

# **Perkins V Local Application**

**Single Entity**

Fiscal Year 2026



# Cover Page

1. LEA/Institution name:

2. Official designated by agency identified in question 1, who is responsible for answering or responding to inquiries regarding this application and is also established as the “authorized representative” for this agency.

Name:

\*This is typically the budget administrator

Official Position Title:

Phone Number:

Email:

3. Career & Technical Education Director

Name:

Official Position Title:

Phone Number:

Email:

By submitting and signing this application, the eligible agency, through its representative(s), agree to the following:

That this document serves as a continuation of the applicant's FY25 four year application.

To the assurances, certifications, and other forms enclosed in the Local Application.

That, to the best of my knowledge & belief, all information & data included in the Local Application submission is true and correct.

The budget information and all expenditures proposed in this application are supported by the Comprehensive Local Needs Assessment and the question 2A of the FY25 Local Application.

## CTE Programs and Activities

The Perkins Local Application is a four year application cycle. The current cycle began in FY25 when the Comprehensive Local Needs Assessment (CLNA) and four year application was approved by USBE CTE. In FY26 applicants will submit an updated annual budget that continues to align with the CLNA and FY25 Local Application.

Below is an excerpt from this applicant's FY25 Local Application, question 2a, on CTE programs and activities that will be provided using Perkins funds. As you create the FY26 budget please remember that all spending must be supported by description in this section. Perkins funds cannot be spent on programs or activities outside those described in this section.

### 2a.

Salt Lake Community College currently has 1,880 CTE courses that are part of 261 CTE programs. SLCC OCTE plans to support programs in the following CTE Pathways:

Personnel and programs in Architectural and Interior Design, Construction and Structural Systems, Broadcasting and Digital Media, Fashion Apparel and Textiles, Graphic Design and Communication, Business, Finance, Marketing, Cybersecurity, Information Technology Systems, Programming and Software Development, Web Development, Pre-K Early Childhood Education, K-12 Teaching as a Profession, Engineering, Health Science, Culinary Arts, Family and Human Services, Protective Services, Manufacturing and Production, Welding and Machining, Automotive, Aviation, and Diesel are areas that will have focused activities. Additionally, Student Services personnel and programs that provide support to CTE students are prioritized in both Perkins funded and other-College-funded activities to improve outcomes for CTE students.

The activities that will be provided with Perkins funds include supporting eligible students in CTE programs toward retention and completion, including some students with childcare vouchers; purchase of new and/or emerging equipment and/or technologies that support advances in industry in identified CTE Pathways; funds for additional equipment needed to support program growth; Perkins-funded personnel that support student or potential student inquiries and outreach activities that increase opportunities for students who are members of special populations and/or other populations. For example, SLCC is investing non-Perkins funding into a major CTE exploration event for all regional high schools. The Office of OCTE is assisting on the coordination of this event and will track interest from high school students to provide additional program information. Data collected from the 2022 event and evaluated in 2023 indicated that students that participated in the event generated more than 6,000 concurrent enrollment credit hours at SLCC and 243 students matriculated to SLCC generating more than 5,000 additional credit hours.

SLCC will use funds to provide salary and benefits for 27.57% of the Assistant CTE Director to directly support CTE programs and personnel. Direct activities include SLCC outreach and coordination with secondary partners, planning and implementing student-facing activities; developing and delivering training to CTE staff and faculty; and development of K12 pathways. Additionally, allowable administrative costs (5% of the grant) will be budgeted for the Assistant CTE Director at 18.13% of the salary for administrative activities, including: establishing transparent processes for faculty to access professional development and program support funding; tracking and analyzing Perkins data; advisory committee training for CTE faculty and staff; and communication to faculty, staff, and students to provide clear CTE information. The CTE Director who oversees the Perkins budget and activities, and a grant accountant serve at no cost to the grant.

## 2a. Continued

FY25, Salt Lake Community College plans to use the Perkins fiscal resources on equipment that support the Aviation Maintenance, Occupational Therapy Assistant, Physical Therapy Assistant, Criminal Justice/Forensics, and Welding programs. The purchase of equipment supports the need for industry standards of training on equipment, investments in emerging technologies, and supports growth of special populations into these academic areas. For Aviation Maintenance, there is a request for a specific type of engine that will provide students an opportunity for a necessary hands-on skill in order to pass their Part 147 A&P license, while the Forensics program is purchasing a specialized camera to use at crime scene investigations. SLCC has also budgeted for equipment in multiple health care programs. There has been non-traditional growth in these program areas, and they are currently implementing a holistic admissions process to help increase access. Other program priorities may emerge in the next few fiscal years from the general areas identified in the beginning of this section.

SLCC will also provide funding for childcare vouchers for eligible students providing parents an opportunity to attend the classes needed for them to retain and complete their program of study. These students must be 1) enrolled in a CTE program of study, 2) courses being taken are CTE and a part of their respective program 3) receiving Pell grant funding (determination of socio-economic need) and/or 4) receiving accommodations through the SLCC Accessibility and Disability Office.

Student participation in CTSO opportunities is a priority for SLCC. We have budgeted for partial travel support for students to attend national CTSO activities.

Funding for industry related training and other professional development for faculty and staff provides necessary updates in industry sectors, information on emerging technologies, best practices, curricular growth opportunities, and many other benefits of trainings. We anticipate providing funding for travel and professional development costs for CTE personnel to remain current on student support and industry needs.

Perkins-funded personnel provide broad support to staff and faculty in CTE program areas. Many are new or have not previously understood the priorities of Carl Perkins. We are focusing especially on training and assistance in processes for requesting and receiving program funding or professional development, and for clarifying appropriate expenditures.

SLCC is also using funds to support supply purchases for other CTE programs that may be different from those listed for equipment. These are small items (less than \$5,000 each) and costs for shipping for larger equipment.

SLCC will continue to evaluate CTE programs using the internal program prioritization lens supplemented with the Program Evaluation rubric that has been provided by USHE. These evaluation tools will assist the college in making informed budgetary decisions along with the expectation of impact.

In FY26-28, SLCC will evaluate all needs and requests that support the CLNA and meet Perkins guidelines and submit individual budgets that are reflective of annual activities and needs.

# Budget

## Sec. 135 Local Uses of Funds

- a) GENERAL AUTHORITY- Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, or improve career and technical education programs that meet the needs identified in the comprehensive needs assessment described in section 134(c).
- b) REQUIREMENTS FOR USES OF FUNDS – Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective.

**Instructions:** Enter the proposed budget in the pages below. For each budget category, the following must be taken into consideration:

1. All expenditures must align with the CLNA and the CTE programs and activities that were approved in the FY25 four year application.
2. If any funds have been allocated to a budget category, you must provide a narrative for that category. The narrative must include how the LEA/Institution plan to expend funds for each of the budget categories. Please include enough details and specifics in these narratives so it's clear how the funding will be spent.
3. Check the applicable box to confirm which CLNA worksheet element(s) supports these expenditures. Each budget item must be supported by a minimum of one CLNA element. The narrative should also describe how the budget item is supported by the CLNA element selected.
4. All expenses must fall under a "Required" or "Permissible" use of funds code as outlined in Perkins V Sec.124(b). For each budget category where funds are allocated, you must list any applicable required or permissible uses of funds coding. The "Required Uses of Funds" are represented as "R1,R2,P1, P2" etc. and a list of all required and permissible uses of funds can be found below on pages 6 and 7 of this application. Applicants are not required to spend funds in all use categories and some expenditures may support multiple uses of funds.
5. If applicable, describe how administrative funds (up to 5% of the total award including applicable indirect costs) will be used.
6. Include in the narrative any employee positions that are going to be funded using Perkins. Provide a detailed list of the positions using the "Proposed Salary/Benefits" page.
7. In the equipment category narrative, explain how the planned equipment purchases align with the CLNA. Provide a detailed list of capital equipment, any one item which exceeds \$5,000 to pre-authorize the purchase using the "Proposed Capital Equipment" page.
8. Actual dollar amounts budgeted will be submitted in the Utah Grants budget form only.

# Federal Grant Use of Funds Perkins V Uses of Funds: Sec.124(b)

## Required Uses of Funds:

**R1 – Non-Traditional Training:** To support preparation for non-traditional in current and emerging professions; programs for special populations and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.

**R2 – State Institutions:** To support individuals in state institutions, such as state correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.

**R3 – Teacher Recruitment, Preparation, and Retention:** To support recruiting, preparing, or retaining CTE teachers, faculty, specialized instructional support personnel or paraprofessionals, such as preservice, professional development or leadership development programs.

**R4 – Technical Assistance:** To support technical assistance for local recipients.

**R5 – Effectiveness of Funds:** To report on the effectiveness of use of funds in achieving the goals described in the state plan and the state-determined levels of performance and reducing the disparities or performance gaps between population subgroups identified in the state report.

## Permissible Uses of Funds:

**P1 – Programs of Study:** To develop statewide programs of study, which may include standards, curriculum and course development, and career exploration, guidance, and advisement activities and resources.

**P2 – Program Approval:** To approve locally developed programs of study.

**P3 – Articulation Agreements:** To establish statewide articulation agreements aligned to approved programs of study.

**P4 – Partnerships:** To establish statewide industry or sector partnerships among LEAS; institutions of higher education; adult education providers; Indian Tribes and Tribal organizations that may be present in the state; employers, including small businesses; and parents, as appropriate, to develop and implement program aligned to economic and education needs, facilitate opportunities for secondary students to complete coursework integrated with academic instruction and earn recognized post secondary credentials or credit toward credentials (such as through dual enrollment or early college high schools), and facilitate work-based learning opportunities (including internships, externships and simulated work environments).

**P5 – Professional Development:** To provide high-quality comprehensive professional development for teachers, faculty, specialized instructional support personnel and paraprofessionals providing CTE instruction, support services and specialized instructional support services, that is, to the extent practicable, grounded in evidence-based research (if available) that identifies the most effective educator professional development process an dis coordinated and aligned with other professional development activities carried out by the state.

**P6 – Eliminating Inequities:** To support local recipients in eliminating inequities in student access to high-quality programs of study that provide skill development; and access to effective teachers, faculty, specialized instructional support personnel, and paraprofessionals.

## Permissible Uses of Funds Continued:

**P8 – Credential and Work-based Learnings:** To provide support for the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes; or consultation and coordination with other state agencies for the identification and examination of licenses or certifications that pose an unwarranted barrier to entry into the workforce for CTE students, and do not protect the health, safety or welfare of consumers.

**P10 – Adults and Out-of-School Youth:** To support CTE programs for adults and out-of-school youth concurrent with their completion of their secondary school education in a school or other educational setting.

**P11 – Competency-Based Curricula:** To provide for the creation, evaluation, and support of competency-based curricula.

**P12 – POS in State of Emergency:** To support the development, implementation and expansion of programs of study or career pathways in areas declared to be in a state of emergency.

**P13 – Public-Private Partnerships:** To partner with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building and scalability of the delivery of high-quality CTE.

**P14 – Career Guidance and Academic Counseling:** To improve career guidance and academic counseling programs that assist students in making informed academic and CTE decisions, including academic and financial aid counseling.

**P15 – Employability Skills:** To support the integration of employability skills into CTE programs and programs of study.

**P16 – STEM and Hands-On Learning:** To support programs and activities that increase access, student engagement and success in science, technology, engineering and mathematics fields (including computer science, coding, and architecture); support for the integration of arts and design skills; and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students and students who are members of special populations.

**P17 – CTSOs:** To support career and technical student organizations, especially with respect to efforts to increase the participation of students in non-traditional fields and students who are members of special populations.

**P18 – Work-Based Learning:** To support establishing and expanding work-based learning opportunities that are aligned to CTE programs and programs of study.

**P19 – Alignment:** To integrate and align programs of study and career pathways.

**P20 – Programs of Study (POS):** To support the use of CTE programs and programs of study aligned with state, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations identified by the state workforce development board or local workforce development boards.

**P21 – Instructional Content:** To make all forms of instructional content widely available which may include use of open educational resources.

**P22 – Assessments and Competencies:** To develop valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.

**P23 – Accelerated Learning:** Support for accelerated learning programs, as described in ESSA, in the case of any such program that is part of a CTE program of study.

# Budget Narrative

## Salaries (100)

Supported by CLNA Worksheet Element (check all that apply) :

List all of the Required or Permissible uses of funds that apply:

- |                                      |  |
|--------------------------------------|--|
| 1: Evaluation of Student Performance | 4: Evaluation of Workforce Alignment                     |
| 2: Evaluation of Equity and Access   | 5: Evaluation of Implementing CTE Programs               |
| 3: Evaluation of Program Quality     | 6: Evaluation of Recruiting, Retaining, and Training CTE |

## Benefits (200)

Supported by CLNA Worksheet Element (check all that apply) :

List all of the Required or Permissible uses of funds that apply:

- |                                      |  |
|--------------------------------------|--|
| 1: Evaluation of Student Performance | 4: Evaluation of Workforce Alignment                     |
| 2: Evaluation of Equity and Access   | 5: Evaluation of Implementing CTE Programs               |
| 3: Evaluation of Program Quality     | 6: Evaluation of Recruiting, Retaining, and Training CTE |



**Purchased Professional & Tech Services (300)**

Supported by CLNA Worksheet Element (check all that apply) :

List all of the Required or  
Permissible uses of funds  
that apply:

- |                                      |  |
|--------------------------------------|--|
| 1: Evaluation of Student Performance | 4: Evaluation of Workforce Alignment                     |
| 2: Evaluation of Equity and Access   | 5: Evaluation of Implementing CTE Programs               |
| 3: Evaluation of Program Quality     | 6: Evaluation of Recruiting, Retaining, and Training CTE |

**Other Purchased Services (500)**

Supported by CLNA Worksheet Element (check all that apply) :

List all of the Required or  
Permissible uses of funds  
that apply:

- |                                      |  |
|--------------------------------------|--|
| 1: Evaluation of Student Performance | 4: Evaluation of Workforce Alignment                     |
| 2: Evaluation of Equity and Access   | 5: Evaluation of Implementing CTE Programs               |
| 3: Evaluation of Program Quality     | 6: Evaluation of Recruiting, Retaining, and Training CTE |

**Travel (580)**

Supported by CLNA Worksheet Element (check all that apply) :

List all of the Required or  
Permissible uses of funds  
that apply:

- 1: Evaluation of Student Performance
- 2: Evaluation of Equity and Access
- 3: Evaluation of Program Quality
- 4: Evaluation of Workforce Alignment
- 5: Evaluation of Implementing CTE Programs
- 6: Evaluation of Recruiting, Retaining, and Training CTE

**Supplies & Materials (600)**

Supported by CLNA Worksheet Element (check all that apply) :

*List all of the Required or  
Permissible uses of funds  
that apply:*

- 1: Evaluation of Student Performance
- 2: Evaluation of Equity and Access
- 3: Evaluation of Program Quality
- 4: Evaluation of Workforce Alignment
- 5: Evaluation of Implementing CTE Programs
- 6: Evaluation of Recruiting, Retaining, and Training CTE

**Property Including Equipment (700)**

Supported by CLNA Worksheet Element (check all that apply) :

List all of the Required or  
Permissible uses of funds  
that apply:

- 1: Evaluation of Student Performance
- 2: Evaluation of Equity and Access
- 3: Evaluation of Program Quality
- 4: Evaluation of Workforce Alignment
- 5: Evaluation of Implementing CTE Programs
- 6: Evaluation of Recruiting, Retaining, and Training CTE

**Other (800)**

Supported by CLNA Worksheet Element (check all that apply) :

List all of the Required or  
Permissible uses of funds  
that apply:

- 1: Evaluation of Student Performance
- 2: Evaluation of Equity and Access
- 3: Evaluation of Program Quality
- 4: Evaluation of Workforce Alignment
- 5: Evaluation of Implementing CTE Programs
- 6: Evaluation of Recruiting, Retaining, and Training CTE

## Proposed Capital Equipment

[illegible]

Note: This page is not required if you upload a spreadsheet to Utah Grants. At a minimum, spreadsheet must include the same information as the columns above. If equipment is not itemized and approved during the application process and the expenses exceeds \$5,000.00 per item, an equipment pre-authorization form must be completed and approved prior to completing the purchase.

## Proposed Salaries/Benefits

Employee Name	Assignment Location	Positional Title	Job Description	Total Salary	Percentage of salary charged to grant	Percent of effort spent on Perkins	# of years salary has been charged to

Note: This page is not required if you upload a spreadsheet to Utah Grants. At a minimum, spreadsheets must include the same information as the columns above. This information is required if you are requesting funds in the categories of Salaries (100) or Employee Benefits (200). Do not list more than one position per line, if additional space is needed you must attach a spreadsheet.

# Local Assurances

We, as an eligible recipient for funds under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), hereby grant the following assurances:

1. Compliance with:
  - a. Title VI of the Civil Rights Act of 1964 and its implementing regulations (34 C.F.R. Part 100), and in accordance therewith, no person shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance;
  - b. Title IX of the Education Amendments of 1972, as amended, and its implementing regulations (34 C.F.R. Part 106), which prohibit discrimination based on sex in education programs and activities receiving federal financial assistance;
  - c. Section 504 of the Rehabilitation Act of 1973 and its implementing regulations (34 C.F.R. Part 104), which prohibit discrimination on the basis of disability in programs and activities receiving federal financial assistance;
  - d. The Age Discrimination Act of 1975, as amended, and its implementing regulations (45 C.F.R. Part 90), which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance;
  - e. Title II of the Americans with Disabilities Act, and its implementing regulations (28 C.F.R. Part 35), which prohibit discrimination on the basis of disability by public entities, or it will comply with Title III, and its implementing regulations (28 C.F.R. Part 36), which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
2. All contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above cited statutes, regulations, guidelines and standards against those students or employees.
3. Compliance with the requirements of the Act and 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.
4. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.
5. The eligible recipient will provide a CTE program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.
6. Funds made available under this Act for CTE activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities.
7. Not use funds made available under Perkins V to require any secondary school student to choose or pursue a specific career path or major, mandate that any individual participate in a career & technical education program, including an USBE program that requires attainment of a federally funded skill level, standard, or certificate of mastery.
8. Not use funds received under the Perkins V Act to provide CTE programs to students prior to the seventh grade.
9. An eligible recipient that uses funds under this Act for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of CTE secondary school teachers, administrators, and other personnel in nonprofit private schools offering CTE secondary programs located in the geo-graphical area served by such eligible recipient.

10. An eligible recipient shall 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.
11. Not use Perkins V funds for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered.
12. Will administer each program in accordance with all statutes, regulations, program plans, and applications applicable to that program.
13. Control of funds under each program and title to property acquired with those funds will be in a public agency and a public agency will administer those funds and property.
14. Use of fiscal controls and separate fund accounting procedures that will ensure proper disbursement of and accounting for federal funds paid to it under each program and shall not commingle state/federal funds.
15. Retain all records relating to a program for which federal funds are received for a period of three years after the completion of the activity for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved.
16. Shall repay all funds determined to be due to the federal government as a result of a disallowance decision in a manner deemed to be reasonable by the state or the federal government.
17. Provide access to the Utah State Board of Education, the federal grantor agency, Comptroller General of the United States, Utah State Legislature, or any of their duly authorized representatives, to any of the school districts books, documents, or records which are directly pertinent to this specific Contract. Access to records includes the right to review, audit, inspect, and make excerpts and transcriptions.
18. Provide qualified personnel for the projects and special services funded by USBE.
19. Assess the special needs of students participating in programs receiving assistance with respect to their successful completion of the career & technical education program in the most integrated setting possible.
20. Provide supplementary services to students who are members of special populations including, with respect to individuals with disabilities, when appropriate;
  - a. curriculum modification;
  - b. equipment modification;
  - c. classroom modification;
  - d. supportive personnel; and
  - e. instructional aides and devices.
21. Provide special population students enrolled in private secondary schools with access to CTE programs/projects.
22. Provide, to the extent practicable, to individuals who are members of special populations equal access to the full range of CTE programs available to individuals who are not members of special populations, including occupationally specific courses of study; work-based learning; apprenticeship programs; and comprehensive career guidance and counseling services. This provision prohibits discrimination based on a student's status as a member of a special population group.
23. Provide individuals who are members of special populations with equal access to recruitment, enrollment, and placement activities.

## CERTIFICATION OF ASSURANCES

I certify that the above assurances will be complied with and those programs, services and activities approved will be conducted in accordance with the Strengthening Career and Technical Education for the 21st Century Act, General Education Provisions Act (GEPA), General Education Provisions Act Enforcement Regulations, OCR Guidelines, Education Department General Administrative Regulations (EDGAR), Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Programs (2 C.F.R. 200), the State Plan for Career and Technical Education, and the Governing Rules and Policies of the State Board for Career & Technical Education.

## LOBBYING CERTIFICATION

As required by Section 1352, Title 31 of the U.S. 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:

1. 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;
2. 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;
3. (C) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative
4. agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

## DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS CERTIFICATION

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.

1. 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 of 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 for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
  - d. Have not within a three year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and
2. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.



# DRUG-FREE WORKPLACE CERTIFICATION

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.

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 –
  - i. The dangers of drug abuse in the workplace.
  - ii. The grantee's policy of maintaining a drug-free workplace;
  - iii. Any available drug counseling, rehabilitation, and employee assistance programs; and
  - iv. The penalties that may be imposed upon employees for drug abuse violations occurring in the work-place.
- c. Making it a requirement that each employee to be engaged in the performance of the grant be 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 –
  - i. Abide by the terms of the statement; and
  - ii. 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)
  - i. from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No.3), Washington, DC20202-4571. 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 –
  - i. Taking 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
  - ii. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program 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).

CTE Director:

By signing this I acknowledge and agree to the Local Assurances

Date

Business Administrator:

By signing this I acknowledge and agree to the Local Assurances

Date