

August 8, 2013

14F45

Superintendent Richard Maughan
 Bridgerland Applied Technology College
 1301 N 600 W
 Logan, UT 84321

Dear Superintendent Maughan:

We are pleased to notify you that Bridgerland Applied Technology College has been awarded the following funds:

CFDA Number	84.048A
Grant/Project	Vocational Education-Basic Grants to States Carl D. Perkins - Formula (Post-Secondary)
Amount	\$43,608
AF Number	140026
Fiscal Agent	No
Guidance URL	http://www2.ed.gov/about/offices/list/ovae/pi/reauth/perkins.htm
EDGAR URL	http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html
District Program Number	6043
District Revenue Number	4538
Beginning Date	07/01/2013
Ending Date	06/30/2014

Please use the Utah State Office of Education's standard reimbursement form located at <http://www.schools.utah.gov/sars/DOCS/data/reimbfrm.aspx>. Reimbursements may be requested based only on actual amount of expenditures and must be received by the 25th of the month to be paid in the following month.

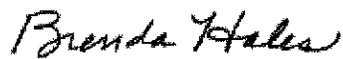
EDGAR requires prior approval and justification for (1) a budget change equal to or exceeding 10% of line item categories; and (2) date extension requests. Changes can be accomplished on the reimbursement form by using the "Budget Change" column to enter your new budget which should be equal to the awarded amount.

Each recipient and sub-recipient awarded funds under Federal Education Programs must promptly refer to the Department of Education's Office of Inspector General any credible evidence that a principal officer, employee, agent, contractor, sub-recipient, sub-contractor, or other person has submitted a false claim under the False Claims Act, or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds. Information about the Office of Inspector General Hotline is available at <http://www.ed.gov/about/offices/list/oig/hotline.html>.

For many years the USOE has had an agreement with institutions of higher education receiving public education funding to perform contractual work, that indirect costs are not billed or paid with these funds. This agreement is still in force. We appreciate your recognition of this policy and the importance of providing services benefitting the students of Utah without diverting these scarce resources toward administrative costs.

Thank you for your interest in providing quality programs for Utah's students. For programmatic questions, contact Thalea Longhurst, 801-538-7889, thalea.longhurst@schools.utah.gov. If you need help with the reimbursement form, contact Diane Sutton, 801-538-7839, Diane.Sutton@schools.utah.gov.

Sincerely,

A handwritten signature in cursive script that reads "Brenda Hales".

Brenda Hales, M.Ed.
Deputy Superintendent

cc: Chad Campbell, Business Administrator
Jim White, CTE Director

Perkins Local Plan (PLP) Template
Recipient Institution or LEA: Bridgerland Applied Technology
College
FY14

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SECTION 01: PERFORMANCE TARGETS (FAUPL)

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

Go to OnTrack 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 OnTrack Step 1 for Link to 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

POST-SECONDARY LEVEL – Post-secondary Recipients ONLY!
Secondary Recipients Skip to Page 10

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	Through working with USOE we feel that the data is accurate but we will continue to work with USOE to be assured of the accuracy of the data.
Question 2: Results	BATC is appreciative of USOE's willingness to work with us to improve data accuracy. Having two years of data that are extremely accurate indicates that reporting errors have been substantially eliminated.
Question 3: Strategy	<p>As evidenced by the consistent improvement in this reporting category, BATC's strategies, as listed below, continue to be viable options for improvement. The institution believes that work on both the data accuracy and completeness of the population of programs remains the best strategies for actual improvement in this standard.</p> <p>BATC will approach the process of improving performance in this category by using several strategies. The first of these strategies will be to continue working with USOE to identify the reasons for any inaccurate data and to correct all identified reasons.</p> <p>Next BATC is in the process of implementing an updated Student Information System with better report writing capabilities so that data can be analyzed more easily. The existing system, that has served the institution very well, is over 14 years old and is no longer supported by the company.</p>
Question 4: Action Steps	<p>As evidenced by the consistent improvement in performance from BATC will continue working through the action steps identified below.</p> <p>The first action step is for BATC Student Services Department to work closely with UCAT and USOE data collection and reporting staffs to identify any reason for data differences. Since the USOE data should be coming directly from the BATC/UCAT data reporting process, the ability to find the discrepancies should be relatively straight forward.</p> <p>As data timing and reporting differences are discovered and corrected, BATC will analyze the data on a program-by-program basis and will work closely with UCAT and USOE staff to ensure the accuracy of the data.</p> <p>The final action step is to utilize some of the Perkins funds to improve data collection and reporting by continuing to implement a new Student Information System. As mentioned in the previous section, BATC's current system is over 14 years old and is no longer being supported by the original vendor. While it is still</p>

	functioning, the inherent limitation of the system makes the process of detecting data differences more difficult. BATC will still work closely with UCAT and USOE staffs to identify those differences and get them corrected.
Other Comments:	<p>While substantial improvement has been achieved in the results by working on the data reporting process, the College remains convinced there is always work to do in terms of completeness of the data.</p> <p>Even though similar data has been collected and reported for many years, this is actually the only the third year where data in this category has been evaluated. The continuous improvement plan for FY10 had this category listed as N/A or (not available) because the data definitions had changed from previous years in such a way as to make comparisons from year to year basically unavailable. Since this is the third reporting year where data is compared from a previous year, it has brought significant attention to the accuracy and completeness of the data in this particular category. This promotes an opportunity to correct actual problems and issues.</p>

2P1 Completion. Percent of concentrators attaining an industry-recognized credential requiring state licensure, a 1-year certificate, or degree.	
Question 1: Accuracy and Completeness	<p>The BATC continuous improvement plan appears to be worked so BATC will continue using it.</p> <p>As part of BATC's Continuous Improvement Plan, data on a program-by-program basis will be analyzed to help determine the accuracy and completeness of the data. That data is available for FY12's Continuous Improvement Plan and provides the institution with sufficient data to make an assessment about both accuracy and completeness. This aggregated data has allowed the college to more accurately identify potential problems.</p> <p>However, the accuracy still seems to have some issues. Out of the 36 programs (CIP codes) with data in this category, there are 19 that are statistically insignificant, that equates to 53% of the total. Since over half are not statistically significant it makes improvement more challenging.</p>
Question 2: Results	Results when studied on a program by program basis showed an improvement from the previous year level. BATC will identify the programs where performance is lower than the target level and strategies to improve the results are listed in the next section.
Question 3: Strategy	<p>To continued program performance improvement in this category, BATC plans to use the strategies listed below.</p> <p>Improvement in this category remains dependent on providing students access to the curriculum materials through the use of technology and/or during nontraditional time frames. With the</p>

improvement in the economy, the lure of immediate employment is compelling enough that students are tempted to leave their training and go directly into the workforce prior to completion of their program. Since the true objective of the training is to prepare students for employment, students leaving school for employment is also considered to be a positive outcome. BATC's accrediting organization recognizes this type of positive outcome and defines that type of student as a "non-graduate completer." However, in the long run, BATC maintains a long-standing philosophy that even students who benefit from early employment would be better off if they completed the requirements of the full credential. Accordingly, BATC continues to believe that access to programs through the use of technology and during nontraditional time frames is one of the best possible strategies for improving performance in college completion.

Additionally, BATC will encourage those students who have received employment prior to credential completion to complete their chosen credential during nontraditional times or through the use of technology enhanced instruction.

A third strategy identified to help with improvement in this category is to update and modernize the Student Information System. In an effort to get more accurate and complete information, BATC has purchased and is implementing a new Student Information System. One of the most significant advantages to the new system is the ability to more easily develop custom reports so data can be sifted and sorted in more meaningful ways. Through the process of getting more meaningful data, specific problem areas will be identified and corrected. Included in this strategy is the purchase of an additional piece of software that will allow BATC to identify at risk students so that intervention can be initiated to help students complete.

The fourth strategy for improving performance in the number of credentials being completed is upfront counseling with students to select the best-fit career before instruction has begun. BATC is committed to improving efforts to assess and counsel students before beginning a CTE program in an effort to help them see the benefit of program completion. Assessment of both interest and aptitude as early in the process as possible and to assist with appropriate program placement is also part of this strategy.

The fifth strategy for improving performance in this category is to ensure students have access to the best possible equipment and materials for their respective training program. Through the use of Perkins funds, computer labs are kept up to date and other state-of-the-art equipment and materials helps students see the benefit of

	<p>technology training.</p> <p>The final strategy for improving performance in this category is to assist current CTE instructors with continuing professional education and assistance with completion of their degrees. By providing access to improvement in instructor credentials, BATC believes that more and more students will also see the value of program completion. In addition, instructors who are already experts in their respective fields will gain the appropriate academic credentials to help improve their teaching abilities.</p>
<p>Question 4: Action Steps</p>	<p>BATC will use on the action steps listed below.</p> <p>First, BATC will continue working on improving student access through the use of technology and the offering of classes during nontraditional times. BATC has already developed many training modules and evening courses that can be accessed online. These courses help students progress through the materials more quickly and allows those who have already entered the workforce to have access to them while taking into account their work schedule. BATC has developed a Technology Enhanced Instruction Office with two staff members who are working vigorously with faculty members to create training materials that can be delivered through the use of technology. This technology helps get students off waiting lists and into programs more quickly. The technology enhanced instruction courses and modules also help the instructor focus on what the student does not understand and, thereby, provides opportunities for instruction directed at helping in those specific areas.</p> <p>Second, another action step to assist with the technology enhanced instruction is to acquire additional curriculum development equipment and materials. For example, the video portions of technology enhanced instruction are produced more efficiently with the use of a multicaster. BATC plans to use Perkins funds to support the Technology Enhanced Instruction Office.</p> <p>The third action step is for Student Services to work on testing and implementation of the new student information system.</p> <p>The fourth action step is for BATC to continue to improvement access to pre-enrollment assessment and counseling services. BATC has recently implemented some improved enrollment options or paths. Substantial work has already been done to incorporate the use of technology in pre-enrollment testing and assessment so students and counselors will have more immediate feedback. Additional work on incorporating the use of technology will be implemented. Also, redistributing the workload between the Assessment Center and the Academic Learning Center to better utilize existing staff will also be implemented. The responsibility</p>

	<p>for testing and assessment will remain with the Student Services Department, but the use of technology and utilization of the Academic Learning staff, where applicable, will provide students with more efficient options.</p> <p>Fifth, in an effort to make sure CTE training programs have the best possible equipment and materials, BATC has established a process to prioritize and distribute Perkins funds where it will have the most impact on CTE program needs.</p> <p>The final action step is to provide BATC faculty and staff with another opportunity to seek assistance with completing degrees or other continuing professional education.</p>
Other Comments:	Continuing to work on improving the definitions and analyzing the data should still occur. It is not that existing data is not accurate, but there is a possibility that incomplete could be submitted. Emphasis on program-by-program analysis of the data would help identify potential issues and provide a better opportunity for improvement.

3P1 Retained. Percent of concentrators retained in post-secondary (transferred to another 1, 2, or 4 year program).	
Question 1: Accuracy and Completeness	The results for this period indicated a decline compared to the previous year. BATC performance in this area has been meeting the target until this year. BATC believes this may be an anomaly but BATC is committed to providing accurate data for reporting to Perkins. BATC will work with USOE to identify the populations that are below standard and use the strategies outlined below to improve.
Question 2: Results	The results for FY12 returned to the FY10 levels BATC believes this occurred because of economic conditions. Our service region has one of the lowest unemployment rates in the state. This coupled with unsettled economic outlook has kept students from returning to school once employment has been obtained. BATC has entered into an agreement with USU to provide a pathway for BATC certificate completers to move directly into an AAS degree in general technology program. That pathway provides a good option for students who want to continue their education beyond the certificate level, which is BATC's highest level credential. BATC has noted an increase in the number of students indicating that they are on this path way but they have not yet completed the 900 hour or more certificates that are required. BATC believes this will improve our percentages in this area.

Question 3: Strategy	<p>Improvement in this category for FY13 will continue to occur as a result of the new articulation agreement between BATC and USU which provides a pathway for students completing a certificate credential at BATC to transfer into an AAS degree at USU. This new articulation agreement will help improve performance in two ways. First, students wanting access to the AAS degree pathway must stay and complete the credential at BATC. That should help with completion rates at BATC because students will have to remain enrolled through completion for access to the AAS degree. In addition, students will then have a seamless transfer opportunity to another four year post-secondary institution.</p> <p>In addition to the current year strategies identified above, the strategies identified in previous years for continued improvement in this category that are similar to the strategy for improving the number of completers will be continued. That is, completers are the result of student retention efforts and strategies for improving the number of completers include an effort to provide access to training during nontraditional time frames and through the use of distance or technology enhanced instruction. BATC has also invested in a new information system which has a module that helps to identify at risk students. With the addition of this module in the 2013 year BATC should have another tool to assist in the retention of students.</p>
Question 4: Action Steps	<p>For the upcoming fiscal year, BATC will continue working with USU to facilitate the transfer of students to the AAS degree pathway. BATC will also work to implement the new information system module to aid in the identification of at risk students. These action steps will be done in addition to continuing on the action steps identified for previous years.</p> <p>Within the boundaries of available resources including the limitations resulting from substantial budget reductions, BATC will continue its efforts to expand program offerings into the evening and other nontraditional time frames. In addition, the use of technology will be implemented to extend access for students at times that are convenient to them.</p>
Other Comments:	<p>For students completing programs in FY13, there is a pathway to an AAS degree at USU. This will provide one of the best possible strategies for improvement in this category.</p>

4P1 Placement. Percent of completers who are in military, apprenticeship programs, or employment, during 2nd quarter after leaving post-secondary education during the reporting year.

Question 1: Accuracy and Completeness	<p>The data in this category uses the previous year's data for reporting purposes. In analyzing the data, there are many programs that are statistically insignificant in relation to this category. BATC believes that the improvement is attributed to improvements in data reporting and collection. Based on this analysis, the need to</p>
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	<p>improve both completeness and accuracy still exists. That is one of the reasons BATC is in the process of implementing a new student information system.</p> <p>When over half of the reported programs have reported populations of less than 10 individuals, meeting target levels becomes more problematic because of the small populations.</p> <p>In addition, some of the programs showing placement rates below the target level, BATC reports to our accrediting agency placement rates that exceed the required targets. For example, the Diesel Technology program is reported to have a 59% placement rate, but BATC records show their placement at 82% for the reporting year. There is obviously some kind of accuracy issue with regard to placement data. Since placement data comes from matching student records with the DWS database, one obvious reason for accuracy issues is that BATC is a border school where at least some of our students find employment in neighboring states. A second issue may be the time period, of the second quarter of the reporting year, does not accurately reflect the placement results of an open-entry/open-exit institution.</p> <p>Another factor to consider along with improving the accuracy and completeness of the data is the economic slowdown in this region and across the nation. This is obviously having an impact on placement. While the placement rate for BATC is below the target level using this particular measurement process, BATC has reported overall placement rate for the institution meets the new Department of Education's levels.</p>
<p>Question 2: Results</p>	<p>BATC has renegotiated the target for the upcoming year. BATC believes that the poor placement can be attributed to both data completeness/accuracy issues and overall economic conditions.</p> <p>BATC was meeting placement levels until the economic down-turn which started in 2008. Since that time BATC has struggled to meet the target levels. Since this category reports data using the prior year data for reporting year, this performance is always a year behind. BATC is hopeful that continued work with USOE to help improve our data reporting and the renegotiation of targets will allow BATC to meet the target.</p> <p>BATC is showing improvement through focusing on the strategies outlined next and working with USOE to improve our data reporting.</p>
<p>Question 3: Strategy</p>	<p>The ongoing strategies identified below continue to be appropriate. Accordingly, there are no new strategies for FY13.</p> <p>Logic dictates that the first strategy for improving performance in</p>

this category is to find ways of augmenting the data available from the DWS database regarding placement. The DWS database is a good place to start assessing placement data, but there are legitimate business reasons why DWS data is not comprehensive enough to be the only source of data. Now that placement data is available in the aggregate on a program by program basis, the next step in improving the data is to drill down into the program outcome data and follow each student through the process. For example, the FY08 data for the FY09 reporting year shows the Cosmetology program placed only 10 of 19. The first analysis has to be making sure that 19 is the accurate population and then each of those 19 individual needs to be evaluated for their respective placement circumstances. Since many cosmetologists work as self-employed individuals, paying booth rental to the salon they work at, the DWS database has no way of returning a placement statistic on anyone who goes into the workforce as self-employed. In the CDL program, the largest local employer is actually based out of Colorado. Even though the drivers live in Utah and spend money in Utah, their employment statistics are in Colorado.

One of the time-tested and proven strategies for success and improvement in this category is to ensure that all BATC training programs produce students with the skills needed by local employers. Because of the competency based approach to instruction and the commitment to quality, local employers feel confident in hiring students who have completed their training at BATC. The strategy to continue improving in this category is to use Perkins funds in such a way that the quality and rigor of instructional programs is at the highest level for the entry-level positions being trained for.

Another strategy for improvement in this category is to provide a mechanism for faculty and staff to have the opportunity for continuing professional educational and advancement opportunities. With the use of Perkins funds, access to CPE courses and degree courses is provided through scholarships and/or a tuition reimbursement program designed to stimulate interest in and facilitate access to improved credentials and qualifications for faculty.

In addition to improving faculty and staff qualifications, providing access to current technology with the appropriate level of equipment and supplies is also essential to success in improving positive outcomes from BATC programs. Students who are trained on current equipment and/or supplies where relevance with industry standards is high results in better correlation between the industry needs and the students

	<p>capabilities. BATC will also focus on that as a strategy for improvement.</p> <p>The final strategy for improvement in this category is to implement an internal Student Information System. The old system, while still adequate, has limitations in reporting and data sorting. The implementation of the new system with better reporting and data sorting capabilities will make it more efficient to reconcile differences between BATC data and UOSE data. It would also make it more efficient to analyze placement data by drilling down from the report directly to the individual students.</p> <p>Two final comments that need to be included here are that any strategies identified at the end of FY12 for implementation in FY13 will have little or no impact on FY13 data that will become the FY14 report year. FY12 is over and there is very little that can be done in FY13 to change the FY12 performance. This is an anatomy issue, and some work on data accuracy might produce improvements in the reports, but will have little value in terms of actual performance. Also, the economic slowdown continues to have a negative impact on BATC's ability to place students in jobs.</p>
<p>Question 4: Action Steps</p>	<p>The first action step is for BATC Student Services staff to continue to work with USOE staff to analyze the data to resolve any accuracy questions. Included in this action step is to work with USOE staff to implement ways to supplement the DWS data so that all placements will be identified and counted, rather than just those covered by a DWS report.</p> <p>The next action step is to continue improving the quality and rigor of existing instructional programs through the use of technology enhanced instruction. BATC will continue to develop improvements in curriculum and delivery capabilities through the use of technology. Program quality will also be improved by providing faculty and staff with the opportunities for continuing professional education and degree advancement. Perkins funds will be used to help fund these training opportunities.</p> <p>Another action step will be to use Perkins funds to acquire computer and other technical equipment and educational materials designed to keep programs state-of-the-art. Program placement is dependent upon students having the best possible skills to help employers be successful and the use of more current equipment is essential to that objective.</p> <p>The final action step in this category is to utilize some of the Perkins funds to implement a new Student Information System so that it becomes more efficient to analyze data and make</p>

	comparisons between BATC's internal data and the reports coming back from USOE.
Other Comments:	It seems logical to note that placement percentages will lag during economic slowdowns but other indicators such as completion and retention will move in a more positive direction.

5P1 Non-trad Participants. Percent of non-trad participants in non-trad programs.	
Question 1: Accuracy and Completeness	Through the help of USOE data errors have been reduced but BATC still had a reduction of 0.08% which did not meet the target. BATC expects that the implementation of the new student information system will aid in rectifying this issue.
Question 2: Results	Through working with USOE to improve data reporting BATC has been able to identify areas where issues exist and work to get them corrected. Because of the decline in this year and the fact that BATC has identified some non-traditional groups that need to be focus on, BATC will work on address issues associated with these groups to improve performance.
Question 3: Strategy	There are three primary strategies in use at BATC to help ensure continued improvement in the percent of nontraditional students participating in nontraditional programs. The first of these is the testing and assessment process implemented by the institution. By analyzing the students interests and aptitudes, the counselor can provide prospective students with encouragement and reasoning on why they might want to consider participating in nontraditional programs. The other two strategies have to do with providing access to our training programs during nontraditional times. This can be accomplished through expanding our regular program offerings into the evenings and through the use of Technology-delivered instruction.
Question 4: Action Steps	BATC will continue to identify programs that lend themselves to technology-delivered instruction to improve performance. The development of curriculum materials for technology-delivered instruction should aid nontraditional student segments' ability to access and successfully meet their educational goals.

Other Comments:	
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5P2 Non-trad Completers. Percent of non-trad completers of non-trad programs.	
Question 1: Accuracy and Completeness	This data appears to be accurate and complete.
Question 2: Results	BATC has met the target level for this area consistently.
Question 3: Strategy	<p>The strategies for continued improvement in this category are similar to improvement in completion and retention categories for the institution. Continued effort to provide access during nontraditional times and through the use of technology are important to improvement in this category.</p> <p>Additionally, BATC will continue to encourage all students to access the programs of their choice. Through the use of counseling and assessment processes encourage nontraditional students to identify programs that meet their educational goals.</p>
Question 4: Action Steps	<p>The action steps to provide improvement in this category will be to identify the programs that lend themselves best to operating in nontraditional time frames and technology enhanced instruction. This should help nontraditional students have better access to instructional programs resulting in better completion rates.</p> <p>In addition, BATC will identify potential nontraditional students through the counseling and assessment process and will try encouraging these students to access the nontraditional training programs. Students will also be educated on the value of completing the full program as opposed to leaving for employment.</p>
Other Comments:	

SECTION 03: LOCAL PLAN NARRATIVE

Local plan for Career and Technical Education Programs. Sec. 134 – LOCAL PLAN REQUIRED - Any eligible recipient desiring financial assistance under this part shall, in accordance with the requirements established by the eligible agency, submit a local plan to the eligible agency. Such local plan shall cover the same period of time applicable to the State plan submitted under

section 122. This Local Plan Guide includes the key activities and strategies to accomplish its local Perkins plan and student achievement goals.

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

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

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

Same as last year? Yes

New Narrative: All CTE programs of study at BATC have a required component that includes instruction in math, communication, and computer literacy skills. In addition, each CTE program has integrated the necessary academic curriculum materials into their curriculum so that students have both an opportunity and requirement to apply the academic training.

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. Converting 2+2 Tech Prep agreements to regional Pathway articulation agreements.
 - b. Applying regional agreements to individual high schools.
 - c. Eliminating duplicate CTE course requirements between secondary and post-secondary.
 - d. Arranging concurrent enrollment opportunities.
 - e. Developing new regional/district Pathway maps and articulation agreements.
3. Developing marketing and training materials, that help students and parents understand how to benefit from CTE Pathways.
4. Training and providing technical assistance to high school counselors, teachers, and administrators, and post-secondary instructors, counselors, and administrators.
5. Representation at statewide and regional CTE Pathways meetings.

Same as last year? Yes

New Narrative: BATC will be participating in the regional Pathways Project.

C. How recipient will develop, improve, or expand use of technology in CTE, which may include a) training CTE faculty and administrators in the use of technology; b) preparing CTE students to enter high-tech occupations; c) encouraging schools to collaborate with high-tech industries to offer voluntary internships, including programs that improve the math and science knowledge of students; or d) modernizing CTE programs. Sec 135(b)(4,7)

Same as last year? Yes

New Narrative: BATC intends to both improve and expand the use of technology in CTE through the use of technology-delivered instruction designed to provide access to our programs of study at the convenience of the student. In addition, high-tech occupations that are in high demand have been identified and will be improved through the use of technology by making sure our CTE equipment is state-of-the-art. BATC will also improve the use of technology by assisting instructors with continuing professional education in their profession and with opportunities to advance in their educational credential.

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

Same as last year? Yes

New Narrative: CTE courses are our primary mission and role. The only academic or general education type courses offered through BATC are those necessary to meet the integration of academics described in A above. Accordingly, all Perkins funds are used exclusively to improve and enhance the quality of education provided to students in an effort to make sure they are prepared to be successful in their chose career path.

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

Same as last year? Yes

New Narrative: BATC provides fiscal agent services to the statewide career and technical student organizations and provides locations and opportunities for CTSOs to hold meetings and skills competitions.

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

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

1. How will funds be made available to address performance gaps, strategies and action steps described in section 2?

2. How will resources of people, time, and money be focused around student achievement goals?
3. How will equipment purchases be tied to improving student performance?

CTE Activities Narrative:

Same as last year? Yes

New Narrative: At BATC, virtually all of the funds will go directly to CTE programs or their direct support. Since BATC does not have a role outside of CTE, all of the funds will be used within the CTE programs. Some of the funds will be utilized to develop and maintain access to technology-delivered instructional programs. Computer hardware and software will be acquired for use in instructional programs and to facilitate access to curriculum materials that are delivered using technology methods such as Instructure's Canvas project and/or WebCT. In addition, CTE equipment will be acquired that is designed to keep training materials current and up-to-date in relation to the technology being utilized by our surrounding constituent businesses.

(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)

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

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

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

CTE Programs of Study Narrative:

Same as last year? Yes

New Narrative: BATC offers courses and programs in all 62 CTE areas identified by the state Pathways Plan.

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

Describe how Comprehensive Professional Development (including new teacher mentoring) for Career and Technical Education, academic guidance, and administrative personnel will be provided that promotes the implementation of CTE programs of study and pathways enabling

students to take coherent and rigorous CTE content aligned with challenging academic content (including curriculum development)

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

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

Professional Development Narrative:

Same as last year? Yes

New Narrative: BATC intends that some of the resources provided will be utilized as an incentive for faculty to be involved with continuing professional education and/or becoming more qualified in their assigned fields of teaching. BATC is proposing the establishment of a procedure, subject to available funding, where faculty may continue their education on a tuition reimbursement basis so they may become more qualified in their assigned fields of teaching. It is intended that additional higher education will also prepare our faculty to use research-based instructional practices necessary to meet the diverse learning needs of all students.

(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? Yes

New Narrative: Stakeholders are involved in the development, implementation, and evaluation of CTE programs through the Strategic Planning process required by our accrediting organizations, through the use of Employer Advisory Committees for each CTE program of study and through the use of our statewide Faculty Workgroups that annually evaluate curriculum materials on a program-by-program basis. All of the stakeholders listed above are included in various processes to evaluate and revise curriculum materials.

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

This question is covered in the Assurances section

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

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

Evaluation and Improvement Narrative:

Same as last year? Yes

New Narrative: In accordance with accreditation standards imposed upon this institution by our national accreditation organization, BATC requires every student who leaves to complete a short survey in an effort to identify strengths and weaknesses of our instructional programs and the institution as a whole. The survey provides us with valuable information about the institution and provides students with the opportunity to communicate their needs to us directly. BATC will use the survey data to improve programs and to identify additional ways of meeting the needs of special populations. In addition to the survey data, BATC also evaluates programs with the involvement of our Employer Advisory Committees, a structure which provide us with information and suggestions on how to improve programs.

One of the primary methods of attending to the needs of special populations is to make programs available at more convenient times of the day and to incorporate the use of technology-delivered instruction wherever possible.

(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

New Narrative: One of the most significant strategies BATC is implementing to overcome barriers that result in lowering rates of access to CTE programs for special populations is comprised of two components. The first is to extend the hours of availability for our programs into the late afternoon and evening hours so that access is available at more convenient times. Another strategy is to provide additional access to training programs through the use of technology-delivered instruction methods. While not all curriculum material lends itself to the use of purely online delivery, most instructional programs have components that can be delivered that way which provides improved access to all students and especially to those who are members of special populations.

(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

New Narrative: BATC does not discriminate against members of any special populations. In addition, BATC provides internal tuition waiver scholarships designed to help members of special populations remove barriers to enrollment, and we seek external funding sources to help provide financial assistance to members of special populations.

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

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

Non-traditional Narrative:

Same as last year? Yes

New Narrative: Funds will be used in CTE programs for equipment and supplies designed to help students prepare for direct entrance into the workforce. Efforts will be made at both the counseling and instructor levels to encourage students to participate and complete curriculum materials for nontraditional students in nontraditional training programs.

(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

New Narrative: BATC employs a school psychologist and guidance counselor in our Student Services Department who provides career guidance counseling in addition to assisting students with their emotional or other psychological barriers to success. As part of this function, BATC provides assessment opportunities for students in predicting their aptitude in any one of the 50-60 different CTE career paths offered at BATC.

In addition to counseling and assessment services provided within Student Services, BATC also encourages and assists instructional department heads, along with instructors, to provide career guidance counseling within their respective areas of expertise. Program offerings link to many different career pathways and as a result, instructors work closely with students to ensure the curriculum outlines chosen will lead to one of the respective career pathways associated with that specific program. For example, our Information Technology program leads to career pathways that include computer repair, network management, computer programming, and electronics fields.

Students are assisted in selecting a coherent, prepackaged series of courses designed to help them move directly into the workforce in their chosen area upon completion of the program.

(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

New Narrative: In an effort to recruit and retain the best CTE instructors, faculty, and staff, BATC provides a very competitive compensation package that includes the best health insurance possible. Since BATC's mission and role is limited to CTE education only, many of our current instructors come directly from industry. Depending on the subject matter, it is more efficient to hire high-quality professionals directly from industry and then help them acquire the appropriate level of teacher education than it is to take professional teachers and try to teach them the intricacies of their respective technical subjects. Our experience and practice should not be construed to imply anything negative about professional teachers. They do a great job, but it has been our experience that hiring faculty directly from industry in certain CTE subjects gives our students a better educational and placement opportunity.

SECTION 04: ASSURANCES

(1) Assurance – LEA eligibility

You must provide a signed assurance that the LEA submitting the plan is eligible to receive federal funding, and may legally carry out each provision of the plan

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

LEA eligibility Assurances

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

If unable to comply, please explain:

(2) Assurance – LEA adoption and approval of plan

The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

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

LEA adoption and approval of plan Assurances

Yes, I do so certify.

No, I do not so certify.

If unable to comply, please explain:

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

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

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

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

If unable to comply, please explain:

(4) Assurance – Limitation for Certain Students

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

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

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

If unable to comply, please explain:

(5) Assurance – Size, Scope and Quality

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

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

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

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

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

If unable to comply, please explain:

(6) Assurance – Compliance with the Law

You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

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

Compliance with the Law Assurance
<input checked="" type="checkbox"/> Yes, I do so certify.
<input type="checkbox"/> No, I do not so certify.

If unable to comply, please explain:

(7) Assurance – Equipment

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

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

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

If unable to comply, please explain:

(8) Assurance – Lobbying

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

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

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

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

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

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

If unable to comply, please explain:

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

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

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

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

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

Debarment Assurances

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

If unable to comply, please explain:

(10) Assurance – Drug Free

DRUG-FREE WORKPLACE

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

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

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

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

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

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

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

Optional: List Other Workplaces

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

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

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

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

If unable to comply, please explain:

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

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

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

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

If unable to comply, please explain:

(13) Assurance – Supplanting

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

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

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

If unable to comply, please explain:

(14) Assurance – Meeting needs of special populations

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

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

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

If unable to comply, please explain:

(15) Assurance – Non-discrimination

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

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

Non-discrimination Assurance	
<input checked="" type="checkbox"/>	Yes, I do so certify.
<input type="checkbox"/>	No, I do not so certify.

If unable to comply, please explain:

SECTION 05: CERTIFICATION

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

NAME OF RECIPIENT

Bridgerland Applied Technology College

NAME AND TITLE OF CTE DIRECTOR

Dr. Richard L. Maughan, Campus President

DATE

06/10/2013

**PERKINS IV LOCAL PLAN
Budget Page**

District: Bridgerland Applied Technology College

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

OBJECT CODE	EXPENDITURE CLASSIFICATION *	IC ^	BUDGET APPROVED BY USOE					
			Rate	TOTAL	I. Admin	II. CTE Pathways	III. Performance Strategies	IV. Other
A.	(100) Salaries *****			\$ -				
B.	(200) Employee Benefits *****			\$ -				
C.	(300) Purchased Prof. & Tech. Svc.			\$ -				
D.	(400) Purchased Property Svc.			\$ -				
E.	(500) Other Purchased Svc.			\$ -				
F.	(580) Travel In-State			\$ -				
F.	(580) Travel Out-of-State			\$ 10,000			\$ 10,000	
G.	(600) Supplies & Materials			\$ 120,371			\$ 120,371	
H.	(800) Other (Exclude Audit Costs)			\$ -				
I.	TOTAL DIRECT COSTS (Lines A thru H)			\$ 130,371	\$ -	\$ -	\$ 130,371	\$ -
J.	(800) Other (Audit Costs)			\$ -				
K.	* Indirect Cost Rate			\$ -				
L.	(700) Property (includes equipment)			\$ 20,000			\$ 20,000	
M.	TOTAL(s) (Lines I Thru L)			\$ 150,371	\$ -	\$ -	\$ 150,371	\$ -

Justification or explanation:

This budget will be used to improve BATC CTE Programs. The travel budget is a necessary cost in keeping BATC medical and nursing programs fully accredited by their respective accrediting agencies. Travel to national meetings for Department Heads and Instructors to be trained on new accreditation standards and processes is essential for BATC to maintain and renew the program accreditations. The supplies and materials labeled "big buy" along with the "Technology Enhancements" budget is for BATC to acquire the computer and tablet equipment necessary to further expand and progress with learning management systems and distance/technology delivered instruction. It is not just limited to equipment

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

^ Insert district approved restricted indirect cost rate

Definitions:

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

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

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

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

October 15, 2013

14745

* Remaining Balance

Superintendent Richard Maughan
Bridgerland Applied Technology College
1301 N 600 W
Logan, UT 84321

Total Amt: \$ 150,371

Dear Superintendent Maughan:

We are pleased to notify you that Bridgerland Applied Technology College has been awarded the following funds:

CFDA Number	84.048A
Grant/Project	Vocational Education-Basic Grants to States Carl D. Perkins - Formula (Post-Secondary)
Amount	\$106,763
AF Number	140026
Fiscal Agent	No
Guidance URL	http://www2.ed.gov/about/offices/list/ovae/pi/reauth/perkins.htm
EDGAR URL	http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html
District Program Number	6043
District Revenue Number	4538
Beginning Date	07/01/2013
Ending Date	06/30/2014

Please use the Utah State Office of Education's standard reimbursement form located at <http://www.schools.utah.gov/sars/DOCS/data/reimbfrm.aspx>. Reimbursements may be requested based only on actual amount of expenditures and must be received by the 25th of the month to be paid in the following month.

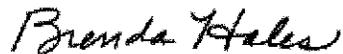
EDGAR requires prior approval and justification for (1) a budget change equal to or exceeding 10% of line item categories; and (2) date extension requests. Changes can be accomplished on the reimbursement form by using the "Budget Change" column to enter your new budget which should be equal to the awarded amount.

Each recipient and sub-recipient awarded funds under Federal Education Programs must promptly refer to the Department of Education's Office of Inspector General any credible evidence that a principal officer, employee, agent, contractor, sub-recipient, sub-contractor, or other person has submitted a false claim under the False Claims Act, or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds. Information about the Office of Inspector General Hotline is available at <http://www.ed.gov/about/offices/list/oig/hotline.html>.

For many years the USOE has had an agreement with institutions of higher education receiving public education funding to perform contractual work, that indirect costs are not billed or paid with these funds. This agreement is still in force. We appreciate your recognition of this policy and the importance of providing services benefitting the students of Utah without diverting these scarce resources toward administrative costs.

Thank you for your interest in providing quality programs for Utah's students. For programmatic questions, contact Thalea Longhurst, 801-538-7889, thalea.longhurst@schools.utah.gov. If you need help with the reimbursement form, contact Diane Sutton, 801-538-7839, Diane.Sutton@schools.utah.gov.

Sincerely,

A handwritten signature in cursive script that reads "Brenda Hales".

Brenda Hales, M.Ed.
Deputy Superintendent

cc: Chad Campbell, Business Administrator
Jim White, CTE Director

**PERKINS IV LOCAL PLAN
Budget Page**

District: Bridgerland Applied Technology College

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B.	(200) Employee Benefits *****			\$ -				
C.	(300) Purchased Prof. & Tech. Svc.			\$ -				
D.	(400) Purchased Property Svc.			\$ -				
E.	(500) Other Purchased Svc.			\$ -				
F.	(580) Travel In-State			\$ -			\$ -	
F.	(580) Travel Out-of-State			\$ -				
G.	(600) Supplies & Materials			\$ 97,771			\$ 97,771	
H.	(800) Other (Exclude Audit Costs)			\$ -				
I.	TOTAL DIRECT COSTS (Lines A thru H)			\$ 97,771	\$ -	\$ -	\$ 97,771	\$ -
J.	(800) Other (Audit Costs)			\$ -				
K.	* Indirect Cost Rate			\$ -				
L.	(700) Property (includes equipment)			\$ 52,600			\$ 52,600	
M.	TOTAL(s) (Lines I Thru L)			\$ 150,371	\$ -	\$ -	\$ 150,371	\$ -

Justification or explanation:

This budget change doesn't change any of the grant objectives. Many times, the only difference between grant supplies and grant equipment is the capitalization threshold of \$5,000. Since more of the grant expenditures exceeded the capitalization threshold, the budget needs to be reallocated from travel and supplies to equipment.

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

^ Insert district approved restricted indirect cost rate

Definitions:

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

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

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

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