

**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 2018–19 Perkins IV application for funds. Each special population category must be signed by the LEA's designated administrator or the certificated representative responsible for that program.

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

Printed Name DIAN MARTIN Title DIRECTOR  
Signature  Date 6.4.18

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

Printed Name CHARLES TIPPIE Title DIRECTOR  
Signature  Date 6/4/18

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

Printed Name CINDY BARRIS Title DIRECTOR SPED  
Signature  Date 6/4/18

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

Printed Name KIRK SKORPANICH Title ASST SUP HR  
Signature  Date 8/23/18

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

Printed Name KIRK SKORPANICH Title ASST SUP HR  
Signature  Date 8/23/18

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

Note: Required only on Section 132 (Adult) applications

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



## Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

2018-19 Application

### Section I - State Assurances and Certifications

Allocation Amount	\$273,752.00
Budgeted Amount	\$273,752.00
Indirect Amount	\$13,035.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 25, 2018 5:00 PM
Application Status	Certified on Jun 29 2018
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

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

#### Certifications Sign-off

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

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

■ [California Department of Education General Assurances](#)

- [Drug Free Workplace Certification](#)
- [U.S. Department of Education Debarment and Suspension](#)
- [U.S. Department of Education Lobbying](#)
- [Perkins IV Assurances and Certifications](#)
- [2018–19 Grant Conditions](#)

### LEA Sign-off

- As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2018–19 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2018–19 Perkins IV application for funds.

### CDE Review and Sign-off

- Section Approved

Continue

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## Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

2018-19 Application

### Section II - Representatives of Special Populations

Allocation Amount	\$273,752.00
Budgeted Amount	\$273,752.00
Indirect Amount	\$13,035.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 25, 2018 5:00 PM
Application Status	Certified on Jun 29 2018
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

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#### Representatives of Special Populations Sign-off

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

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

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

#### Economically Disadvantaged (Title I Coordinator)

Title I Coordinator Name: DIAN MARTIN  
 Title I Coordinator Title: DIRECTOR LEARNING SUPPORT

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

English Learner Coordinator Name: CHARLES TIPPIC  
 English Learner Coordinator Title: DIRECTOR OF LEARNING SUPPORT

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

Special Education Coordinator Name: CINDY BARRIS

Special Education Coordinator Title: DIRECTOR OF SPECIAL EDUCATION

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

Title IX Coordinator Name: NICK HILTON

Title IX Coordinator Title: DIRECTOR OF HUMAN RESOURCES

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

Title IX Coordinator Name: NICK HILTON

Title IX Coordinator Title: DIRECTOR OF HUMAN RESOURCES

**LEA Sign-off**

As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2018–19 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2018–19 Perkins IV application for funds.

**CDE Review and Sign-off**

Section Approved

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## Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

2018-19 Application

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

Allocation Amount	\$273,752.00
Budgeted Amount	\$273,752.00
Indirect Amount	\$13,035.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 25, 2018 5:00 PM
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Fiscal Activity	No Activity
Certified Claims	
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Section 123(b) of Perkins IV requires states to conduct annual evaluations of the progress and efforts grant recipients are making toward achieving the core indicator performance levels established for the state's CTE programs. California LEAs provide data to the CDE through the 101-E1 report in the fall and 101-E2 report in the spring, and these data are used to determine the core indicators.

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

Perris Union High (131 - Secondary) has failed to meet three or more of the required targets of performance or has fallen below 60 percent in any one core indicator and is identified as a Priority Improvement Agency. This designation requires the LEA to submit an Action Plan. This form can be found on the CDE [Perkins Forms and Files](#) page. The Action Plan must be submitted along with the annual application. Applications cannot be approved without the submission of an Action Plan.

N/A may indicate that the LEA:

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

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

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

**Numerator:**

Number of 12th grade CTE concentrators who have met the proficient or advanced level in English-language arts.

**Denominator:**

Number of 12th grade CTE concentrators.

<b>LEA Level 2014-15:</b>	<b>LEA Level 2015-16:</b>	N/A	<b>LEA Level 2016-17:</b>	N/A	N/A
<b>State Level 2016-17:</b>	<b>Required Target:</b>	N/A	<b>Met Target:</b>	N/A	N/A

### 1S2 Academic Attainment-Mathematics

**Numerator:**

Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level in mathematics.

**Denominator:**

Number of 12th grade CTE concentrators.

<b>LEA Level 2014-15:</b>	<b>LEA Level 2015-16:</b>	N/A	<b>LEA Level 2016-17:</b>	N/A	N/A
<b>State Level 2016-17:</b>	<b>Required Target:</b>	N/A	<b>Met Target:</b>	N/A	N/A

### 2S1 Technical Skill Attainment

**Numerator:**

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

**Denominator:**

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

<b>LEA Level 2014-15:</b>	<b>LEA Level 2015-16:</b>	N/A	<b>LEA Level 2016-17:</b>	N/A	N/A
<b>State Level 2016-17:</b>	<b>Required Target:</b>	N/A	<b>Met Target:</b>	N/A	N/A

### 3S1 Secondary School Completion

**Numerator:**

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



**Denominator:**

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

<b>LEA Level 2014-15:</b>	<b>LEA Level 2015-16:</b>	N/A	<b>LEA Level 2016-17:</b>	N/A	N/A
<b>State Level 2016-17:</b>	<b>Required Target:</b>	N/A	<b>Met Target:</b>	N/A	N/A

**4S1 Student Graduation Rate**

**Numerator:**

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

**Denominator:**

Number of 12th grade CTE concentrators.

<b>LEA Level 2014-15:</b>	<b>LEA Level 2015-16:</b>	N/A	<b>LEA Level 2016-17:</b>	N/A	N/A
<b>State Level 2016-17:</b>	<b>Required Target:</b>	N/A	<b>Met Target:</b>	N/A	N/A

5S1 Secondary Placement

**Numerator:**

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

**Denominator:**

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

<b>LEA Level 2014-15:</b>	<b>LEA Level 2015-16:</b>	N/A	<b>LEA Level 2016-17:</b>	N/A	N/A
<b>State Level 2016-17:</b>	<b>Required Target:</b>	N/A	<b>Met Target:</b>	N/A	N/A

6S1 Non-traditional Participation

**Numerator:**

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

**Denominator:**

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

<b>LEA Level 2014-15:</b>	<b>LEA Level 2015-16:</b>	N/A	<b>LEA Level 2016-17:</b>	N/A	N/A
<b>State Level 2016-17:</b>	<b>Required Target:</b>	N/A	<b>Met Target:</b>	N/A	N/A

6S2 Non-traditional Completion

**Numerator:**



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

**Denominator:**

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

<b>LEA Level 2014-15:</b>	<b>LEA Level 2015-16:</b>	N/A	<b>LEA Level 2016-17:</b>	N/A	N/A
<b>State Level 2016-17:</b>	<b>Required Target:</b>	N/A	<b>Met Target:</b>	N/A	N/A

**LEA Sign-off**

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

**CDE Review and Sign-off**

Section Approval

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## Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

2018-19 Application

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

Allocation Amount	\$273,752.00
Budgeted Amount	\$273,752.00
Indirect Amount	\$13,035.00 *
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The implementation of each LEA's local Career Technical Education (CTE) plan directly affects the implementation of the State CTE Plan. Through the five-year duration of Perkins IV, 2008–2013, LEAs will report on the progress they have made toward implementation of their local CTE plan. This progress report is an opportunity to reflect on the goals outlined in the local CTE plan as well as noting the successes and challenges that occurred during the previous school year.

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

LEA personnel must respond to the following questions:

LEA Response

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

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

Data includes but limited to:

Graduation Rate

Dropout Rate

Attendance Rate

Nontraditional Participation Rate

CTE students who failed

Disaggregated by subgroups (ethnicity/gender) and special populations (English Learners/Special Education)

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

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

The CTE Advisory Committee meeting minutes and agendas are posted on the district website as well as the CTE program evaluations are made public via:

District website;

Shared with school board as part of the CTE Annual Update;

Distributed to the CTE Subject Area Committees (SAC);

Reported out to the Business Advisory Committee (BAC).

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

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

Monthly expenditure reports are generated and reviewed to ensure budget and expenditures align with the proper goal/function combination.

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

All expenditures over \$500 are coded with a object code of 4400 and are asset tagged. All asset tagged items are added to a inventory list that is kept by our Purchasing Department. In addition, a physical inventory is conducted every two years. CTE teachers at the site level maintain check-out and check-in procedures for items that are identified as less than \$500 and are highly pilfer-able.

5. **Please share 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 CTOS are currently in place and fully active:

Future Farmers of America (FFA): 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.

Skills USA: 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. Outside of serving on your district CTE Advisory Committee, describe the involvement of business and industry partners in your CTE pathways.**

The business and industry partners are actively involved at the school sites in guest speaking, offering job shadowing opportunities for students, teacher externships, and participated in the district wide College and Career Fair

### 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

Section Approval

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## Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

2018-19 Application

### Section V - Sequence of Courses to Be Funded

Allocation Amount	\$273,752.00
Budgeted Amount	\$273,752.00
Indirect Amount	\$13,035.00 *
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This section displays the budget expenditures for each pathway in an 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
Heritage High	Agriculture and Natural Resources	Agriscience	\$0.00	<a href="#">Detail</a>
Heritage High	Agriculture and Natural Resources	Agriscience	\$0.00	<a href="#">Detail</a>
Heritage High		Agriscience	\$10,000.00	<a href="#">Detail</a>

	Agriculture and Natural Resources			
Heritage High	Agriculture and Natural Resources	Agriscience	\$10,000.00	<a href="#">Detail</a>
Heritage High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$2,950.00	<a href="#">Detail</a>
HERITAGE HIGH	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$50,000.00	<a href="#">Detail</a>
Heritage High	Business and Finance	Business Management	\$0.00	<a href="#">Detail</a>
Heritage High	Engineering and Architecture	Engineering Design	\$0.00	<a href="#">Detail</a>
Heritage High	Engineering and Architecture	Engineering Design	\$2,950.00	<a href="#">Detail</a>
Paloma Valley High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$0.00	<a href="#">Detail</a>
Paloma Valley High	Engineering and Architecture	Engineering Design	\$0.00	<a href="#">Detail</a>
Paloma Valley High	Engineering and Architecture	Engineering Design	\$0.00	<a href="#">Detail</a>
Paloma Valley High	Engineering and Architecture	Engineering Design	\$2,950.00	<a href="#">Detail</a>
Paloma Valley High	Fashion and interior Design	Interior Design	\$0.00	<a href="#">Detail</a>
Paloma Valley High	Health Science and Medical Technology	Biotechnology	\$0.00	<a href="#">Detail</a>
Paloma Valley High	Health Science and Medical Technology	Biotechnology	\$4,000.00	<a href="#">Detail</a>
Paloma Valley High	Hospitality, Tourism, and Recreation	Hospitality, Tourism, and Recreation	\$0.00	<a href="#">Detail</a>
Paloma Valley High	Manufacturing and Product Development	Product Innovation and Design	\$0.00	<a href="#">Detail</a>
Paloma Valley High	Transportation	Systems Diagnostics, Service, and Repair	\$15,000.00	<a href="#">Detail</a>
Perris High	Agriculture and Natural Resources	Agriscience	\$0.00	<a href="#">Detail</a>
Perris High	Agriculture and Natural Resources	Agriscience	\$0.00	<a href="#">Detail</a>
Perris High	Agriculture and Natural Resources	Agriscience	\$10,000.00	<a href="#">Detail</a>
Perris High	Agriculture and Natural Resources	Agriscience	\$10,000.00	<a href="#">Detail</a>
Perris High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$36,965.00	<a href="#">Detail</a>
Perris High	Business and Finance	Business Management	\$0.00	<a href="#">Detail</a>
Perris High	Business and Finance	Business Management	\$0.00	<a href="#">Detail</a>
Perris High	Business and Finance	Business Management	\$0.00	<a href="#">Detail</a>
Perris High	Health Science and Medical Technology	Biotechnology	\$2,952.00	<a href="#">Detail</a>
Perris High	Health Science and Medical Technology	Healthcare Operational Support Services	\$2,950.00	<a href="#">Detail</a>
Perris High	Hospitality, Tourism, and Recreation	Hospitality, Tourism, and Recreation	\$0.00	<a href="#">Detail</a>
Perris High	Hospitality, Tourism, and Recreation	Hospitality, Tourism, and Recreation	\$55,000.00	<a href="#">Detail</a>
Perris High	Information and Communication Technologies	Information Support and Services	\$0.00	<a href="#">Detail</a>
PERRIS HIGH	Marketing, Sales, and Services	Marketing	\$0.00	<a href="#">Detail</a>
PERRIS HIGH	Marketing, Sales, and Services	Marketing	\$0.00	<a href="#">Detail</a>



Perris High	Transportation	Systems Diagnostics, Service, and Repair	\$45,000.00	<a href="#">Detail</a>
Perris High School District	Across Multiple Sectors	Across	\$13,035.00	<a href="#">Detail</a>
Perris Lake	Building and Construction Trades	Cabinetry, Millwork, and Woodworking	\$ .00	<a href="#">Detail</a>
		<b>Total</b>	<b>\$273,752.00</b>	

**Inventory Verification**

Each LEA maintains a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown. [CEC 35268]

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

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

Yes  No

**LEA Sign-off**

Sequence of Courses to Be Funded section is complete.

**CDE Review and Sign-off**

CDE Comments

Section Approval

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## Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

2018-19 Application

### Section VI - Budget and Expenditure Schedule

Allocation Amount	\$273,752.00
Budgeted Amount	\$273,752.00
Indirect Amount	\$13,035.00 *
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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 Certified Salaries	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3000 Employee Benefits	\$1,800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,800.00	
4000 Books/Supplies	\$216,965.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$216,965.00	
5000 Services/ Operating Expenses	\$31,952.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31,952.00	
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	\$13,035.00	\$13,035.00	
<b>Total</b>	<b>\$260,717.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$13,035.00</b>	<b>\$273,752.00</b>	

CDE Review and Sign-off

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## Program Grant Management System (PGMS)

Perris Union High (131 - Secondary)

2018-19 Application

### Section VII - Local CTE Plan Update

Allocation Amount	\$273,752.00
Budgeted Amount	\$273,752.00
Indirect Amount	\$13,035.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
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#### 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 2018-19?

Yes  No

**Describe in detail the changes made to the CTE plan.**

New and expanded CTE Pathways that will be added to the District CTE Plan include: Perris HS: Transportation - CTE Pathway Systems, Diagnostics, Services and Repair Perris HS: Agriculture - CTE Pathway Agriculture Mechanics Perris HS: Arts, Media, & Entertainment - CTE Pathway Design, Visual and Media Arts Heritage HS: Agriculture - CTE Pathway Agriculture Mechanics CTE Programs being eliminated: Perris HS: Marketing, Sales, and Services - CTE Pathway Marketing (due to lack of demand)

**LEA Sign-off**

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

**CDE Review and Sign-off**

Section Approved

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[Continue to Application Status](#)

California Department of Education  
1430 N Street  
Sacramento, CA 95814

[Web Policy](#)





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## General Assurances 2017-18

General Assurances and Certifications required for grants supported by state or federal funds in 2017-18.

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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 11 §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, 76.734, 76.760; 2 CFR 200.333)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 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(a)(7); 20 USC, §6318; PL 111-95, §1116(b)(4))
  15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 11-95, §8524 and 20 USC §7904.
  16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 11-95, §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 (a)(3)(B); PL 114-95, §8306)
  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)
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 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 Web page at <https://www.sam.gov/portal/SAM/#1>.

**Questions: Education Data Office |**  
**[conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297**

Last Reviewed: Friday, June 9, 2017

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## Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

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

### Grantees Other Than Individuals

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

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
  - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
  - b. Establishing an on-going drug-free awareness program to inform employees about:
    - 1. The dangers of drug abuse in the workplace
    - 2. The grantee's policy of maintaining a drug-free workplace
    - 3. Any available drug counseling, rehabilitation, and employee assistance programs

4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
- c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
- d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
  1. Abide by the terms of the statement
  2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction
- e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
- f. Taking one of the following actions, as to any employee who is convicted, within 30 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction:
  1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973 (29 U.S.C. Section 794), as amended; or
  2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of

paragraphs (a), (b), (c), (d), (e), and (f).

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

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

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

### Grantees Who Are Individuals

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

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

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

Name of Applicant:

*Perris Union High School District*

Name of Program:

Perkins

Printed Name and Title of Authorized Representative:

Grant Bennett Superintendent

Signature:

Grant Bennett

Date:

5/18/18

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

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

Last Reviewed: Monday, March 26, 2018

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## Debarment and Suspension

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

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

### Instructions for Certification

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

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

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

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

## Certification

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

Name of Applicant:

Perris Union High School District

Name of Program:

Perkins

Printed Name and Title of Authorized Representative:

Grant Bennett Superintendent

Signature:

Grant Bennett

Date:

5/18/18

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

**Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-322-5111**

Last Reviewed: Monday, May 8, 2017

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## Lobbying

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

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

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

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

of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Lobbying Activities" (DOC), in accordance with its instructions;

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

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

Name of Applicant:

*Perris Union High School District*

Name of Program:

*Perkins*

Printed Name and Title of Authorized Representative:

*Grant Bennett - Superintendent*

Signature:

*Grant Bennett*

Date:

*5/18/18*

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

**Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-322-5111**

Last Reviewed: Monday, May 8, 2017

## **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.



- 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.

- 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;

## 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;

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

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

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

**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)

**Carl D. Perkins Career and Technical Education Improvement Act of 2006  
(Perkins IV)  
2018–19 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) 2018–19 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 2018–19 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, 2019. Any funds left unclaimed after September 30, 2018, 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, 2018
  - Second quarter (October 1–December 31): due before or on January 31, 2019
  - Third quarter (January 1–March 31): due before or on April 30, 2019
  - Fourth quarter/Final (April 1–June 30): due before or on July 31, 2019
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.