

California Department of Education (<http://www3.cde.ca.gov/pgms/prt.aspx>)  
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## Program Grant Management System (PGMS)

### Perris Union High (131 - Secondary)

#### LEA Profile

Allocation Amount	\$265,368.00
Budgeted Amount	\$265,368.00
Indirect Amount	\$12,636.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Thursday, May 25, 2017 12:00 AM
Application Status	Submitted For Review on May 24 2017
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

\* Subject to change based on Capital Outlay and actual expenditures

#### Local Education Agency (LEA) Information

##### OPUS Coordinator

Name: Kerry Bobbitt  
 Phone: 951-943-6369 Ext. 81104  
 E-mail: [kerry.bobbitt@puhsd.org](mailto:kerry.bobbitt@puhsd.org)

##### LEA Contact Information

LEA Name: Perris Union High--Secondary  
 CDS Code: 33-67207-0000000  
 Vendor Number: 6720  
 Address: 155 East Fourth St  
 Perris, CA 92570-2124  
 Phone: 951-943-6369  
 Fax:  
 E-mail: [grant.bennett@puhsd.org](mailto:grant.bennett@puhsd.org)

##### Superintendent

Name: Grant Bennett

##### Perkins Coordinator Information

The Perkins coordinator contact information can only be updated by the Perkins coordinator. The Perkins coordinator should go to the PGMS Portal and select Account Management listed under My Account to update their contact information.

##### Perkins Coordinator

Name: Dian Martin  
 Title: Teacher  
 Phone: 951-943-6369 Extension: 81106  
 Fax:  
 E-mail: [grant.bennett@puhsd.org](mailto:grant.bennett@puhsd.org)  
 Street Address: 1151 N "A" Street

City: Perris  
 State: CA  
 Zip Code: 92570

**Perkins Coordinator Contact During Summer**

E-mail: [dian.martin@puhsd.org](mailto:dian.martin@puhsd.org)  
 Phone: 951-970-4718                      **Extension:**

**Fiscal Coordinator Information**

The Fiscal Coordinator contact information can only be updated by the fiscal coordinator. The fiscal coordinator should go to the PGMS Portal and select Account Management listed under My Account to update their contact information.

**Fiscal Coordinator**

Name: Jennifer Prince  
 Title: Fiscal Coordinator  
 Phone: 951-943-6369                      **Extension:** 80214  
 Fax:  
 E-mail: [jennifer.prince@puhsd.org](mailto:jennifer.prince@puhsd.org)  
 Street Address: 155 E 4TH ST  
 City: PERRIS  
 State: CA  
 Zip Code: 92570

**LEA CTE Advisory Chair Information**

The LEA CTE Advisory Chair Information can only be updated by the Perkins coordinator.

Name: Judy Mountain  
 E-mail: [evp@mtind@aol.com](mailto:evp@mtind@aol.com)  
 Phone: 951-657-4055                      **Extension:**

**Section I - State Assurances and Certifications**

**Certifications Sign-off**

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

The following Assurances, Certifications, and Grant Conditions are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application; Every year, the LEA must download them, collect the appropriate signatures, and keep them on file to be available for compliance reviews, complaint investigations, or audits

- California Department of Education General Assurances
- Drug Free Workplace Certification
- U.S. Department of Education Debarment and Suspension
- U.S. Department of Education Lobbying
- Perkins IV Assurances and Certifications
- 2017-18 Grant Conditions

**Section I - LEA Sign-off Section**

Other updates to the local CTE plan can be submitted in narrative form with a reference to the Local CTE Plan chapter, section, and question.

**Section I - CDE Review and Sign-off Section**

1 Section I - Section Approved

## Section II - Representatives of Special Populations

### Representatives of Special Populations Sign-off

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the activities needed to prepare these students for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

Download the [Sign-off Form](#) for Representatives of Special Populations, collect the appropriate signatures, and keep the form on file to be available for compliance reviews, complaint investigations, or audits.

After collecting the required signatures, enter the name and title of the person representing each of the special populations listed below.

#### Economically Disadvantaged (Title I Coordinator)

Title I Coordinator Name: DIAN MARTIN  
Title I Coordinator Title: COORDINATOR

#### Limited English Proficiency (English Learner Coordinator)

English Learner Coordinator Name: CHARLES TIPPIE  
English Learner Coordinator Title: COORDINATOR

#### Disabled (Handicapped) (Special Education Coordinator)

Special Education Coordinator Name: CINDY BARRIS  
Special Education Coordinator Title: DIRECTOR OF SPECIAL EDUCATION

#### Single Parent or Single Pregnant Women (Title IX Coordinator)

Title IX Coordinator Name: NICK HILTON  
Title IX Coordinator Title: DIRECTOR OF HR

#### Gender Equity or Nontraditional Training (Title IX Coordinator)

Title IX Coordinator Name: NICK HILTON  
Title IX Coordinator Title: DIRECTOR OF HR

### Section II - LEA Sign-off Section

As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2016–17 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2017–18 Perkins IV application for funds.

### Section II - CDE Review and Sign-off Section

Section II - Section Approved

### Section III - Assessment of Career Technical Education Programs

Section 123(b) of Perkins IV requires states to conduct annual evaluations of the progress and efforts grant recipients are making toward achieving the core indicator performance levels established for the state's CTE programs. California LEAs provide data to the CDE through the 101-E1 report in the fall and 101-E2 report in the spring, and these data are used to determine the core indicators.

This section identifies the LEA's actual performance on each of the Core Indicators of performance and indicates if the LEA has met the state-established performance targets.

Perris Union High (131 - Secondary) has failed to meet one or two of the required targets of performance and is identified as a Needs Improvement Agency. For each performance target not met, explain the expected reasons for low performance, any strategies the LEA plans to implement in order to achieve the state-established performance level, and describe any planned actions to be taken to improve the performance on that particular core indicator.

N/A may indicate that the LEA:

- Failed to report the required data for that indicator
- Is one of the State Special Schools or California Education Authority
- Did not receive Perkins funds in the prior year and was not required to report data

If 5S1 is the only indicator showing an N/A, the LEA failed to submit the required CDE-101 E2 report

#### 1S1 Academic Attainment-Reading/Language Arts

**Numerator:**

Number of 12th grade CTE concentrators who have met the proficient or advanced level on the English-language arts portion of the California High School Exit Examination (CAHSEE).

**Denominator:**

Number of 12th grade CTE concentrators.

LEA Level 2013-14:	50.77 %	LEA Level 2014-15:	52.89 %	LEA Level 2015-16:	46.59 %
State Level 2015-16:	58.50 %	Required Target:	52.65 %	Met Target:	No

**Explanation:**

NA

**Strategy to improve performance level:**

NA

**Planned activities:**

NA

Funding source:  District  Perkins  Other

Funding Amount: \$1.00

#### 1S2 Academic Attainment-Mathematics

**Numerator:**

Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE.

**Denominator:**

Number of 12th grade CTE concentrators.

LEA Level 2013-14:	51.99 %	LEA Level 2014-15:	55.87 %	LEA Level 2015-16:	15.10 %
State Level 2015-16:	60.00 %	Required Target:	54.00 %	Met Target:	No

**Explanation:**

NA

**Strategy to improve performance level:**

NA

**Planned activities:**

NA

Funding source:  District  Perkins  Other

Funding Amount: \$1.00

#### 2S1 Technical Skill Attainment

**Numerator:**

Number of CTE concentrators enrolled in a capstone CTE course who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

**Denominator:**

Number of CTE concentrators enrolled in capstone CTE courses during the reporting year.

<b>LEA Level 2013-14:</b>	89.71 %	<b>LEA Level 2014-15:</b>	93.81 %	<b>LEA Level 2015-16:</b>	91.35 %
<b>State Level 2015-16:</b>	92.00 %	<b>Required Target:</b>	82.80 %	<b>Met Target:</b>	Yes

### 3S1 Secondary School Completion

**Numerator:**

Number of 12th grade CTE concentrators who earned a high school diploma, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities).

**Denominator:**

Number of 12th grade CTE concentrators who left secondary education during the reporting year.

<b>LEA Level 2013-14:</b>	81.96 %	<b>LEA Level 2014-15:</b>	92.99 %	<b>LEA Level 2015-16:</b>	95.16 %
<b>State Level 2015-16:</b>	94.00 %	<b>Required Target:</b>	84.60 %	<b>Met Target:</b>	Yes

### 4S1 Student Graduation Rate

**Numerator:**

Number of 12th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate.

**Denominator:**

Number of 12th grade CTE concentrators.

<b>LEA Level 2013-14:</b>	61.96 %	<b>LEA Level 2014-15:</b>	92.99 %	<b>LEA Level 2015-16:</b>	95.16 %
<b>State Level 2015-16:</b>	94.00 %	<b>Required Target:</b>	84.60 %	<b>Met Target:</b>	Yes

### 5S1 Secondary Placement

**Numerator:**

Number of 12th grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation.

**Denominator:**

Number of 12th grade CTE concentrators who left secondary education during the reporting year and responded to a follow-up survey.

<b>LEA Level 2013-14:</b>	60.00 %	<b>LEA Level 2014-15:</b>	88.82 %	<b>LEA Level 2015-16:</b>	89.66 %
<b>State Level 2015-16:</b>	95.00 %	<b>Required Target:</b>	85.50 %	<b>Met Target:</b>	Yes

### 6S1 Non-traditional Participation

**Numerator:**

Number of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields.

**Denominator:**

Number of all CTE participants enrolled in a program sequence that leads to employment in nontraditional fields.

<b>LEA Level 2013-14:</b>	46.06 %	<b>LEA Level 2014-15:</b>	42.68 %	<b>LEA Level 2015-16:</b>	37.94 %
<b>State Level 2015-16:</b>	38.00 %	<b>Required Target:</b>	34.20 %	<b>Met Target:</b>	Yes

### 6S2 Non-traditional Completion

**Numerator:**

Number of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in a nontraditional field who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

**Denominator:**

Number of all CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields.

<b>LEA Level 2013-14:</b>	55.95 %	<b>LEA Level 2014-15:</b>	52.23 %	<b>LEA Level 2015-16:</b>	40.96 %
<b>State Level 2015-16:</b>	33.00 %	<b>Required Target:</b>	29.70 %	<b>Met Target:</b>	Yes

### Section III - LEA Sign-off Section

Assessment of Career Technical Education Programs section is complete and ready for CDE review.

**Section III - CDE Review and Sign-off Section**

**Section III - Section Approval**

## Section IV - Progress Report Toward Implementing The Local CTE Plan

The implementation of each LEA's local Career Technical Education (CTE) plan directly affects the implementation of the State CTE Plan. Through the five-year duration of Perkins IV, 2008–2013, LEAs will report on the progress they have made toward implementation of their local CTE plan. This progress report is an opportunity to reflect on the goals outlined in the local CTE plan as well as noting the successes and challenges that occurred during the previous school year.

Additionally, the LEA should set measurable CTE outcomes for the next school year based on the needs of the CTE students and programs offered by the LEA and the results of the core indicator data reported in Section III.

LEA personnel must respond to the following questions:

### LEA Response

1. **What process is used to annually evaluate the effectiveness of the CTE program and who is involved in the evaluation? How is data (both CTE and non-CTE) used as a component of the evaluation?**

The LEA annually evaluates its student performance data and provides ongoing, systematic, objective evaluation of CTE programs. CTE programs are evaluated to determine that the size, scope, quality, and effectiveness are sufficient to meet the needs of students.

The district uses the local application and plan as a tool for evaluating and reporting data to assess program effectiveness. Multiple accountability data is used to ensure equal access and full participation of special populations in CTE programs. The data is evaluated to ensure that programs and services are working to improve student outcomes and performance.

Data includes but is limited to:

- Graduation Rate
- Dropout Rate
- Attendance Rate
- Nontraditional Participation Rate
- CTE students who failed
- Disaggregated by subgroups (ethnicity/gender) and special populations (English Learners/Special Education)

CTE teachers, students, business partners participate in the annual evaluation and provide feedback for the planning process.

2. **It is a requirement that the results of annual evaluation be shared with the public in a variety of formats. Doing so with fidelity and creativity shows that a school's stated value of career preparation as the equal to college preparation ("college and careers") is matched by their actions. Describe the variety of formats, venues, and ways in which your results of annual evaluation are shared with the public.**

CTE program evaluations are made public via:

- District website;
- Shared with school board as part of the CTE Annual Update;
- Distributed to the CTE Subject Area Committees (SAC);
- Reported out to the Business Advisory Committee (BAC);

3. **All Perkins funds are supplemental support for CTE programs. In order to demonstrate that Perkins funds are supplemental and that the district is not supplanting funds, LEAs are to use a specific Goal Code (3800, 6000, 4630) with In the Standard Accounting Code Structure. Please describe the funding sources your LEA uses to support CTE programs in the Local Control Funding Formula (LCFF) and how do you ensure that these funds are correctly coded?**

All CTE programs are coded with a 38XX goal, the different pathways have a specific goal code, for example, anything for Engineering would be coded with 3807, this ensures accuracy and is easily identified. In addition to Perkins funds, PUHSD receives CTEIG, CCPT and a portion of the LCFF is allocated to support CTE programs.

4. **Describe how your LEA manages the Perkins purchasing process so that all expenditures over \$500 and the highly pilferable items are added to the historical inventory as required by both federal regulations and California Education Code.**

All expenditures over \$500 are coded with a object code of 4400 and are asset tagged. All asset tagged items are added to a inventory list that is kept by our Purchasing Department. In addition, a physical inventory is conducted every two years.

**LEA Sign-off Section**



**Section IV - CDE Review and Sign-off Section**



**Section IV - Section Approval**



Section V - Sequence of Courses to Be Funded

This section is used to budget expenditures for each Pathway in an Industry Sector.

**Add Program**

Only those Pathways identified in an LEA's approved Local CTE Plan, or submitted in a revision to the Local Plan may be supported by Perkins IV funds.

**Program Detail**

Site Name	Industry Sector	Career Pathway	Budget Amount
	Across Multiple Sectors	Across	\$ .00
	Transportation	Systems Diagnostics, Service, and Repair	\$ .00
Heritage High	Agriculture and Natural Resources	Agriscience	\$30,000.00
Heritage High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$ .00
Heritage High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$2,565.00
Heritage High	Business and Finance	Business Management	\$ .00
Heritage High	Business and Finance	Business Management	\$3,000.00
Heritage High	Engineering and Architecture	Engineering Design	\$ .00
Heritage High	Engineering and Architecture	Engineering Design	\$ .00
Heritage High	Engineering and Architecture	Engineering Design	\$ .00
Heritage High	Engineering and Architecture	Engineering Design	\$583.00
Heritage High	Engineering and Architecture	Engineering Design	\$37,878.00
Paloma Valley High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$1,192.00
Paloma Valley High	Engineering and Architecture	Engineering Design	\$ .00
Paloma Valley High	Engineering and Architecture	Engineering Design	\$20,000.00
Paloma Valley High	Fashion and interior Design	Interior Design	\$ .00
Paloma Valley High	Fashion and interior Design	Interior Design	\$3,498.00
Paloma Valley High	Health Science and Medical Technology	Biotechnology	\$ .00
Paloma Valley High	Health Science and Medical Technology	Biotechnology	\$4,081.00
Paloma Valley High	Manufacturing and Product Development	Product Innovation and Design	\$ .00
Paloma Valley High	Manufacturing and Product Development	Product Innovation and Design	\$648.00
Paloma Valley High	Marketing, Sales, and Services	Marketing	\$ .00
Paloma Valley High	Marketing, Sales, and Services	Marketing	\$ .00
Paloma Valley High	Transportation	Systems Diagnostics, Service, and Repair	\$ .00
Paloma Valley High	Transportation	Systems Diagnostics, Service, and Repair	\$ .00
Paloma Valley High	Transportation	Systems Diagnostics, Service, and Repair	\$ .00
Paloma Valley High	Transportation	Systems Diagnostics, Service, and Repair	\$56,257.00
Perris High	Agriculture and Natural Resources	Agriscience	\$ .00
Perris High	Agriculture and Natural Resources	Agriscience	\$30,000.00
Perris High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$ .00
Perris High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$1,167.00
Perris High	Business and Finance	Business Management	\$ .00
Perris High	Business and Finance	Business Management	\$1,167.00
Perris High	Business and Finance	Business Management	\$14,000.00
Perris High	Health Science and Medical Technology	Biotechnology	\$2,000.00
Perris High	Health Science and Medical Technology	Healthcare Operational Support Services	\$22,332.00
Perris High	Hospitality, Tourism, and Recreation	Hospitality, Tourism, and Recreation	\$28,500.00
Perris High	Information and Communication Technologies	Information Support and Services	\$3,500.00
Perris Lake	Building and Construction Trades	Cabinetry, Millwork, and Woodworking	\$3,000.00
		<b>Total</b>	<b>\$265,368.00</b>

**Inventory Verification**

Each LEA maintains a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and date and mode of disposal of all

equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown. [CEC 35268]

Perris Union High (131 - Secondary) conducts a historical inventory verification at least every 2 years for all of the following:

- Description
- Name
- Serial or other identification number
- Acquisition date
- Original cost
- Location (room)
- Use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

Yes  No

**Teacher Qualification**

**LEA Sign-off Section**

Sequence of Courses to Be Funded section is complete.

**Section V - CDE Review and Sign-off Section**

Section V - Section Approval

Section VI - Budget and Expenditure Schedule

Object Code	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	Total
	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	
1000 Certificated Salaries	\$19,311.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$19,311.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$3,300.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,300.00
4000 Books/Supplies	\$221,257.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$221,257.00
5000 Services/Operating Expenses	\$21,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,500.00
6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00	\$0.00
<b>Total</b>	<b>\$265,368.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$265,368.00</b>

Section VI - Section Approved

### Section VII - Local CTE Plan Update

Applicants may update their local CTE plans annually, if necessary. Review the local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program. This is particularly important if:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

Are there any changes made to the local CTE plan for ?

Yes  No

### Section VII - LEA Sign-off Section

Local CTE Plan Update section is complete and ready for CDE review.

### Section VII - CDE Review and Sign-off Section

Section VII - Section Approved

Questions: Perkins Support Team | [perkins@cde.ca.gov](mailto:perkins@cde.ca.gov) | 916-324-5706

California Department of Education  
1430 N Street  
Sacramento, CA 95814

[Web Policy](#)

**Carl D. Perkins Career and Technical Education Improvement Act of 2006  
ASSURANCES AND CERTIFICATIONS**

Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) special assurances are required for funding:

1. The eligible recipient will provide a career technical education (CTE) program that is of such size, scope, and quality to bring about improvement in the quality of CTE programs. (Perkins IV, Section 134[b][6])
2. The duly authorized agent of the grantee agrees to satisfy the requirements of 34 CFR 361.505 and 34 CFR 361.720. Specifically, the grantee agrees that if funded, the organization will enter into either an umbrella Memorandum of Understanding or separate Memorandum of Understanding relating to the operation of the one-stop delivery system in the area with the LWDB. In addition, the grantee agrees that from the federal funds that are reserved for local administration (an amount not to exceed 5 percent of the grant award), the organization will contribute its proportionate share of local infrastructure costs based on proportionate use of the one-stop career center, and the relative benefit received by the grant. The grantee further agrees that the organization's local contribution, in addition to local federal administrative costs, may include non-federal resources that are cash, in-kind, or third-party contributions.
3. The eligible recipient that uses funds under Perkins IV for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel will, upon written request, permit the participation in such programs of CTE teachers, administrators, and other personnel in nonprofit private schools offering CTE programs located in the geographical area served by such recipient. (Perkins IV, Section 317[a])
4. The eligible recipient may, upon written request, use funds made available under Perkins IV to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. (Perkins IV, Section 317[b][1])
5. 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 CTE programs and activities receiving funding under Perkins IV, of secondary school students attending nonprofit private schools. (Perkins IV, Section 317[b][2])
6. Nothing in Perkins IV shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. (Perkins IV, Section 316)

7. The eligible recipient will ensure that students who are economically disadvantaged, students of limited English proficiency, and students with special needs are assisted to succeed with support services such as counseling, English-language instruction, child care, and special aids. (CFR 403.190[A][2][II][b])
8. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.

### **Use of Perkins IV funds**

1. Funds made available under the Perkins IV for CTE activities will supplement, and will not supplant, non-federal funds expended to carry out CTE activities and technical preparation activities. (Perkins IV, Section 311)
2. All of the funds made available under Perkins IV will be used in accordance with the requirements of this Act. (Perkins IV, Section 6)
3. No funds made available under Perkins IV shall be used to require any secondary school student to choose or pursue a specific career path or major; and to mandate that any individual will be required to participate in a CTE program, including a CTE program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Perkins IV, Section 314)
4. No funds made available under the Perkins Act will be used to provide CTE programs for students prior to the seventh grade except that equipment and facilities purchased with funds under the Perkins IV may be used for such students. (Perkins IV, Section 315)
5. No funds will be used to acquire equipment or software in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (Perkins IV, Section 122[c][12])
6. The funding for development and implementation of the Integrated and Career-Related Education Continuum as described in the *California State Plan for Career Technical Education* will be limited to programs as described in the local CTE plan that (a) begin no earlier than grade seven; (b) include a clearly defined sequence of courses that prepare students for career entry and postsecondary education; (c) are part of a sequence that may include a capstone course at the high school, ROCP or community college; (d) are taught by a qualified CTE teacher; and (e) integrates CTE and academic instruction.
7. The eligible recipient will comply with the requirements of this Perkins IV, Title I, and the provisions of the *California State Plan for Career Technical Education*, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. (Perkins IV, Section 122[c][11])

## Consortia Requirements

1. Consortia formed to meet the minimum allocation requirement will use funds only for purposes and programs that are mutually beneficial to all members of the consortium.
2. Funds will not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. (Perkins IV, sections 131[f][2] and 132[a][3][B])

## Requirements of Local CTE Programs Assisted with Perkins funds

LEAs will ensure that each of the following nine requirements in Perkins IV Section 135(b) is met in each program that uses Perkins IV funds.

1. Provide activities that strengthen students' academic and career and technical skills through the integration of academics with CTE programs in a **coherent sequence of courses**, such as career and technical programs of study to ensure students' learning.
2. Link CTE at the secondary level and CTE at the postsecondary level, including **offering not less than one career and technical program of study** described in Section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of **all aspects of an industry**.
4. Develop, improve, or expand the **use of technology** in vocational and technical education, which *may* include;
  - training of CTE personnel, to use state-of-the-art technology, which may include distance learning
  - providing CTE students with the academic, and career and technical skills that lead to entry into the technology fields; or
  - encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs
5. Provide **professional development programs** consistent with Section 122 to teachers, counselors, and administrators that include:
  - the effective integration and use of challenging academic and CTE provided jointly with academic teachers;
  - effective teaching skills based on research that includes promising practices;

- effective practices to improve parental and community involvement;
  - effective use of scientifically based research and data to improve instruction;
  - Support of education programs for teachers of CTE students, to ensure that such teachers stay current with all aspects of an industry;
  - internship programs that provide relevant business experience; and
  - programs designed to train teacher specifically in the effective use and application of technology to improve instruction.
6. Develop and implement **evaluations of the career technical programs** carried out with these funds including an assessment of how the needs of special populations are being met.
  7. **Initiate, improve, expand, and modernize** quality CTE programs.
  8. Provide services and activities that are of **sufficient size, scope, and quality** to be effective.
  9. Provide activities to **prepare special population students** enrolled in CTE programs for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

### **State Established CTE Quality Criteria Requirements of Programs Assisted with Perkins IV funds**

Perkins IV Section 135(b)(8) requires each CTE program assisted with the funds provide services and activities that are of sufficient size, scope, and quality to be effective. The *California State Plan for Career Technical Education* identifies 13 planning, organization, and instructional elements determined by the state to be critical to high-quality CTE programs. These elements are incorporated into the following criteria which are required of all programs assisted with the funds.

#### **Curriculum, Instruction, and Assessment**

- Curriculum and assessment are aligned with the *California CTE Model Curriculum Standards and Framework* and Secretary's Commission on Achieving Necessary Skills (SCANS) and employability competencies;
- Instruction is standards-based, sufficient in duration, current and relevant, and develops the knowledge, attitudes, and skills currently required for entry into careers in the program area;



- A comprehensive assessment system is used to measure student competence in the application of CTE and academic knowledge and skills required in the program area; and
- The program provides for certification of students who achieve industry-recognized skill and knowledge requirements.

### **Leadership and Citizenship Development**

- Each program includes a career technical student organization or alternative leadership activity that is integral to instruction and is supported by the administration of the local educational agency. Alternative leadership activities must be designed to provide students with (a) effective leadership skills; (b) increased confidence in themselves and their work; (c) enhanced character, citizenship, volunteerism, and patriotism; (d) an understanding of the importance of a healthy lifestyle; (e) an understanding of the need to strive for excellence in scholarship; and (f) an awareness of the importance and relevance of the career cluster addressed by the CTE program.
- Leadership, citizenship, and interpersonal skills instruction in teamwork, communications, human relations, and social interaction is provided through the program.

### **Practical Application of Occupation Skills**

- Each program provides practical application and experiences through actual or simulated work-based learning assignments.

### **Qualified and Competent Personnel**

- Each program is staffed by qualified CTE teachers, meaning teachers who;
  - Possess a standard secondary, single subject or designated subject credential that authorizes the teaching of the CTE courses(s) to which they are assigned; and
  - Can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency.

### **Facilities, Equipment, and Materials**

- Facilities, equipment, and materials are comparable to those currently used by business and industry.
- Facilities and equipment are purchased or modified, as needed, to accommodate the needs of special population students.

## **Community, Business, and Industry Involvement**

- Program has an advisory committee which includes business and industry representatives that meets at least once annually to provide relevant advice and support on current and changing labor markets, current industry standards and practices, emerging technical skills, curriculum content and student outcomes, and job placement.

## **Career Guidance**

- Career guidance activities are ongoing and include the dissemination of career opportunity and career path information to students, parents, and counselors.
- CTE instruction includes career planning, employability skills, and articulation options, and provides students with information relevant to their career path goals.
- Career guidance activities provide students, parents, and counselors with information on nontraditional careers in program area.

## **Program Promotion**

- Planned activities are conducted to promote the program to all concerned groups, including students of all ability levels, parents, counselors, site and district administrators, postsecondary agencies, and representatives from business and industry.
- Activities are conducted to improve the articulation and alignment of the program with instruction provided by feeder school and advanced education and training opportunities.

## **Student Support Services**

- Program provides for full participation of special population students, meaning that special population students are provided with the additional services needed for success.

## **Program Accountability and Planning**

- Program improvements are developed and implemented based on an analysis of prior-year program accountability data, including the (a) number of students enrolled in the program (including the enrollment of special population students); (b) number and percent of program completers; (c) number and percent of secondary program completers who receive diplomas; (d) number of completers placed in the military, further education/training, or employment; and (e) number of nontraditional program concentrators and completers.

**SECTION II**

**SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS**

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the activities needed to prepare these students for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2017-18 Perkins IV application for funds. Each special population category must be signed by the LEA's designated administrator or the certificated representative responsible for that program.

**Economically Disadvantaged** (Title I Coordinator/Administrator)

Printed Name DIAN MARTIN Title COORDINATOR  
Signature *Dian Martin* Date 6-15-17

**Limited English Proficiency** (English Learner Coordinator/Administrator)

Printed Name CHARLES TIPPIE Title COORDINATOR  
Signature *[Signature]* Date 7/23/17

**Disabled (Handicapped)** (Special Education Coordinator/Administrator)

Printed Name CINDY BARRIS Title DIRECTOR OF SPE  
Signature *[Signature]* Date 6/15/17

**Single Parent or Single Pregnant Women** (Title IX Coordinator/Administrator)

Printed Name NICK HILTON Title DIRECTOR OF HR  
Signature *[Signature]* Date 06/27/2017

**Gender Equity or Nontraditional Training** (Title IX Coordinator/Administrator)

Printed Name NICK HILTON Title DIRECTOR OF HR  
Signature *[Signature]* Date 06/27/2017

**Displaced Homemaker** (Title IX Coordinator/Administrator)

Note: Required only on Section 132 (Adult) applications

Printed Name NA Title \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_



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## Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

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This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 2 *Code of Federal Regulations* Parts 180 and 3485, for all lower tier transactions meeting the threshold and tier requirements stated at Section 3485.220.

### Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "

person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check SAM Exclusions.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded

from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

## Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant:

Perris Union High School District

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Name of Program:

Perkins

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Printed Name and Title of Authorized Representative:

Grant Bennett, Superintendent

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Signature: 

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Date: 6/15/17

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

**Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-322-5285**

Last Reviewed: Monday, May 8, 2017

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## Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

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**Note:** Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

### Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- 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

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 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:
  1. Abide by the terms of the statement
  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 5 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 every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
- f. Taking one of the following actions, as to any employee who is convicted, within 30 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction:
  1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973 (29 U.S.C. Section 794), as amended; or
  2. 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).

- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Grantee must ensure all such site(s) are identified.

Place of Performance (street address, city, county, state, zip code)

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

### Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant:

Perris Union High School District

Name of Program:

Perkins

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Printed Name and Title of Authorized Representative:

Grant Bennett, Superintendent

---

Signature:



Date:

6/15/17

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CDE-100DF (May-2007) - California Department of Education

**Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-322-5285**

Last Reviewed: Wednesday, January 18, 2017

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## Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

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Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under *34 Code of Federal Regulations (CFR) Part 82, "New Restrictions on Lobbying."* This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

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:

- 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 Lobbying Activities" (DOC), 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 applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant:

Perris Union High School District

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Name of Program:

Perkins

---

Printed Name and Title of Authorized Representative:

Grant Bennett, Superintendent

---

Signature:



Date:

6/15/17

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ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

**Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-322-5285**

Last Reviewed: Monday, May 8, 2017

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