

Change Text Size: **A** **A** **A**

Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

2019-20 Section IV - Progress Report Toward Implementing the Local CTE Plan

Quick Facts Box

| | |
|-------------------------------|---|
| Allocation Amount | \$237,517.00 |
| Budgeted Amount | \$237,517.00 |
| Indirect Amount | \$11,310.00 * |
| Maximum Claim Indirect Amount | The maximum indirect amount that can be expended cannot exceed \$0.00 |
| Application Due Date | Friday, May 31, 2019 12:00 AM |
| Application Status | Submitted For Review on May 31 2019 |
| Fiscal 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

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. How will you use the results of your annual evaluation to improve your program? Describe the variety of formats & venues with which you will share it with the public?**

The LEA annually evaluates its student performance data and provides ongoing, systematic, objective evaluation of CTE programs. The CTE 11 Elements of a High Quality CTE Program Self-Review Tool provides the process to evaluate and determine that the size, scope, quality, and effectiveness are sufficient to meet the needs of students.

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 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.

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);
- Districtwide Career Fair;
- Recruitment days with feeder schools

- 2. How will you leverage Perkins funds to help close the achievement gap in special populations (which includes non-traditional) students in your high quality CTE pathways?**

Leveraging Perkins funds in helping close the achievement gap for special population gap begins with an in-depth look at the entire CTE programs, pathways and systems and identify areas where targeted improvements can lead to increased opportunities for student success.

Emphasizing that special populations CTE students be provided support that will ensure program accessibility and assist them in overcoming barriers that may limit their opportunity for success, information technology, and other emerging high-skill occupations

A comprehensive needs assessment can be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in our community. Each comprehensive high school has a College and Career Counselor that addresses access and opportunity inequities for students at-risk. They work collaboratively with the academic counselors to ensure students are placed appropriately and monitored for success.

- 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) within the standard accounting code structure, and there must be resource codes other than Perkins (3500, 3550) assigned to it. Please list each resource code (numeric code & title) that has a CTE goal code attached to it and the amount of spending on each.**

In addition to Perkins funds, PUHSD receives the following resources that support the CTE programs:

- #6387: CTEIG
- 3800: \$123,146
- 3801: \$40,659
- 3802: \$60,810
- 3807: \$58,354
- 3810: \$89,506
- 3811: \$18,398
- 3812: \$650
- #0707: LCFF

3800: \$732,018
 3801: \$53,615
 3802: \$15,296
 3807: \$103,019
 3809: \$70,020
 3812: \$3,659
 #6382: CCPT
 3807: \$19,195

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.**

The LEA has the following process in place:

- 1.) Technology assets arrive at the DAC and are received by IT.
- 2.) All items are inventoried for correctness of order and then a unique barcode is placed on the device.
- 3.) After barcoding, each device is scanned into destiny by serial number and asset tag.
- 4.) From there, as the devices are sent out to the sites, their home location is updated in Destiny (and checked out to staff or student).
- 5.) When decommissioned, devices are staged at D Street and an asset list is scanned.
- 6.) Completed asset list is uploaded to Destiny and devices are set so they are no longer available in our system (we keep record, but they become unavailable for checkout and deployment).
- 7.) A physical inventory is conducted and verified every two years.

5. **Please describe how student leadership development is included as an integral part of the CTE sequence of courses in pathways offered by your LEA.**

CTE programs foster future leaders by teaching students to lead through in-class and associated leadership training, by placing students in workplace opportunities where they observe leadership in action and by empowering students in authentic leadership roles. CTE courses develop student leadership, career management, and entrepreneurial skills. These skills can be developed through the course curriculum or through a Career Technical Student Organization (CTSO).

The following CTSOs are currently in place and fully active:

1. Future Farmers of America (FFA)

a. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.

2. Skills USA

a. SkillsUSA is a national organization serving high school and college students and professional members who are enrolled in technical, skilled and service occupations, including health occupations.

Leadership skills empower each student to assume responsible roles in the family, community, business and industry environments. Understanding and demonstrating these skills are key to success in post-secondary education, future employment opportunities, and becoming a contributing citizen in our community.

6. **Approximately what percentage of your pathway students are interacting with and getting experience with actual industry professionals (other than the teacher) doing industry-standard work outside of the classroom? How do you think you might increase that percentage?**

Approximately 20% of students have an experience outside of the classroom.

The LEA sends out an end of year survey to all CTE staff that includes the types of student activities and some of the results other than teacher interactions include (not all survey results have been received):

Guest Speakers from Industry included but is not the complete list: K&M, Dr. Barnes Optometry, So Ca Mulch Inc, CR&R, and MSJC (CTE Pathways Counselor)

Field Trips to Industry: So. CA Welding, So. Cal Mulch, Stretch Forming, UCR

The LEA has a strong and active Business Advisory Committee that meets three times a year. Many of our business partners are actively involved on campus and has opened up their facilities for tours. With that being said, we still run short of providing students with a diverse industry experience and ways we are looking to expand those experiences include:

-A consultant agreement for the following services:

- Provide high school and adult education students 40 hour internship experience
- Develop placement sites between industry and School District
- Hold workshops to prepare students for internship/field experience placements
- Assist students to obtain all necessary paperwork
- Assist and prepare Work Experience Teachers with the implementation and sustainability of field experience programming
- Provide participating teachers technical assistance in the implementation of work-based learning activities

CTE Teacher Matrix

Please download the [CTE Teacher Matrix](#).

LEA Sign-off

- Progress Report Toward Implementing the Local CTE Plan section is complete and ready for CDE review.

CDE Review and Sign-off

CDE Comments

- Section Approval
-

Save

Save and Continue

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

Change Text Size: A A A



Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

2019-20 Section V - Sequence of Courses to Be Funded

Quick Facts Box

| | |
|-------------------------------|---|
| Allocation Amount | \$237,517.00 |
| Budgeted Amount | \$237,517.00 |
| Indirect Amount | \$11,310.00 * |
| Maximum Claim Indirect Amount | The maximum indirect amount that can be expended cannot exceed \$0.00 |
| Application Due Date | Friday, May 31, 2019 12:00 AM |
| Application Status | Submitted For Review on May 31 2019 |
| Fiscal 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

Add Program

To budget funds in a pathway, select the 'Budget' link to the right of each pathway.

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.

To fund a pathway not currently listed on this page and the pathway is approved in your CTE Local Plan on file at the CDE, you must add the pathway to this list. To add a pathway, select the site at which the pathway is offered. Next, select the industry sector in which the pathway lies. Then, select the pathway you wish to add and select the 'Add Pathway' button.

If a pathway is no longer going to be offered by the District, delete it from the list below.

If you are not funding a pathway in this application, but may fund that pathway in future applications, do not remove it from the list below.

Other Site Name:

Industry Sector:

Program Detail

This section is used to budget expenditures for each pathway in an industry sector.

| Site Name | Industry Sector | Career Pathway | Budget Amount | Action |
|--------------------|---------------------------------------|----------------------------------|---------------|------------------------|
| | Hospitality, Tourism, and Recreation | Food Service and Hospitality | \$.00 | Detail |
| Heritage High | Agriculture and Natural Resources | Agriscience | \$.00 | Detail |
| Heritage High | Agriculture and Natural Resources | Agriscience | \$.00 | Detail |
| Heritage High | Agriculture and Natural Resources | Agriscience | \$.00 | Detail |
| HERITAGE HIGH | Agriculture and Natural Resources | Agriscience | \$.00 | Detail |
| HERITAGE HIGH | Agriculture and Natural Resources | Agriscience | \$10,000.00 | Detail |
| Heritage High | Agriculture and Natural Resources | Agriscience | \$40,000.00 | Detail |
| Heritage High | Arts, Media, and Entertainment | Design, Visual, and Media Arts | \$.00 | Detail |
| HERITAGE HIGH | Arts, Media, and Entertainment | Design, Visual, and Media Arts | \$25,000.00 | Detail |
| Heritage High | Business and Finance | Business Management | \$.00 | Detail |
| Heritage High | Engineering and Architecture | Engineering Design | \$.00 | Detail |
| HERITAGE HIGH | Engineering and Architecture | Engineering Design | \$.00 | Detail |
| Heritage High | Engineering and Architecture | Engineering Design | \$8,000.00 | Detail |
| Palmoa Valley High | Arts, Media, and Entertainment | Design, Visual, and Media Arts | \$.00 | Detail |
| Palmoa Valley High | Business and Finance | Business Management | \$.00 | Detail |
| Palmoa Valley High | Business and Finance | Business Management | \$.00 | Detail |
| Palmoa Valley High | Engineering and Architecture | Engineering Design | \$.00 | Detail |
| Palmoa Valley High | Engineering and Architecture | Engineering Design | \$.00 | Detail |
| Palmoa Valley High | Engineering and Architecture | Engineering Design | \$.00 | Detail |
| Palmoa Valley High | Engineering and Architecture | Engineering Design | \$15,000.00 | Detail |
| Palmoa Valley High | Fashion and interior Design | Fashion Design and Merchandising | \$.00 | Detail |
| Palmoa Valley High | Fashion and interior Design | Fashion Design and Merchandising | \$.00 | Detail |
| Palmoa Valley High | Fashion and interior Design | Fashion Design and Merchandising | \$.00 | Detail |
| Palmoa Valley High | Health Science and Medical Technology | Biotechnology | \$.00 | Detail |

| | | | | |
|---------------------------|--|--|-------------|------------------------|
| Palmoa Valley High | Health Science and Medical Technology | Healthcare Operational Support Services | \$.00 | Detail |
| Palmoa Valley High | Health Science and Medical Technology | Healthcare Operational Support Services | \$.00 | Detail |
| Palmoa Valley High | Marketing, Sales, and Services | Professional Sales | \$8,000.00 | Detail |
| Palmoa Valley High | Transportation | Systems Diagnostics, Service, and Repair | \$.00 | Detail |
| Paloma Valley High | Arts, Media, and Entertainment | Design, Visual, and Media Arts | \$.00 | Detail |
| Paloma Valley High | Engineering and Architecture | Engineering Design | \$.00 | Detail |
| Paloma Valley High | Engineering and Architecture | Engineering Design | \$.00 | Detail |
| Paloma Valley High | Engineering and Architecture | Engineering Design | \$.00 | Detail |
| Paloma Valley High | Fashion and interior Design | Interior Design | \$.00 | Detail |
| Paloma Valley High | Health Science and Medical Technology | Biotechnology | \$.00 | Detail |
| Paloma Valley High | Health Science and Medical Technology | Biotechnology | \$.00 | Detail |
| Paloma Valley High | Hospitality, Tourism, and Recreation | Hospitality, Tourism, and Recreation | \$.00 | Detail |
| Paloma Valley High | Manufacturing and Product Development | Product Innovation and Design | \$.00 | Detail |
| Paloma Valley High | Transportation | Systems Diagnostics, Service, and Repair | \$18,517.00 | Detail |
| Paloma Valley High School | Information and Communication Technologies | Information Support and Services | \$10,000.00 | Detail |
| Paloma Valley High School | Public Services | Emergency Response | \$8,000.00 | Detail |
| Perris High | Agriculture and Natural Resources | Agriscience | \$.00 | Detail |
| Perris High | Agriculture and Natural Resources | Agriscience | \$.00 | Detail |
| Perris High | Agriculture and Natural Resources | Agriscience | \$.00 | Detail |
| Perris High | Agriculture and Natural Resources | Agriscience | \$.00 | Detail |
| Perris High | Agriculture and Natural Resources | Agriscience | \$.00 | Detail |
| Perris High | Agriculture and Natural Resources | Agriscience | \$.00 | Detail |
| Perris High | Agriculture and Natural Resources | Agriscience | \$10,000.00 | Detail |
| Perris High | Agriculture and Natural Resources | Agriscience | \$40,000.00 | Detail |
| Perris High | Arts, Media, and Entertainment | Design, Visual, and Media Arts | \$.00 | Detail |
| Perris High | Business and Finance | Business Management | \$.00 | Detail |
| Perris High | Business and Finance | Business Management | \$.00 | Detail |
| Perris High | Business and Finance | Business Management | \$.00 | Detail |
| Perris High | Engineering and Architecture | Engineering Design | \$.00 | Detail |
| Perris High | Engineering and Architecture | Engineering Design | \$.00 | Detail |
| Perris High | Engineering and Architecture | Engineering Design | \$.00 | Detail |
| Perris High | | Biotechnology | \$.00 | Detail |

| | | | | |
|-----------------------------|--|--|---------------------|------------------------|
| | Health Science and Medical Technology | | | |
| Perris High | Health Science and Medical Technology | Biotechnology | \$.00 | Detail |
| Perris High | Health Science and Medical Technology | Healthcare Operational Support Services | \$.00 | Detail |
| Perris High | Hospitality, Tourism, and Recreation | Hospitality, Tourism, and Recreation | \$.00 | Detail |
| Perris High | Hospitality, Tourism, and Recreation | Hospitality, Tourism, and Recreation | \$.00 | Detail |
| Perris High | Hospitality, Tourism, and Recreation | Hospitality, Tourism, and Recreation | \$.00 | Detail |
| Perris High | Information and Communication Technologies | Information Support and Services | \$.00 | Detail |
| PERRIS HIGH | Marketing, Sales, and Services | Marketing | \$.00 | Detail |
| PERRIS HIGH | Marketing, Sales, and Services | Marketing | \$.00 | Detail |
| Perris High | Marketing, Sales, and Services | Marketing | \$.00 | Detail |
| Perris High | Transportation | Systems Diagnostics, Service, and Repair | \$.00 | Detail |
| Perris High | Transportation | Systems Diagnostics, Service, and Repair | \$25,000.00 | Detail |
| Perris High School | Health Science and Medical Technology | Healthcare Administrative Services | \$10,000.00 | Detail |
| Perris High School | Hospitality, Tourism, and Recreation | Food Service and Hospitality | \$10,000.00 | Detail |
| Perris High School District | Across Multiple Sectors | Across | \$.00 | Detail |
| Perris Lake | Building and Construction Trades | Cabinetry, Millwork, and Woodworking | \$.00 | Detail |
| | | Total | \$237,517.00 | |

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

Provide justification for not maintaining a historical inventory system that meet all of the above points.

LEA Sign-off

Sequence of Courses to Be Funded section is complete.

CDE Review and Sign-off

CDE Comments

Section Approval

Save

Save and Continue

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



Change Text Size: A A A

Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

2019-20 Section VI - Budget and Expenditure Schedule

Quick Facts Box

| | |
|-------------------------------|---|
| Allocation Amount | \$237,517.00 |
| Budgeted Amount | \$237,517.00 |
| Indirect Amount | \$11,310.00 * |
| Maximum Claim Indirect Amount | The maximum indirect amount that can be expended cannot exceed \$0.00 |
| Application Due Date | Friday, May 31, 2019 12:00 AM |
| Application Status | Submitted For Review on May 31 2019 |
| Fiscal 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

To add more budget detail, go to [Section V](#).

| 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 | \$16,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$16,000.00 |
| 2000 Classified Salaries | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3000 Employee Benefits | \$4,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$4,000.00 |
| 4000 Books/Supplies | \$166,017.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$166,017.00 |
| 5000 Services/ Operating Expenses | \$51,500.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$51,500.00 |
| 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 |
| Total | \$237,517.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$237,517.00 |

CDE Review and Sign-off

 **Section Approved**

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

Change Text Size: A A A



Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

2019-20 Section VII - Local CTE Plan Update

Quick Facts Box

| | |
|-------------------------------|---|
| Allocation Amount | \$237,517.00 |
| Budgeted Amount | \$237,517.00 |
| Indirect Amount | \$11,310.00 * |
| Maximum Claim Indirect Amount | The maximum indirect amount that can be expended cannot exceed \$0.00 |
| Application Due Date | Friday, May 31, 2019 12:00 AM |
| Application Status | Submitted For Review on May 31 2019 |
| Fiscal 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 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 2019-20?

Yes No

Describe in detail the changes made to the CTE plan.

The following CTE Pathways have been added: Perris HS: Industry Sector: AME Pathway: Media & Design Arts Industry Sector: TRANSPORTATION Pathway: Systems, Diagnostics, Service & Repair Heritage HS: Industry Sector: PUBLIC SERVICE Pathway: Legal Practices Paloma Valley HS: Industry Sector: PUBLIC SERVICE Pathway: Emergency Response Pathway Perris Lake HS: Industry Sector: BUILDING TRADES & CONSTRUCTION: Pathway: Residential & Commercial Construction The following CTE Pathways are being discontinued: Heritage HS: CTE teacher retired and replaced with Public Service: Legal Practices pathway Industry Sector: INFORMATION & COMMUNICATION TECHNOLOGY Pathway: Information Support & Services Perris HS: CTE teacher transferred to a non CTE position Industry Sector: INFORMATION & COMMUNICATION TECHNOLOGY Pathway: Information Support & Services

Save Justification

LEA Sign-off

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

CDE Review and Sign-off

Section Approved

Save

Save and Continue to Application Status

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

Change Text Size: **A A A**



Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

2019-20 Section VIII - LEA Local Transition Plan

Quick Facts Box

| | |
|-------------------------------|---|
| Allocation Amount | \$237,517.00 |
| Budgeted Amount | \$237,517.00 |
| Indirect Amount | \$11,310.00 * |
| Maximum Claim Indirect Amount | The maximum indirect amount that can be expended cannot exceed \$0.00 |
| Application Due Date | Friday, May 31, 2019 12:00 AM |
| Application Status | Submitted For Review on May 31 2019 |
| Fiscal 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

LEA Local Transition Plan

The 2019-20 Perkins Application is technically an application to Perkins V, not Perkins IV.

2019-20 is the 'Transition Year'.
2020-21 is the first year of full implementation.

For the 2019-20 Transition Year LEAs are still subject to Perkins IV, except that LEAs must submit a transition plan showing how they will be prepared for the new requirements in PerkinsV, which include:

1. Prepare students for high wage, high skill, or in-demand sectors or occupations.(Formerly High wage, high skill, or high demand occupations in current or emerging professions).

2. Be able to collect the evaluative data in 2019-20 that will establish the baseline of comparison in 2020-21 for all performance metrics.
 - a. E1/E2's Core Indicators Report will have three new categories of special populations:
 - i. CTE participants with parent(s) serving active military duty,
 - ii. CTE participants that have aged out of the foster care system,
 - iii. CTE participants that are homeless (McKinney-Vento).
 - b. Conduct a Comprehensive Needs Assessment (CNA) of the CTE Program.
3. Show that spending is aligned to your CTE program's CNA.
4. Show that spending targets special populations in order for them to meet state determined performance levels (SDPL), list additional actions for groups that have disparities, compare past strategies to results for each of the previous three years and taking further actions when necessary.
5. Describe how CTE staff will be recruited, prepared, retained, & trained, especially those from groups underrepresented in the teaching profession.

1. If the change in wording of high wage, high skill, or in-demand sectors or occupations might change your CTE program, briefly describe it here.

The LEA does not anticipate significant changes to our CTE programs and pathways. We would continue to use the comprehensive needs assessment to drive any program and

2. Describe the actions you will have to take now in order to be able to report on the three new categories of special populations to CALPADS in August of 2020 and the Perkins Data during the 2019-20 school year. The new categories are CTE participants who: (a) have a parent(s) actively serving in the military, (b) are foster youth who have aged out of the system, or (c) are homeless (McKinney-Vento).

These are all questions that are required by our online registration process. The data has been collected for 4 years now and automatically populates to the areas of the SIS that

3. Describe the process you will use to ensure that spending will be aligned with your CTE program's Comprehensive Needs Assessment (CNA).

In addition to the three Business Advisory Committee meetings that yields feedback, Educational Services conducts an annual end of year survey that includes many of the 11

4. Describe the process you will use to ensure that spending targets special populations' ability to meet state determined performance levels (SDPL), determine additional actions for groups that have disparities, compare past strategies to results for each of the previous three years and taking further actions when necessary.

The LEA LCAP Goal #2: All students will graduate from high school prepared for postsecondary and career options includes the following Actions and Services:

5. Describe how CTE staff will be recruited, prepared, retained, & trained, especially those from groups underrepresented in the teaching profession.

The LEA Educational Services and Human Resources departments work closely and collaboratively to identify highly trained and qualified CTE teachers; 95% of our current

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

DianMartin951-943-6369dian.martin@puhsd.org1151 N "A" StreetPerrisCA92570

Change Text Size: **A A A**



Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

Application Status

Quick Facts Box

| | |
|-------------------------------|---|
| Allocation Amount | \$237,517.00 |
| Budgeted Amount | \$237,517.00 |
| Indirect Amount | \$11,310.00 * |
| Maximum Claim Indirect Amount | The maximum indirect amount that can be expended cannot exceed \$0.00 |
| Application Due Date | Friday, May 31, 2019 12:00 AM |
| Application Status | Submitted For Review on May 31 2019 |
| Fiscal 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

Application Overall Status

Application Over All Status: Submitted For Review on Friday, May 31, 2019 at 1:34:45 PM

This application has been finalized and submitted to CDE for review. This application has not been approved by CDE.

| | | | |
|----------|-------------------------------|--------------|-------------------------|
| | Perkins' Coordinator Progress | CDE Progress | Superintendent Progress |
| Sections | | | |

| <u>LEA Profile</u> | Submitted | Accepted | Not Submitted |
|---------------------|-------------------------|----------|---------------|
| <u>Section I</u> | Submitted | Pending | Not Submitted |
| <u>Section II</u> | Submitted | Pending | Not Submitted |
| <u>Section III</u> | N/A | N/A | N/A |
| <u>Section IV</u> | Submitted | Pending | Not Submitted |
| <u>Section V</u> | Submitted | Pending | Not Submitted |
| <u>Section VI</u> | Submitted | Accepted | Not Submitted |
| <u>Section VII</u> | Submitted | Pending | Not Submitted |
| <u>Section VIII</u> | Not Due Until 12/1/2019 | | |

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

Change Text Size: A A A



Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

Budget Detail Report

| Site Name | Industry Sector | Career Pathway | Object Code | Description | Budget Category | Narative | Amount |
|-----------|-----------------------------------|--------------------------------|----------------------------------|---------------------------|-----------------|--|-------------|
| | Agriculture and Natural Resources | Agriscience | 1000 Certificated Salaries | Sub Pay - Provide Details | (A) Instruction | Sub Cost for AG Teacher | \$8,000.00 |
| | Agriculture and Natural Resources | Agriscience | 1000 Certificated Salaries | Sub Pay - Provide Details | (A) Instruction | Sub Cost for AG Teacher | \$8,000.00 |
| | Agriculture and Natural Resources | Agriscience | 3000 Employee Benefits | Other - Provide Details | (A) Instruction | Benefits for Sub Cost AG Teacher | \$2,000.00 |
| | Agriculture and Natural Resources | Agriscience | 3000 Employee Benefits | Other - Provide Details | (A) Instruction | Benefits for Sub Cost AG Teacher | \$2,000.00 |
| | Agriculture and Natural Resources | Agriscience | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies to expand AG Mechanics to include but not limited to: virtual simulators for welding, hand tools, sterilization unit. | \$15,000.00 |
| | Agriculture and Natural Resources | Agriscience | 5000 Services/Operating Expenses | Other - Provide Details | (A) Instruction | Conference and Field Trips | \$25,000.00 |
| | Arts, Media, and Entertainment | Design, Visual, and Media Arts | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies for TV/Video class: items include HD cameras, printers, battery chargers, tripods, green | \$25,000.00 |

| | | | | | | | |
|--|---------------------------------------|------------------------------------|----------------------------------|-------------------------|-----------------|--|-------------|
| | | | | | | screen, cabling and UV protectors. Set up in Production Studio, green screen for videography special effects. | |
| | Engineering and Architecture | Engineering Design | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies to include but not limited to: Metal Hardware kit, gussets, shafts, wire extensions. | \$6,000.00 |
| | Engineering and Architecture | Engineering Design | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies for Engineering included but not limited to: Engineering notebook, masking tape, dual range force sensor, paper cutter. | \$15,000.00 |
| | Engineering and Architecture | Engineering Design | 5000 Services/Operating Expenses | Other - Provide Details | (A) Instruction | Conference and trainings to include but not limited to: CUE, ISTE and ADOBEMax. | \$2,000.00 |
| | Health Science and Medical Technology | Healthcare Administrative Services | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and Supplies for Health included but not limited to: ear exam simulator, aborh combo blood type kit, health equipment. | \$10,000.00 |
| | Hospitality, Tourism, and Recreation | Food Service and Hospitality | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies for new culinary kitchen to include: catering supplies, food science tools for molecular gastronomy experiments, other specialty items, etc., demonstrating new cooking techniques and training purposes. | \$10,000.00 |
| | Information and | | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies to | \$7,500.00 |

| | | | | | | | |
|--|--|--|----------------------------------|-------------------------|-----------------|--|-------------|
| | Communication Technologies | Information Support and Services | | | | include but not limited to: Camera Gimbal, IR Cable for Camera Gimbal, Canon T6 camera, Zoom Digital Audio Recorder, Headphones for Zoom Recorder, Windscreen for Zoom recorder. | |
| | Information and Communication Technologies | Information Support and Services | 5000 Services/Operating Expenses | Other - Provide Details | (A) Instruction | Conferences to include but not limited to: ISTE, CUE and ADOBEMax | \$2,500.00 |
| | Marketing, Sales, and Services | Professional Sales | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Students will be able to understand the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques. | \$6,000.00 |
| | Marketing, Sales, and Services | Professional Sales | 5000 Services/Operating Expenses | Other - Provide Details | (A) Instruction | Conferences and Trainings | \$2,000.00 |
| | Public Services | Emergency Response | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies to include but not limited to: athletic tape, under wrap tape, disposable wipes, cold/hot pads. | \$8,000.00 |
| | Transportation | Systems Diagnostics, Service, and Repair | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies to include but not limited to: ABS brake system trainer, overhead cam cutaway engine: which includes a cutaway model to demonstrate | \$25,000.00 |

| | | | | | | | |
|--------------------|-----------------------------------|--|----------------------------------|-------------------------|-----------------|--|---------------------|
| | | | | | | engine operation using overhead cams, spark plug thread restorers and mockup of automotive electrical system with electronic ignition, drill sets, tire balancers and tire changers. | |
| Heritage High | Agriculture and Natural Resources | Agriscience | 4000 Books/Supplies | Other - Provide Details | (A) Instruction | Materials and supplies to include: expansion of AG Mechanics that includes: small hand tools, lumber, consumable aluminum/steel, TIG Welders, and virtual welder units. | \$20,000.00 |
| Heritage High | Agriculture and Natural Resources | Agriscience | 5000 Services/Operating Expenses | Other - Provide Details | (A) Instruction | Conference and Field Trips | \$20,000.00 |
| Paloma Valley High | Transportation | Systems Diagnostics, Service, and Repair | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies to include but not limited to: Tire balancer, wheel alignment system with VIN reader aligner, snap-on pro cut-certification kit for on-car brake rotor machining. | \$18,517.00 |
| | | | | | | Total | \$237,517.00 |

Export to Excel

California Department of Education
 1430 N Street
 Sacramento, CA 95814

Web Policy

Change Text Size: A A A



Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

Budget Detail Report By Site

| Industry Sector | Career Pathway | Object Code | Description | Budget Category | Narrative | Amount |
|-----------------|----------------|-------------|-------------|-----------------|-----------|--------|
|-----------------|----------------|-------------|-------------|-----------------|-----------|--------|

Heritage High

| Industry Sector | Career Pathway | Object Code | Description | Budget Category | Narative | Amount |
|-----------------------------------|----------------|----------------------------------|-------------------------|-----------------|---|-------------|
| Agriculture and Natural Resources | Agriscience | 4000 Books/Supplies | Other - Provide Details | (A) Instruction | Materials and supplies to include: expansion of AG Mechanics that includes: small hand tools, lumber, consumable aluminum/steel, TIG Welders, and virtual welder units. | \$20,000.00 |
| Agriculture and Natural Resources | Agriscience | 5000 Services/Operating Expenses | Other - Provide Details | (A) Instruction | Conference and Field Trips | \$20,000.00 |

Paloma Valley High

| Industry Sector | Career Pathway | Object Code | Description | Budget Category | Narative | Amount |
|-----------------|--|---------------------|-------------------------|-----------------|--|-------------|
| Transportation | Systems Diagnostics, Service, and Repair | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies to include but not limited to: Tire balancer, wheel alignment system with VIN reader aligner, snap-on pro cut-certification kit for on-car brake rotor machining. | \$18,517.00 |

Perris High

| Industry Sector | Career Pathway | Object Code | Description | Budget Category | Narrative | Amount |
|-----------------|----------------|-------------|-------------|-----------------|-----------|--------|
|-----------------|----------------|-------------|-------------|-----------------|-----------|--------|

| Industry Sector | Career Pathway | Object Code | Description | Budget Category | Narative | Amount |
|-----------------------------------|--------------------------------|----------------------------------|---------------------------|-----------------|---|-------------|
| Agriculture and Natural Resources | Agriscience | 1000 Certificated Salaries | Sub Pay - Provide Details | (A) Instruction | Sub Cost for AG Teacher | \$8,000.00 |
| Agriculture and Natural Resources | Agriscience | 3000 Employee Benefits | Other - Provide Details | (A) Instruction | Benefits for Sub Cost AG Teacher | \$2,000.00 |
| Arts, Media, and Entertainment | Design, Visual, and Media Arts | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies for TV/Video class: items include HD cameras, printers, battery chargers, tripods, green screen, cabling and UV protectors. Set up in Production Studio, green screen for videography special effects. | \$25,000.00 |
| Engineering and Architecture | Engineering Design | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies to include but not limited to: Metal Hardware kit, gussets, shafts, wire extensions. | \$6,000.00 |
| Engineering and Architecture | Engineering Design | 5000 Services/Operating Expenses | Other - Provide Details | (A) Instruction | Conference and trainings to include but not limited to: CUE, ISTE and ADOBEMax. | \$2,000.00 |

| Industry Sector | Career Pathway | Object Code | Description | Budget Category | Narative | Amount |
|--------------------------------|--------------------|----------------------------------|-------------------------|-----------------|--|-------------|
| Engineering and Architecture | Engineering Design | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies for Engineering included but not limited to: Engineering notebook, masking tape, dual range force sensor, paper cutter. | \$15,000.00 |
| Marketing, Sales, and Services | Professional Sales | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Students will be able to understand the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques. | \$6,000.00 |
| Marketing, Sales, and Services | Professional Sales | 5000 Services/Operating Expenses | Other - Provide Details | (A) Instruction | Conferences and Trainings | \$2,000.00 |

| Industry Sector | Career Pathway | Object Code | Description | Budget Category | Narrative | Amount |
|-----------------|----------------|-------------|-------------|-----------------|-----------|--------|
|-----------------|----------------|-------------|-------------|-----------------|-----------|--------|

| Industry Sector | Career Pathway | Object Code | Description | Budget Category | Narative | Amount |
|--|----------------------------------|----------------------------------|-------------------------|-----------------|---|------------|
| Information and Communication Technologies | Information Support and Services | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies to include but not limited to: Camera Gimbal,IR Cable for Camera Gimbal, Canon T6 camera, Zoom Digital Audio Recorder, Headphones for Zoom Recorder, Windscreen for Zoom recorder. | \$7,500.00 |
| Information and Communication Technologies | Information Support and Services | 5000 Services/Operating Expenses | Other - Provide Details | (A) Instruction | Conferences to include but not limited to: ISTE, CUE and ADOBEMax | \$2,500.00 |
| Public Services | Emergency Response | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies to include but not limited to: athletic tape, under wrap tape, disposable wipes, cold/hot pads. | \$8,000.00 |

| Industry Sector | Career Pathway | Object Code | Description | Budget Category | Narative | Amount |
|-----------------------------------|--|----------------------------------|---------------------------|-----------------|---|-------------|
| Agriculture and Natural Resources | Agriscience | 1000 Certificated Salaries | Sub Pay - Provide Details | (A) Instruction | Sub Cost for AG Teacher | \$8,000.00 |
| Agriculture and Natural Resources | Agriscience | 3000 Employee Benefits | Other - Provide Details | (A) Instruction | Benefits for Sub Cost AG Teacher | \$2,000.00 |
| Agriculture and Natural Resources | Agriscience | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies to expand AG Mechanics to include but not limited to: virtual simulators for welding, hand tools, sterilization unit. | \$15,000.00 |
| Agriculture and Natural Resources | Agriscience | 5000 Services/Operating Expenses | Other - Provide Details | (A) Instruction | Conference and Field Trips | \$25,000.00 |
| Transportation | Systems Diagnostics, Service, and Repair | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies to include but not limited to: ABS brake system trainer, overhead cam cutaway engine: which includes a cutaway model to demonstrate engine operation using overhead cams, spark plug thread restorers and mockup of automotive electrical system with electronic ignition, drill sets, tire balancers and tire changers. | \$25,000.00 |

| Industry Sector | Career Pathway | Object Code | Description | Budget Category | Narative | Amount |
|---------------------------------------|------------------------------------|---------------------|-------------------------|-----------------|--|-------------|
| Health Science and Medical Technology | Healthcare Administrative Services | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and Supplies for Health included but not limited to: ear exam simulator, abo-rh combo blood type kit, health equipment. | \$10,000.00 |
| Hospitality, Tourism, and Recreation | Food Service and Hospitality | 4000 Books/Supplies | Instructional Materials | (A) Instruction | Materials and supplies for new culinary kitchen to include: catering supplies, food science tools for molecular gastronomy experiments, other specialty items, etc., demonstrating new cooking techniques and training purposes. | \$10,000.00 |



Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

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 | \$16,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$16,000.00 |
| 2000 Classified Salaries | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3000 Employee Benefits | \$4,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$4,000.00 |
| 4000 Books/Supplies | \$166,017.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$166,017.00 |
| 5000 Services/ Operating Expenses | \$51,500.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$51,500.00 |
| 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 |
| Total | \$237,517.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$237,517.00 |

Export to Excel

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



Home / Finance & Grants / Funding / Funding Tools & Materials


General Assurances 2018-19

General Assurances and Certifications required for grants supported by state or federal funds in 2018-19

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 114-95 §1118(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state

agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.760; 2 CFR 200.333)

11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 calendar days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
13. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846, PL 114-95, §8306(a)(7); 20 USC §6318; PL 114-95, §1116(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer. (20 USC §7904; PL 114-95, §8524(b))
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320; PL 114-95, §1117(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846; PL 114-95, §8306(a)(3)(A-B))
18. The LEA will participate in the California Assessment of Student Performance and Progress. (EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)

22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §62002; 5 CCR, §§3944, 3946)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California *Government Code* and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging while Driving," October 1, 2009.
28. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management .

Questions: Education Data Office | conappsupport@cde.ca.gov | 916-319-0297

Last Reviewed: Thursday, May 9, 2019

**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. In compliance with Office of Vocational and Adult Education (OVAE) Program Memorandum 99–11, local agencies receiving Perkins IV funds for CTE programs for adults will be represented on the local Workforce Investment Board (WIB); enter into a Memorandum of Understanding with the local WIB relating to the operation of the One-Stop system, including a description of services, how the cost of the identified services and operating costs of the system will be funded, and the methods for referral; make available the core services that are applicable to Perkins IV through the One-Stop delivery system, either in lieu of or in addition to making these services available at the site of the particular program; and use a portion of the Perkins IV funds (or provide services with such funds) to create and maintain the One-Stop delivery system and to provide applicable core services through the One-Stop delivery system.
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][I][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.

**Carl D. Perkins Career and Technical Education Improvement Act of 2006
(Perkins IV)
2019–20 Grant Conditions**

Note: The application for funds can be completed and submitted online through the California Department of Education (CDE) Perkins Grant Management System (PGMS) Web page at <http://www3.cde.ca.gov/pgms/logon.aspx>. All other forms related to this grant, as well as anything referenced in these grant conditions, can be found on the CDE Perkins IV Web page at <http://www.cde.ca.gov/ci/ct/pk/>.

1. Your local educational agency's (LEA's) 2019–20 Perkins IV grant award is part of the Career and Technical Education Basic Grants to States from the U.S. Department of Education's (ED) Office of Vocational and Adult Education (now called Office of Career, Technical, and Adult Education). The *Catalog of Federal Domestic Assistance* number is 84.048A. The funds are subject to the *Education Department General Administrative Regulations* 74, 76 (except 76.103), 77, 79, 80, 81, 82, and 85; the *Office of Civil Rights Guidelines for Vocational Education*; and compliance requirements discussed in the *Office of Management and Budget Circulars* A-87 and A-133.
2. In order to accept Perkins IV funds, the LEA must have:
 - an approved local plan for career technical education (CTE) on file at the CDE
 - an approved 2019–20 online application submitted and approved by the CDE
3. The grant award will be processed upon receipt of the signed Grant Award Notification (AO-400). The AO-400 must be signed by the Superintendent or an authorized official and **returned within 10 working days of receipt**.
4. Funds awarded under Perkins IV shall be used to **supplement, and shall not supplant**, non-federal funds expended to carry out CTE and technical preparation program activities.
5. The LEA must meet all federal statutes and regulations applicable to Perkins IV in its administration of the program.
6. Perkins IV requires grant recipients to submit annual Perkins Core Indicators data by the designated deadlines. The Report on CTE Enrollment and Program Completion (CDE 101 E1) data may be submitted annually between July 1 and October 15. The Report on CTE Placement (CDE 101 E2) data may be submitted annually between January 1 and March 15. Final reimbursement for the grant period will not be paid until the CDE 101 E1 data are submitted to the CDE. The CDE may request that all Perkins IV funds for the program year be returned for failure to adhere to the Perkins IV data requirements.
7. All Perkins IV funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All

funds must be expended or legally obligated by June 30, 2020. Any funds left unclaimed after September 30, 2019, will revert to the CDE for reallocation to other LEAs. Unauthorized expenditures shall be the responsibility of the LEA. **No extensions of this grant will be allowed.**

8. No less than 85 percent of the LEA's allocation must be expended to improve or expand CTE programs and CTE courses approved in the local plan. No more than 10 percent of the grant can be spent on non-instructional items. The grantee shall limit the administrative costs to 5 percent and may include indirect (less any funds expended for capital outlay) or direct costs related to administering the funds. Indirect costs are limited to the indirect cost rate approved by the CDE for the applicable fiscal year in which the funds are expended, or 5 percent, whichever is less.
9. Federal law Title 34 of the *Code of Federal Regulations* 80.21(i) requires that any interest earned by grantees on federal dollars be returned to the ED if the amount is in excess of \$100.
10. Any single expenditure of \$5,000 or greater (including taxes, shipping, and installation) is considered capital outlay and requires prior CDE approval.
11. Grant funds will be remitted on a quarterly reimbursement basis only. All claims must be submitted through the PGMS. Filing a mid-year claim and final claim is mandatory. To claim reimbursement of funds, the LEA must complete and submit a claim for reimbursement for actual expenditures according to the following schedule:
 - First quarter (July 1–September 30): due before or on October 31, 2019
 - Second quarter (October 1–December 31): due before or on January 31, 2020
 - Third quarter (January 1–March 31): due before or on April 30, 2020
 - Fourth quarter/Final (April 1–June 30): due before or on July 31, 2020
12. An online budget revision is required if expenditures for any budget category exceed 20 percent of the authorized budget category total in the approved budget. The budget revision must be approved by CDE before expenditures are made. Expenditures that exceed the approved budget category amount by 20 percent may not be approved for payment when a claim is submitted.
13. All claims must contain actual expenditures incurred by the LEA; expenditures cannot be rounded to whole numbers.
14. Federal regulations governing the Perkins IV will overrule any errors inadvertently made by the CDE.



Home / Finance & Grants / Funding / Funding Tools & Materials

Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

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)

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

Printed Name and Title of Authorized Representative: Grant Bennett - Superintendent

Signature: Grant Bennett Date: 6/3/19

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

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5111

Last Reviewed: Wednesday, October 17, 2018



Home / Finance & Grants / Funding / Funding Tools & Materials

Debarment and Suspension

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

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

Name of Program:

Perkins

Printed Name and Title of Authorized Representative:

Grant Bennett - Superintendent

Signature:

Grant Bennett

Date:

6/3/19

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

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5111

Last Reviewed: Tuesday, October 9, 2018



Home / Finance & Grants / Funding / Funding Tools & Materials

Lobbying

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

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

Name of Program:

Perkins

Printed Name and Title of Authorized Representative:

Grant Bennett - Superintendent.

Signature: Grant Bennett

Date: 6/3/19

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

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5111

Last Reviewed: Tuesday, October 9, 2018

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 2019–20 Perkins V 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 Director Learning Support
Signature  Date 5-30-19


Limited English Proficiency (English Learner Coordinator/Administrator)

Printed Name Charles Tippie Title Director Learning Support
Signature  Date 5/30/19


Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Amil Alzubaidi Title Director of Special Ed
Signature  Date 5/31/19

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

Printed Name Nick Hilton Title Director of Human Resources
Signature  Date 5-31-19

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

Printed Name Nick Hilton Title Director of Human Resources
Signature  Date 5-31-19

Displaced Homemaker (Title IX Coordinator/Administrator)

Note: Required only on Section 132 (Adult) applications

Printed Name NA Title _____
Signature _____ Date _____

2019-20 Perkins Application - CTE Teacher Matrix

The purpose of this document is to determine whether or not your CTE teachers 1) have a CTE-eligible credential, and 2) if the subject of the credential matches the pathway assignment he/she is teaching in.

0) Enter your district's name. Please do not use abbreviations or acronyms.

1) (A) For each CTE teacher assisted w/ Perkins funds, enter either the name of the teacher as it appears on the CTE-eligible credential. (B) Enter the document number of the CTE-eligible credential. We look up 100% of your entries on the CTC website.

2) For each CTE teacher assisted w/ Perkins funds, (A) enter the local name of the pathway & site, e.g., "Pharmacy Tech, Phelan High" (B) Enter the pathway assignment, i.e., the name of the CTE Model Curriculum Standards the teacher covers e.g., "Health Science & Medical Technology/Health Care Operational Support Services." A drop-down list will appear when you select the cell. If the same teacher is assigned to two or more pathways, list him/her two or more times.

4) When the list is complete, email this as an attachment to the Perkins general mailbox.

5) If a new teacher is added during the school year add them to the list and resend to the Perkins mailbox.

[CTC Website: Credential Lookup](#)

[CTE Model Curriculum Standards](#)

[Perkins Mailbox](#)

0) LEA Name: **PERRIS UNION HIGH SCHOOL DISTRICT**

1) Is the Teacher's Credential CTE-Eligible?

| 1A) CTE Teacher's Name (as it appears on the CTE-eligible credential) | | | 1B) Document Number (of the CTE-eligible credential) | 1C) Document Title (from CTC website) | 1D) Subject Description (from CTC website) | 2A) Local Name of Pathway & Name of Site of Pathway | 2B) Pathway Assignment (Which CTE Model Curriculum Standards are covered) |
|--|-------------|-----------------|---|--|---|---|--|
| First Name | Middle Name | Last Name | | | | | |
| Ed | Musicman | Schneeby | 123456789 | Career Technical Education Teaching Credential | Arts, Media, & Entertainment | School of Rock | Arts, Media, & Entertainment/Performing Arts |
| SANDRA | RAMERIZ | ARGUELLO | 190116194 | Career Technical Education Teaching Credential | Engineering & Architecture | Engineering Design | Engineering & Architecture/Engineering Design |
| VELMA | | BORROWS | 101103698 | Career Technical Education Teaching Credential | Health Science & Medical | Medical Assisting | Health Science & Medical Technology/Health Care Administrative Services |
| DOUG | MICHAEL | COUSINS | 120062989 | Single Subject Teaching Credential | Agriculture AND Agriculture | Plant and Animal | Agriculture & Natural Resources/Animal Science |
| CHELSEY | DANIELLE | DEBOOR | 120550903 | Single Subject Teaching Credential | Agriculture AND Agriculture | Veterinary Science | Agriculture & Natural Resources/Animal Science |
| JODI | | GAHRE | 130165128 | Designated Subjects Career Technical Education Teaching Credential | Marketing, Sales, & Service | Retail Sales | Marketing, Sales, & Services/Professional Sales |
| LAYNE | P | HEINY | 130194895 | Single Subject Teaching Credential | Engineering & Architecture | Engineering Design | Engineering & Architecture/Engineering Design |
| NICHOLIS | ARMUN | KALANTAR-HORMOZ | 170151743 | Career Technical Education Teaching Credential | Arts, Media, & Entertainment | Digital Video | Arts, Media, & Entertainment/Design, Visual, & Media Arts |

2) Does the Credential Match the Assignment?

2019-20 Perkins Application - CTE Teacher Matrix

The purpose of this document is to determine whether or not your CTE teachers **1) have a CTE-eligible credential**, and **2) if the subject of the credential matches the pathway assignment he/she is teaching in.**

0) Enter your district's name. Please do not use abbreviations or acronyms.

1) (A) For each CTE teacher assisted w/ Perkins funds, enter either the name of the teacher as it appears on the CTE-eligible credential. (B) Enter the document number of the CTE-eligible credential. We look up 100% of your entries on the CTC website. [CTC Website: Credential Lookup](http://www.ctc.edu/Website/Credential-Lookup)

2) For each CTE teacher assisted w/ Perkins funds, (A) enter the local name of the pathway & site, e.g., "Pharmacy Tech, Phelan High" (B) Enter the pathway assignment, i.e., the name of the CTE Model Curriculum Standards the teacher covers e.g., "Health Science & Medical Technology/Health Care Operational Support Services." A drop-down list will appear when you select the cell. If the same teacher is assigned to two or more pathways, list him/her two or more times. [CTE Model Curriculum Standards](http://www.ctc.edu/Model-Curriculum-Standards)

4) When the list is complete, email this as an attachment to the Perkins general mailbox. [Perkins Mailbox](mailto:perkins@perkins.edu)

5) If a new teacher is added during the school year add them to the list and resend to the Perkins mailbox.

0) LEA Name: **PERRIS UNION HIGH SCHOOL DISTRICT**

1) Is the Teacher's Credential CTE-Eligible?

| 1A) CTE Teacher's Name (as it appears on the CTE-eligible credential) | | 1B) Document Number (of the CTE-eligible credential) | | 1C) Document Title (from CTC website) | 1D) Subject Description (from CTC website) | 2A) Local Name of Pathway & Name of Site of Pathway | 2B) Pathway Assignment (Which CTE Model Curriculum Standards are covered) |
|--|-------------|---|-----------|--|---|---|--|
| First Name | Middle Name | Last Name | | | | | |
| Ed | Musicman | Schneeby | 123456789 | Career Technical Education Teaching Credential | Arts, Media, & Entertainment | School of Rock | Arts, Media, & Entertainment/Performing Arts |
| SANDRA | RAMERIZ | ARGUELLO | 190116194 | Career Technical Education Teaching Credential | Engineering & Architecture | Engineering Design | Engineering & Architecture/Engineering Design |
| VELIMA | | BORROWS | 101103698 | Career Technical Education Teaching Credential | Health Science & Medical | Medical Assisting | Health Science & Medical Technology/Health Care Administrative Services |
| DOUG | MICHAEL | COUSINS | 120062989 | Single Subject Teaching Credential | Agriculture AND Agriculture | Plant and Animal | Agriculture & Natural Resources/Animal Science |
| CHELSEY | DANIELLE | DEBOOR | 120550903 | Single Subject Teaching Credential | Agriculture AND Agriculture | Veterinary Science | Agriculture & Natural Resources/Animal Science |
| JODI | | GAHRE | 130165128 | Designated Subjects Career Technical Education Teaching Credential | Marketing, Sales, & Service | Retail Sales | Marketing, Sales, & Services/Professional Sales |
| LAYNE | P | HEINY | 130194895 | Single Subject Teaching Credential | Engineering & Architecture | Engineering Design | Engineering & Architecture/Engineering Design |
| NICHOLIS | ARMUN | KALANTAR-HORMOZ | 170151743 | Career Technical Education Teaching Credential | Arts, Media, & Entertainment | Digital Video | Arts, Media, & Entertainment/Design, Visual, & Media Arts |

2) Does the Credential Match the Assignment?