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

Institution: Weber State University

FY17

TABLE OF CONTENTS

SECTION 01: PERFORMANCE TARGETS (FAUPL) ................................................................. 2

SECTION 02: PERFORMANCE DATA ANALYSIS AND IMPROVEMENT PLAN .......... 2

Postsecondary Measures ........................................................................................................ 3

SECTION 03: LOCAL PLAN NARRATIVE .............................................................................. 6

(1) CTE PROGRAMS ............................................................................................................... 6
(2) CTE ACTIVITIES .................................................................................................................. 8
(3) CTE PROGRAMS OF STUDY .............................................................................................. 8
(4) PROFESSIONAL DEVELOPMENT ...................................................................................... 9
(5) COLLABORATION/STAKEHOLDER INVOLVEMENT ......................................................... 9
(6) SIZE, SCOPE AND QUALITY ........................................................................................... 10
(7) CONTINUOUS EVALUATION AND IMPROVEMENT ....................................................... 10
(8) ADDRESSING THE NEEDS OF SPECIAL POPULATIONS .............................................. 10
(9) NON-DISCRIMINATION .................................................................................................... 11
(10) NON-TRADITIONAL PREPARATION ............................................................................ 11
(11) CAREER GUIDANCE AND ACADEMIC COUNSELING ............................................... 11
(12) EDUCATOR RECRUITMENT AND RETENTION ............................................................ 12

SECTION 04: ASSURANCES ............................................................................................... 12

(1) ASSURANCE – LEA ELIGIBILITY .................................................................................... 12
(2) ASSURANCE – LEA ADOPTION AND APPROVAL OF PLAN .......................................... 12
(3) ASSURANCE – PLAN IS BASIS FOR ADMINISTRATION OF PERKINS PROGRAM .... 13
(4) ASSURANCE – LIMITATION FOR CERTAIN STUDENTS ............................................... 13
(5) ASSURANCE – SIZE, SCOPE AND QUALITY ................................................................ 14
(6) ASSURANCE – COMPLIANCE WITH THE LAW ............................................................. 14
(7) ASSURANCE – EQUIPMENT ........................................................................................... 15
(8) ASSURANCE – LOBBYING ............................................................................................ 15
(9) ASSURANCE – DEBARMENT ........................................................................................ 16
(10) ASSURANCE – DRUG FREE ........................................................................................ 17
(11) ASSURANCE – PRIVATE SCHOOL PARTICIPATION IN PROFESSIONAL DEVELOPMENT PROGRAMS .......................................................................................... 18
(12) ASSURANCE – NON-PROFIT PRIVATE SCHOOL PARTICIPATION IN CTE PROGRAMS ............................................................................................................. 18
(13) ASSURANCE – SUPPLANTING ...................................................................................... 19
(14) ASSURANCE – MEETING NEEDS OF SPECIAL POPULATIONS .................................. 19
(15) ASSURANCE – NON-DISCRIMINATION ....................................................................... 19

SECTION 05: CERTIFICATION ........................................................................................... 20
SECTION 01: PERFORMANCE TARGETS (FAUPL)

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

Go to Sharepoint Step 2 to View and Download FAUPL

PERKINS

SECTION 02: Performance Data Analysis and Improvement Plan

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

Go to Sharepoint Step 1 for Data

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

**Question 1: Accuracy and Completeness**
Utilizing the Banner system, WSU in concert with the Utah System of Higher Education gathers data on students as accurately and completely as possible. At the completion of many programs, students pay for the testing of their industry certification and therefore, are not required to report the data back to the institution. However, USHE and USBE work with Division of Licensure to capture a majority of this data.

**Question 2: Results**
The WSU CTE office works closely with all CTE programs that offer skill certifications to ensure that these exams are available and encouraged. WSU exceeded our target in this area by 39.88%.

**Question 3: Strategy**
Internal discussions with deans, dept chairs and university institutional research staff continue to occur to ensure that every opportunity is taken to increase the number of certifications offered and accounted for in collecting this data.

**Question 4: Action Steps**
Ongoing assessment to provide reasonable and accurate strategies for collecting this data and work with the institutional research office to design and develop support mechanisms to support this effort in a timely, consistent and accurate manner.

**Other Comments:**
FY15 Target 57.30%, Actual 97.18%
New FY16 Target is 57.87%

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

**Question 1: Accuracy and Completeness**
Internal processes are continually being refined and enhanced to track this data in a complete and accurate manner. Most students are currently not required to take appropriate industry certification exams, nor are they required to report that they actually did or the outcome. Many students take these exams after they have graduated and no longer have contact with the institution. To address our special population issues a variety of strategies are being identified and implemented. More collaboration is being developed to assist with mentoring and assisting special populations, staffs are being trained to meet the increasing needs and meet Perkins objectives and meetings are being held with industry advisory boards to seek their assistance in supporting our efforts in this area. One concern is that students who complete a two-year degree or certificate will not show as a completer if they continue on for a 4-year program. They are considered as retained but not completed even though they did complete a credential. This misrepresents the data being reported and is not an accurate reflection of the real completion numbers. For example, 2015-16 preliminary numbers for Weber State
University indicate that more than 70% of associate degrees earners at the institutions reenroll the following year to continuing on for a bachelor degree.

Question 2: Results
Continually monitor and adjust as necessary through accurate baseline data. WSU missed this target again for FY15 at only 7.59%. As mentioned previously, we have a very high rate of students who continue on for a bachelor’s degree and these students will never show on our records as completors.

Question 3: Strategy
Work with USHE, USBE and other CTE directors across the state to see what can be done to accurately reflect completion numbers. In addition, provide additional support and resources to underserved populations on campus to achieve greater academic and completion success.

Question 4: Action Steps
Meetings are taking place to relook at the way data is collected and reported. Target with USBE was also renegotiated. In addition, anew CTE advisor will be hired in our community education center that works with underserved populations to encourage these students to engage in CTE degree and certificate programs. Student mentors will also be deployed to provide a foundation of support for students struggling in CTE programs.

Other Comments:
FY15 Target 16.01%, Actual 7.59%
New negotiated Target for FY16 is 11.92%

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

Question 1: Accuracy and Completeness
Data is tracked, maintained and collected through the university's Institutional Budget and Research office to ensure accuracy and completeness.

Question 2: Results
As this achievement is an area of great importance to WSU, ensuring that our students complete programs, whether at WSU or other state institutions, is of the highest priority. Utilizing current WSU data and USHE's data warehouse, WSU will provide accurate and complete information on the transfers of our students. Target was met by more than 10%

Question 3: Strategy
Through continued targeted advising for CTE students and partnerships with other higher education institutions across the state, WSU continues to help students in achieving their career and academic goals. Also see comment in 4P1 Results
<table>
<thead>
<tr>
<th>Question 4: Action Steps</th>
<th>WSU works with employers to encourage and support students to complete their degrees/program of study. In addition, WSU continues to partner with other higher education institutions to assist students with transferability.</th>
</tr>
</thead>
</table>
| Other Comments:          | FY15 Target 63.45%, Actual 73.01%  
New FY16 Target is 64.09% |

| **4P1 Placement.** Percent of completers who are in military, apprenticeship programs, or employment, during 2\textsuperscript{nd} quarter after leaving post-secondary education during the reporting year. |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| **Question 1: Accuracy and Completeness** | The institution is able to track WSU students who continue on to a Bachelor’s degree or transfer to another institution within the USHE system. It becomes more challenging to track those students who enter into the workforce as well as those students who chose to service a 2-year mission for their church. Currently, WSU is working with other institutions in the USHE system and DWS to collaborate on the most effective ways to track these students. |
| **Question 2: Results** | It is difficult to track students once they complete WSU and enter the workforce as they are not required to inform the institution of their success past their degree. Tracking students who complete an associate degree or certificate and continue on to a bachelor are much easier to track, even if they chose to attend another institution. WSU has improved in this area through both accurate data collection and improved performance. WSU continues to enhance efforts to increase placement rates through the involvement of placement coordinators across campus. WSU met 90% of this target. |
| **Question 3: Strategy** | Increase involvement of WSU Career Service advisors in report and tracking CTE students. Assess data from DWS reports from accounting services though a comparative analysis to determine if this become a new baseline. |
| **Question 4: Action Steps** | Give students access to Career Service advisors and follow up with completion survey. Assist students with internship opportunities and utilize the resources of the DWS and program advisory committees. |
| Other Comments: | The institution is able to track WSU students who continue on to a Bachelor’s degree or transfer to another institution within the USHE system. It becomes more challenging to track those students who enter into the workforce as well as those students who chose to serve a 2-year mission for their church. Currently, WSU is working with other institutions in the USHE system and DWS to collaborate on the most effective ways to track these students. FY15 Target 79.82%, Actual 76.45% (met 90%).  
New FY16 Target is 80.63% |
<table>
<thead>
<tr>
<th>Question 1: Accuracy and Completeness</th>
<th>This measure is becoming more successful to track with new data systems. Ongoing funding is being set aside to address these populations and it is proving to be successful at WSU. However, it continues to be challenging to attract students into non-traditional programs, especially high school students but with the increased focus, it is improving.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 2: Results</td>
<td>Data will continue to be collected in partnership the institutional research office to monitor effectiveness and enhance programs. The new recruiter hired in the college of applied science and technology has also assisted this effort tremendously. WSU met 90% of this target.</td>
</tr>
<tr>
<td>Question 3: Strategy</td>
<td>A portion of WSU's Perkins budget is being dedicated to establishing program links with high schools and ATCs to build awareness of non-traditional program opportunities for students. In addition, recruiters (one in the health professions area and technology area) will be supported with Perkins funds specifically for this purpose. Several career fairs and &quot;women in technology&quot; and &quot;explore the possibilities&quot; events continue to be held throughout the region in concert with regional partners to increase the awareness to non-trad populations.</td>
</tr>
<tr>
<td>Question 4: Action Steps</td>
<td>Identify representatives from secondary, ATC and post-secondary to attend a seminar on recruiting and retaining non-traditional students and then offering the training to other administrators. Work with specific college recruiters that will work with the high school/ATCs to recruit students into CTE programs. Develop and distribute marketing materials regarding the opportunities for students in non-traditional programs.</td>
</tr>
<tr>
<td>Other Comments:</td>
<td>This year a new CTE recruiter/advisor will be hired in our community education center that works with underserved populations to encourage these students to engage in CTE degree and certificate programs. Student mentors will also be deployed to provide a foundation of support for students struggling in CTE programs. FY15 Target 25.86%, Actual 23.38% (met 90%). New FY16 Target is 26.12%</td>
</tr>
</tbody>
</table>

| Question 1: Accuracy and Completeness | WSU's numbers in this area have been so low that the slightest change has a significant impact. Continue to work on a system that will accurately track the progress for non-trad students. |

| Question 2: Results | Data will continue to be collected in partnership the institutional research office to monitor effectiveness and enhance programs. The new recruiter hired in the college of applied science and technology has also assisted this effort tremendously. WSU met 90% of this target. |

| Question 3: Strategy | A portion of WSU's Perkins budget is being dedicated to establishing program links with high schools and ATCs to build awareness of non-traditional program opportunities for students. In addition, recruiters (one in the health professions area and technology area) will be supported with Perkins funds specifically for this purpose. Several career fairs and "women in technology" and "explore the possibilities" events continue to be held throughout the region in concert with regional partners to increase the awareness to non-trad populations. |

| Question 4: Action Steps | Identify representatives from secondary, ATC and post-secondary to attend a seminar on recruiting and retaining non-traditional students and then offering the training to other administrators. Work with specific college recruiters that will work with the high school/ATCs to recruit students into CTE programs. Develop and distribute marketing materials regarding the opportunities for students in non-traditional programs. |

| Other Comments: | This year a new CTE recruiter/advisor will be hired in our community education center that works with underserved populations to encourage these students to engage in CTE degree and certificate programs. Student mentors will also be deployed to provide a foundation of support for students struggling in CTE programs. FY15 Target 25.86%, Actual 23.38% (met 90%). New FY16 Target is 26.12% |
### Question 2: Results
Data will continue to be collected in partnership with the institutional research office and individual departmental advisors on campus to monitor effectiveness and enhance programs. WSU met 90% of this target.

### Question 3: Strategy
Continue to utilize current college advisors to establish a tracking system that will determine where students are in the process and whether they have completed, continued on to a higher degree or entered the workforce. The current turn in the economy should also encourage students to remain and complete their degrees as a result of the stimulus funds that are available to students.

### Question 4: Action Steps
This year a new CTE recruiter/advisor will be hired in our community education center that works with underserved populations to encourage these students to engage in CTE degree and certificate programs. Student mentors will also be deployed to provide a foundation of support for students struggling in CTE programs. Also maintain CTE recruiters focused on the recruitment of non-traditional CTE students that will oversee the development of a tracking system. Work with the other post-secondary institutions in the state to develop consistent tracking methods to follow these students. Also, provide counselors, advisors and tutors to help them complete their program of study in a successful and timely manner.

### Other Comments:
FY15 Target 19.19%, Actual 18.59% (90% met). New FY16 Target is 19.38%.

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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))
Weber State University participates in the pathway efforts throughout the Wasatch Front North region including: pathway development; counselor, administrator, CTE coordinator and teacher training; program marketing; and providing necessary equipment to link programs and encourage student academic achievement. In addition, WSU has become the state affiliate for the national STEM education specialists, Project Lead the Way. In this role, WSU provides training and support to the more than 300 teachers in junior high and high schools throughout Utah and the intermountain west.

WSU also continues to build relationships with regional secondary, ATC other post-secondary institutions to provide many concurrent and articulated opportunities. Weber State is the only higher education institution in Utah whose concurrent offerings are 70% CTE and 30% academic. For most of the other institutions it is the opposite. As an applied university, WSU is dedicated to serving CTE students and assisting them in establishing high academic standards. Perkins IV funds are dedicated to establishing new and exciting ways of combining real-work skills with state-of-the-art technology and applications to keep them on the cutting edge of industry standards. For example, programs in our college of health professions are leveraging Perkins funds to purchase several defibrillators, monitors and plastinated cadaver specimens of the heart and lungs to provide scenario-based training in the areas of resuscitation and general care. In the College of Applied Science and Technology, several outreach activities will be conducted to increase awareness of CTE programs as well as spark interest among non-traditional populations including a Parent-Daughter Engineering Day, FIRST Tech Challenge, and a Computer Science Game Camp for high school students. In addition, state-of-the-art simulation equipment in geosciences and early childhood programs will ensure that students stay on the cutting edge of their professions once they enter the workforce.

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.
Weber State University participates in the regional and state-wide pathway efforts. In addition, several outreach activities are planned to enhance the visibility of CTE programs including a computer game camp, parent-daughter engineering day and FIRST Tech Challenge programs are designed to prepare incoming Engineering Technology students to be successful in their chosen academic pathway.

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)

Weber State University will ensure that CTE faculty and advisors are trained and knowledgeable about the latest opportunities available. To do this WSU will 1) continuously review our CTE programs across campus with departmental industry advisory boards to ensure that we are meeting the demands of the employers, 2) continue to have the CTE director participate in the Wasatch Front North DWS Advisory Council and the local chambers of commerce Workforce Service Committees to incorporate and leverage all training opportunities for students, 3) provide ongoing faculty training to keep them on the cutting-edge of their fields, 4) assist where possible to provide state-of-the-art equipment for programs that have ever-changing short-term technology constraints, 5) continue to support the Career services program to develop partnerships with industry that will provide internships, job fairs, scholarships, equipment donations, and specialized skills for students, 6) support student organization activities to showcase student achievement, build student confidence and provide students with experiences to add to their resume for future employment, 7) provide both hands-on and online opportunities for all students to enable them to have full access to CTE programs whether they can attend in person or from a distance.

D. How recipient will improve, develop or offer CTE courses as part of CTE programs of study. Sec 135(c)(12)

WSU continues to build relationships with regional secondary, ATC other postsecondary institutions to provide many concurrent and articulated opportunities. Weber State is the only higher education institution in Utah whose concurrent offerings are 70% CTE and 30% academic offerings. As an applied university, WSU is dedicated to serving CTE students and assisting them in establishing high academic standards.

It is a requirement that all CTE programs at WSU have a link with secondary education whether through concurrent enrollment, articulation, or a simple pathway to help students become more successful in their post-secondary experiences.

WSU continues to offer an AAS degree in general technology that is designed specifically for ATC students who complete an approved 900 or more hour certificate program at either the OWATC or DATC. This new AAS degree will provide a seamless pathway for ATC students to continue on with their postsecondary education. In addition, WSU provides an academic advisor for this program on site and the DATC and OWATC weekly.

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.
(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:
WSU will continue to support the two CTE recruiter positions and will add a third specifically targeting underserved populations that will assist with efforts to recruit students from high schools, ATCs and from business/industry into our CTE programs. Special focus will be given to nontraditional student participation. In addition, WSU has set aside more than 20% of its Perkins allocation to target non-traditional and ethnic populations. Representatives from secondary, the ATCs and WSU have attended a seminar on recruiting and retaining non-traditional and special population students. WSU also works with the local chamber of commerce workforce development committee to provide information and opportunities for engaging our growing diverse community. Given the large hispanic population in our local area, the number of these students attending WSU is disproportionate. An effort will be made with other student organization on campus to market, enroll and assist this ethnic minority population with their educational goals utilizing all the available resources, including Perkins on campus. In addition, the WSU CTE director has full authority to redirect Perkins funds to projects or programs that will target performance gaps where they exist. For example, priority will be given to projects this year that will address the performance target 2P1 to increase the number of credential, certificate and/or degree completers in the coming year.

(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;

<table>
<thead>
<tr>
<th>CTE Programs of Study Narrative:</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Same as last year? YES'</td>
</tr>
</tbody>
</table>

See (2) CTE Activities above as these activities apply to all CTE programs of study and pathways established throughout our region.

WSU current CTE program of study include:

**College of Applied Science and Technology:**
- Apprenticeship AAS (in partnership with local ACTs)
- Automotive Service Technology - AAS (options in ATEP, CAP, ASEP, BSEP, HondaPACT, Toyota T-TEN and Heavy Duty Truck)
- Business Systems Technology (Business Education) – AAS
- Computer Engineering Technology – AAS
- Computer Science – AAS
- Design Graphics Engineering Technology – AAS
- Electronics Engineering Technology – AAS
- General Technology - AAS (specifically for ATC students)
- Interior Design Technology – AAS
- Manufacturing Engineering Technology – AAS
- Mechanical Engineering Technology – AAS
- Network Management Technology – AAS
- Pre-Engineering – AAS(APE)
- Sales and Merchandising – AAS
- Telecommunications – Inst. Cert/AAS

**Dumke College of Health Professions:**
- Clinical Laboratory Assistant (CLA) – Certificate
- Clinical Laboratory Sciences – AAS
- Dental Hygiene – AS
- Emergency Care and Rescue – Inst. Cert./AAS
- Health Information Technology – AAS
- Health Sciences – AS
- Nursing – Inst. Cert/AAS/AS
- Radiography – AAS
- Respiratory Therapy – AAS/AS

**College of Science:**
- Biotechnician Training Program – Inst. Cert./AS
- Chemical Technician – Inst. Cert./AAS
- Geosciences (Geomatics) - Inst. Cert.

**College of Social Science:**
- Archaeological Technician – Inst. Cert./AAS
- Criminal Justice – AS/AA

**Goddard School of Business:**
- Information Systems and Technologies – AS/AA
McKay College of Education:

- Early Childhood – AAS

(E).

Through our regional Career Pathway effort, all of these programs will eventually have established pathways with secondary school and with ATCs where appropriate. WSU takes great pride in both our CTE and academic curriculum. Rigorous academic courses are the backbone of every CTE program at the university. As part of our regional pathway program, students are highly encouraged to take many of their core academic subjects in the high school through concurrent enrollment and/or early college courses. Through the use of state-of-the-art computer labs for English, social sciences, computer literacy program and science labs, students are kept on the cutting edge of the selected pathway in both CTE and academic core. In addition, 5% of the WSU Perkins IV grant has also been set aside to develop strategic marketing campaigns to target not only special populations, but to build awareness of all CTE programs to all students emphasizing the academic rigor of these programs to encourage student achievement and participation.

(4) Professional DevelopmentSec 134(b)(4), Sec 135(b)(5)

Describe how Comprehensive Professional Development (including new teacher mentoring) for Career and Technical Education, academic guidance, and administrative personnel will be provided that promotes the implementation of CTE programs of study and pathways enabling students to take coherent and rigorous CTE content aligned with challenging academic content (including curriculum development)

As responses to this section are prepared, consider the following:

1. The professional development needed to achieve student performance targets.
2. The research base that will be used to determine the content of professional development activities selected for educators.
3. The extent to which professional development results in teacher improvement.
4. Helping educators become qualified in their assigned field of teaching.
5. The use of data on educator quality and student performance to plan professional development.
6. Preparing educators to use research based instructional practices necessary to meet the diverse learning needs of all students including English Language Learners, minority students, students with disabilities, economically disadvantaged students, and others.
7. The use of personnel from USOE, and other available consultants or services to enhance professional development opportunities.

Professional Development Narrative:

Same as last year? YES

As technology changes so does the never-ending need for upgrade training of faculty. Perkins funding is an answer to the prayers of all WSU CTE programs as it enables faculty to stay current in areas where the regular university budget would fall short. As a result, our faculty are better trained and prepared to offer students quality learning experiences. Weber State University’s 5-year CTE training plan includes:

1) Upgrade training for technical area faculty such as electronics, computer science, health professions, telecommunications and business education, and automotive technology will be a priority. The faculty sent to the appropriate training will be required to return and share what they have learned with the other faculty in the department.
2) Training for personnel who are dealing with the gathering, reporting, tracking and accounting of WSU’s Perkins data and funds will also be of high priority. It is important for all data to be consistent and accurate and it is equally important for the funding of our programs to be spent appropriately in the event of an audit.

3) Administrators will also be given the opportunity for trainings and seminars to keep them current with cutting-edge trends and innovative programs that might be established at WSU to continue to build the strength of our programs while meeting the needs of business and industry.

4) CTE personnel will attend regional, state, and national meetings as required to stay apprised of the trends and requirements of CTE programs. The information gathered at these meetings will be shared with all appropriate department chairs, deans and administrators throughout campus and the region.

(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

Weber State University representatives are very involved with the local business and industry boards throughout Northern Utah including the Ogden Weber and Davis Chambers of Commerce, Wasatch Front North Regional DWS Council, Weber Economic Develop Council, local school advisory boards, production manufacturers association, human resource managers association in addition to having our own advisory boards and committees for each CTE program on campus. Through these associations WSU is able to communicate our unique mission of being both the community college and university for this area of the State of Utah. In addition to the civic engagement of WSU faculty, staff and administrators, the university is continuously attending job and education fairs throughout the area to inform all residents about the educational opportunities, including CTE programs, at Weber State University. The WSU CTE director meets regularly with each special population student advisory council on campus as well as each colleges Dean’s meeting, to solicit ideas for assisting CTE special population students. For example, this past year, employer advisory boards in our Engineering Technology programs as for an AAS degree designed for well-rounded technical areas and automation for manufacturing floors. As a result of this collaborative effort, a new AAS in Automation and Controls is being proposed to meet the needs of local manufacturers.

(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:
The postsecondary program evaluation process presented in the state plan lists four components: 1) Regents approval, 2) regularly scheduled accreditations, 3) institutional program reviews and 4) program advisory committee reviews. In addition, regular internal and civil rights audits of all Perkins activities are conducted.

(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

(A). Weber State University provides many resources to students within special populations. The university does not discriminate based on gender, race, national origin, color disability or age. In an ongoing effort to accommodate and assist all students, the university has established many resources that may be accessed. The various offices and resources across campus include: Community Education Center located in inner-city Ogden, Services for International Students office, Services for Multicultural Students office, Services for Students with Disabilities office, Services for Women Students office, Student Support Services office, Nontraditional Students Services and Programs office, Native American Council Office, Child Care Center, Student Employment Services, Career Services, and Diversity Center to name just a few. This year Perkins fund will allow the hiring of a CTE recruiter/advisor to work at the community education center or assist members of underserved populations on a one-on-one basis.

(B). Many of the programs listed above, in addition to others on campus, offer special tutor services in subjects like Math and English for students in their respective programs in an effort to provide additional assistance for the success of students. WSU is able to design a course schedule that is adaptable to all students' special circumstance. WSU is in full compliance with ADA guidelines and encourages students to access the opportunities of the university either on campus, at one of our off-campus locations or from their own home through online and distance education options. This new CTE recruiter/advisor position will assist in this effort.

(C). WSU offers a variety of CTE programs that are accessible to any student that will assist them in acquiring a skill to maintain self-sufficiency.

(D). WSU is launching a special effort to let women know about the opportunities in the technology and automotive fields. The CTE directors throughout the region plan to incorporate training for this special population in all non-traditional CTE programs. In addition, special emphasis is being given in the health profession areas such as Medical Laboratory Sciences,
Respiratory Therapy, Dental Hygiene, Health Information Technology, and Health Sciences to assist our local special populations in gaining the skills necessary for positions in the health care field. Advisors and counselor are also available to assist with special needs for each student. New programs are also being established at WSU, such as the new evening automotive certificate program that will assist students, including special populations, to achieve short-term success while working toward long-term goals.

(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

It is the policy of Weber State University to eliminate discrimination against any individual with disabilities or other special population, and to assure equality in providing services, activities and programs to all university constituents, (students, employees, applicants, and patrons). Title II of the Americans With Disabilities Act., Sec. 202, states, in part, "no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of, the services, programs or activities of a public entity, or be subjected to discrimination by any such entity." In that spirit, WSU personnel shall work cooperatively with those who request accommodation in order to provide access to the programs, services and activities when viewed in their entirety, and they shall attempt to discover an opportunity to provide accommodation in a manner favorable to every qualified individual with a disability who requests such accommodation.

(10) Non-traditional Preparation Sec 134(b)(10)
Describe how funds will be used to promote preparation for non-traditional fields

Non-traditional Narrative:
As mentioned earlier, the Wasatch North Region is implementing an effort to attract, prepare and assist students in non-traditional fields. In addition, each request for Perkins is required to implement an element into the program that will assist the non-traditional student population. A special regional effort will also be established to help train teachers and faculty in how to recruit and keep non-traditional students in their programs. The strategy for this is to identify representatives from secondary, the ATCs and WSU to attend a seminar on recruiting and retaining non-traditional and special population students. After the initial group has been trained, they will be required to share what they have learned with teachers and administrators in their respective institutions. Given the large Hispanic population in our local area, the number of these students attending WSU is disproportionate. An effort will be made with other student organization on campus to market, enroll and assist this ethnic minority population with their educational goals utilizing all the available resources, including Perkins on campus and throughout the other educational institutions in the region.

(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

In addition to the endless opportunities for counseling and career guidance throughout campus, nearly 25% of WSU's Perkins funds will be used to provide two Career Service Advisors and 2.5 recruiters/advisors for CTE students. These designated advisors will work specifically with CTE students to assist them in achieving their educational goals. In addition, WSU works with counselors and CTE coordinators in all of the surrounding secondary schools to assist high school students. In addition, the Wasatch Front North region has established a web-based pathway site where students, parents, and counselors can go to establish an educational plan for students.

(12) Educator Recruitment and Retention Sec 134(b)(12)
Describe efforts to improve the recruitment and retention of Career and Technical Education teachers, faculty, and career guidance and academic counselors, including individuals in groups under-represented in the teaching profession; and the transition to teaching from business and industry.

Recruitment and Retention Narrative:
Same as last year? YES

WSU empowers the CTE faculty to determine the best course for the success of students in their programs. They are fully responsible for assessing the needs of their programs and requesting the necessary resources to accomplish their goals. In addition to this, WSU is very active in educating and placing qualified CTE instructors in local schools. For example, WSU provides a three-week intensive training for high school pre-engineering teachers involved in the Project Lead the Way Program. As a result of this training overseen by WSU CTE faculty, these high school and junior high school teachers return to the classroom certified and armed with a powerful curriculum to give CTE students a strong background in engineering concepts in addition to college credit. In addition, faculty are placed in local schools for sabbaticals to share their expertise in certain areas with secondary teachers and students.

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:

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<th>LEA eligibility Assurances</th>
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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:

<table>
<thead>
<tr>
<th>LEA adoption and approval of plan Assurances</th>
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<td>☐ No, I do not so certify.</td>
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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:

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<thead>
<tr>
<th>Perkins Program Assurances</th>
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If unable to comply, please explain:

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(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:

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<tr>
<th>Limitation for students prior to the seventh grade Assurances</th>
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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:

<table>
<thead>
<tr>
<th>Size, Scope and Quality Assurances</th>
<th>Yes, I do so certify.</th>
<th>No, I do not so certify.</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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<thead>
<tr>
<th>Compliance with the Law Assurance</th>
<th>Yes, I do so certify.</th>
<th>No, I do not so certify.</th>
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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:

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<th>Equipment Assurance</th>
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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:

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<th>Lobbying Assurances</th>
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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

<table>
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<th>Debarment Assurances</th>
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If unable to comply, please explain:
**(10) Assurance – Drug Free**

**DRUG-FREE WORKPLACE**

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

A) The applicant certifies that it will or will continue to provide a drug-free workplace by:

a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

b) Establishing an on-going drug-free awareness program to inform employees about:
   1) The dangers of drug abuse in the workplace;
   2) The grantee's policy of maintaining a drug-free workplace;
   3) Any available drug counseling, rehabilitation, and employee assistance programs; and
   4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

c) Making it a requirement that each employee engaged in the performance of the grant is given a copy of the statement required by paragraph (a);

d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
   1) Abide by the terms of the statement; and
   2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
   1) Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
   2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

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

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

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

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

**Drug-free Assurances**

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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>□ 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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<th>CTE Programs Assurance</th>
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<td>X  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:
(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:

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<th>Supplanting 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:

(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:

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<thead>
<tr>
<th>Special Populations 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:

(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>
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<tr>
<th>Non-discrimination Assurance</th>
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<td>Yes, I do so certify.</td>
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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

__________________________ Weber State University

NAME AND TITLE OF CTE DIRECTOR

__________________________ Julie Snowball, Director of Career and Technical Education

DATE

__________________________ May 25, 2016