achieve the goal of a certificate or an associate degree. Perkins funds will be used for these type activities on the order of $10,000.

3) Work with the Career and Advisement Center to develop workshops for non-traditional students to encourage involvement in CTE training and strategies for completion of training.

4) Develop marketing tools (program brochures, web pages, Career Pathway advisement forms, etc.) that emphasize participation and successful completion of non-traditional students in CTE programs. Approximately $26,500 will be used to support a position which will focus on non-traditional students at the DSU Academic Advisement Center with another $6,000 for Career Center activities for CTE, and $39,000 for Academic Advising which will work on certificate and AAS degree programs for all students.

5) The Vice President for Student Services and the CTE Director will coordinate with appropriate individuals to implement and evaluate the activities to support these goals.

(11) Career Guidance and Counseling Sec 134(b)(11)
Describe how career guidance and academic counseling will be provided to Career and Technical Education students, including linkages to future education and training opportunities

Career Guidance Narrative:

Same as last year? Yes

The DSU Career and Advisement Centers will play a significant role in providing support for CTE students who need career guidance, assessment, and counseling. The Center will target students served by Perkins funding. Special emphasis will be placed on serving special populations and non-traditional students. The Advisement Center Counselor in charge of CTE at DSU will also play a role in the process of designing Career Pathways, and in working with faculty and students to assist with the process of providing training in various high school to college CTE pathway options. Total funding support for the Advisement and Career Centers will be approximately $90,000.

(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

DSU will address recruitment and retention of CTE faculty and counselors by being involved with the following efforts:
1. Working to increase salaries for faculty and staff involved in CTE on campus.
2. Providing support for faculty and staff through professional development activities.
3. Improving teaching conditions by providing funding for equipment and supplies to allow faculty to provide meaningful and up-to-date training for students.
4. Providing support for part-time faculty who may need assistance with the various functions and requirements involved in teaching.
5. Providing CTE program support including program promotion, student recruitment, student counseling, academic support for students, and other program-related support required to ensure the success of the program.
6. Work with institutional advisory groups to explore possible partnerships with business and industry to provide assistance with equipment, curriculum, instructors, etc. to help improve programs and thus create an environment that encourages faculty to remain involved with the process.
7. Provide student interest through clubs and organization to help with retention and recruitment. In FY2018, the University will promote business/marketing opportunities for our students through DECA with a competition for the local high schools. See 3P1 for the details.

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:

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<thead>
<tr>
<th>Size, Scope and Quality Assurances</th>
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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:

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<th>Compliance with the Law Assurance</th>
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</table>
(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:

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

### Assurances – 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

### Assurances – Drug Free

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

(10) Assurance – Drug Free
DRUG-FREE WORKPLACE

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

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

B) The grantee may insert in the space provided below the site(s) for the performance of work completed in connection with the specific grant:

Place of Performance (Street address. City, County, State, Zip code)

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

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

Drug-free Assurances

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

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

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

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<th>Nonprofit private school participation in professional development programs Assurance</th>
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<td>Yes, I do so certify.</td>
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<td>No, I do not so certify.</td>
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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:

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<tbody>
<tr>
<td>Yes, I do so certify.</td>
</tr>
<tr>
<td>No, I do not so certify.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Supplanting Assurance</th>
</tr>
</thead>
</table>

32 of 34
(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:

<table>
<thead>
<tr>
<th>Special Populations Assurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I do so certify.</td>
</tr>
<tr>
<td>No, I do not so certify.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Non-discrimination Assurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I do so certify.</td>
</tr>
<tr>
<td>No, I do not so certify.</td>
</tr>
</tbody>
</table>

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
Dixie State University
NAME AND TITLE OF CTE DIRECTOR
Nancy Hauck, Associate Provost & CTE Administrator

DATE

June 23, 2017