

Instructions

The Career Technical Education Incentive Grant (CTEIG) Annual Progress Report (APR) is an Excel workbook and has the following tabs:

1. Instructions
2. CTEIG APR Cover Sheet
3. Career Technical Education (CTE) Program Requirements
4. CTE Advisory Board
5. Technical Assistance Contracts
6. Round Two CTEIG Renewal Application
7. Assurances and Superintendent Sign Off

1. CTEIG APR Cover Sheet

- Complete items one through four of the CTEIG APR cover sheet. Type "Yes" or "No" for the question regarding a consortium. If "Yes," provide the names and County-District-School (CDS) Code for each Local Education Agency (LEA).
- Provide the CTEIG 2015—17 Grant Award Total

2. CTE Program Requirements

- Provide a concise, focused, and detailed narrative to each of the 10 questions.

3. CTE Advisory Board

- Provide the information indicated for each individual. Do not list district employees.

4. Technical Assistance Contracts

- Provide a concise, focused, and detailed narrative to each of the 2 questions.

5. CTEIG Matching Funds Grant Renewal for Round Two

- To be considered for renewal, LEAs must provide to California Department of Education (CDE)
 - Annual Fiscal Expenditure Report with matching funds (Due annually in October)
 - CTEIG Annual Progress Report (Due annually in December)
- Provide the amount that can be matched.
- Answer question regarding Consortium. If no, complete following list
- Complete a budget for 2016—18 (The total amount must be equal to or less than the amount in the letter from the Superintendent.)
- Complete a three-year sustainability budget and identify the source of funds.

6. Assurances and Superintendent Sign Off

- Four documents that must be reviewed and kept on file by the applicant.
- Obtain Superintendent electronic signature.

Application Completed

Upon completion of the application and obtaining the Superintendent electronic signature, save a copy for your records, and e-mail a copy to: CTEIncentive@cde.ca.gov
Do not send a hardcopy of the application to CDE.

Cover Sheet

		Cover Sheet			
1.	LEA Name	PERRIS UNION HIGH SCHOOL DISTRICT			
	LEA CDS #	33-67207			
2.	Is this a consortium?	Yes or No	NO		
3.	If yes, list the names and CDS Codes of the Consortium Members				
	LEA NAME	CDS #			
4.	CTEIG 2015—17 Grant Award Total	\$ 1,400,000.00			
	(Amount located on the final Grant Award Notification)				

CTE Program Requirements

Provide details of how the CTEIG funds were used to encourage new CTE programs and maintain existing CTE programs with regards to the 10 CTE program requirements.

1) Describe how the CTEIG monies were used to create new, or maintain existing, coherent sequences of CTE courses that are aligned to the CA CTE Model Curriculum Standards? Provide specific details regarding activities conducted.

Activities included: Development of a new CTE Pathway:

1. New CTE Pathway: Paloma Valley HS
 - a. CTE Industry Sector: Transportation
 - b. CTE Pathway: System Diagnostics, Services, & Repair
 - c. Reviewed, planned and developed course with CTE Subject Area Committee (CTE SAC) and Business Advisory Committee (BAC). Introductory pathway course developed is STEM Automotive and meets "g" requirement. Concentrator course: AUME 100 Basic Auto Mechanics; AUME 101 Basic Light Repair; Capstone: AUME 119 Automotive Brake System.
 - d. Pathway start up cost includes: complete installation of 2 rotary vehicle lifts, suspension rack, wheel balancer, brake lathe, parts washer, compressor, markerboard, hand wash sink, and facility upgrade.
2. Expanded existing programs across the district that included: Veterinary Science, Principles of Engineering, and Culinary Arts. Updated refrigeration equipment, kitchen utensils/appliances, upgraded software and hardware systems (ADOBE Professional Suite, Dell Laptops for Engineering, charging carts), two vehicles for Ag program at HHS and PHS.

Describe plans for the 2016-18 grant term.

1. Plans are to continue to build out the automotive pathway and complete installation of equipment.
2. Project expected to be completed Spring 2017. This will exhaust the CTEIG Round 1 Grant allocation.

2) Describe how the CTEIG monies were used to develop quality career exploration and guidance programs for CTE pathways. Provide specific details regarding activities conducted.

Activities include:

1. Implementation of a multi-grade level career assessments which include the following: 7th grade: COIN Jr; 8th grade: PLAN; 9th grade: Bridges - online Career Assessment; 10th grade: COIN; 11th grade: ASVAB; 12th grade: Senior Portfolio.
2. Counselors assisted students in identifying, planning, and attaining goals consistent with their aptitudes, needs, abilities, and interests.
3. Counselors offered a wide selection of services and activities to help student focus on their overall development of career choices including: college/career fair, guest speakers, college trips to UC/CSU/CC and trade schools, classroom presentations, and parent orientation nights.

	<p>Describe plans for the 2016-18 grant term.</p> <ol style="list-style-type: none"> 1. All career assessments/surveys/instruments will be re-evaluated to better align with Local Control Accountability Plan (LCAP). 2. The district currently offers a district wide College/Career Fair that is well attended by students/parents and community members. Presenters include a cross section UC/CSU/CC, military branches of services, and industry. 3. Provide opportunities for counselors and site Administrators to collaborate with feeder schools and districts to align resources to better prepare students for college and career.
	<p>3) Describe how the CTEIG monies were used to provide pupil support services, including counseling and leadership development. Provide specific details regarding activities conducted.</p>
	<p>Activities include:</p> <ol style="list-style-type: none"> 1. Students participate in the following CTSOs: FFA and SkillsUSA. 2. Students are aware of non-traditional CTE offerings and pathways from counselor presentations, parent orientation, small group sessions, and individualized counseling meetings. 3. Increased number of students with disabilities, English Learners, and other non-traditional students entering CTE programs and pathways. 4. 90% of CTE courses cover All Aspects of Industry. 5. In the absence of a CTSO, leadership activities are embedded in CTE curriculum. 6. Students from FFA participate in local, state and national leadership events and competitions. 7. 37.94% Non-Traditional participation in CTE pathways (meets state requirement).
	<p>Describe plans for the 2016-18 grant term.</p> <ol style="list-style-type: none"> 1. 8.29% Non-Traditional Completion does not meet state requirements on Core Indicator report. 2. Review data collection and student placement in CTE pathways. Incorporate discussions in monthly administration leadership and counseling meetings. 3. Conduct a needs assessment across the district to ascertain why non-traditional completion rate is low. 4. Provide appropriate services through counseling to ensure non-traditional student participation in CTE pathways is marketed and encouraged using print material, social media, assemblies, recruiting methods, and orientation. 5. Review all CTE courses to ensure leadership activities have been embedded. 6. Encourage CTE teachers from different pathways to participate in CTSOs.
	<p>4) Describe how the CTEIG monies were used to develop or enhance system alignment, coherence, and articulation, including regional and local partnerships with postsecondary educational institutions. Provide specific details regarding activities conducted.</p>

	<p>Activities include:</p> <ol style="list-style-type: none"> 1. The CTE Coordinator receives the Riverside-San Bernardino-Ontario MSA labor force and industry employment numbers on a regular basis. 2. The Employment Development Department (EDD) releases data to district coordinator. 3. Post EDD Internet site www.labormarketinfo.edd.ca.gov to district website. 4. Data is shared at BAC and CTE SAC as part of the planning and implementation of CTE Pathways. 5. Participation in planning Articulation/Dual Enrollment with local community colleges. 6. Use of CALPASS for data collection and matriculation.
	<p>Describe plans for the 2016-18 grant term.</p> <ol style="list-style-type: none"> 1. Increase networking and outreach with regional and local partners to better align resources and student opportunities for post-secondary. 2. Participate in regional and local articulation meetings.
	<p>5) Describe how the CTEIG monies were used to form ongoing and structural industry and labor partnerships, documented through formal written agreements and through participation on advisory committees. Provide specific details regarding activities conducted.</p>
	<p>Activities include:</p> <ol style="list-style-type: none"> 1. CTE teachers, Site and District Administrators attend all local Collaborative and Partnership meetings hosted by Mt. San Jacinto Community College, Norco Community College, RCOE CTE/ROP, and CPPT grant partners. 2. CTE SAC meets monthly addressing the program needs, articulation and alignment with postsecondary institutions. 3. CTE Curriculum updates and revisions are done annually. 4. CTE teachers have release time for collaboration with peers as well as Industry partners to address specific needs and concerns to that CTE Pathway. 5. Business Advisory Committee meets three times a year, first meeting includes a survey to indicate what role each partner can assist with. 6. MOUs and Letters of Support are kept on file and are submitted for board approval and reviewed annually.
	<p>Describe plans for the 2016-18 grant term.</p> <ol style="list-style-type: none"> 1. Maintain current activities and continue to participate in the expanded industry collaboratives sponsored by CCPT consortium. 2. Additional formal agreements need to be entered into with the new Business/Industry partners.
	<p>6) Describe how the CTEIG monies were used to provide opportunities to pupils to participate in after school; extended day; and out of school internships, competitions, and other work based learning opportunities. Provide specific details regarding activities conducted.</p>

	<p>Activities include:</p> <ol style="list-style-type: none"> 1. 21st Assets Grant provided up to 30 student internships at Bank America receiving a \$300 stipend. 2. Medical Assisting Pathway had ten student internships at local hospitals and medical clinics. 3. Over 800 FFA students have competed in local and state leadership events, conferences, and competitions. 4. Exploratory/General Work Experience opportunities for students across the district. 5. Over 25 students with disabilities participated in subsidized work experience under the Work Ability program. 6. After school events calendar is posted and accessible via daily announcements and pushed out to students via Chromebooks.
	<p>Describe plans for the 2016-18 grant term.</p> <ol style="list-style-type: none"> 1. To increase the number of students participating in extended day and co-curricular activities, internship opportunities, and CTSOs. 2. Build industry partnership in local community. 3. To increase the mentors, guest speakers, and job shadowing opportunities for students.
	<p>7) Describe how the CTEIG monies were used to reflect regional or labor market demands and how it focuses the career pathways on current or emerging high-skill, high-wage, or high-demand occupations. Provide specific details regarding activities conducted.</p>
	<p>Current labor market demands indicate an increase in the following industries:</p> <ol style="list-style-type: none"> 1. Unemployment rate in Riverside Co was 6.1 percent in October 2016, down from a revised 6.2 percent in September 2016. 2. Agriculture employment increased by 500 jobs. 3. Nonfarm employment increased by 13,600 jobs. 4. Increases were seen in: educational and health services (up 2,200); trade, transportation, and utilities (up 1,400), financial activities (up 900), construction (up 700), leisure and hospitality (up 400), and manufacturing (up 200). 5. Business Advisory Committee (BAC) reviews regional labor market demands and is reflected in discussions, planning, and development of current and future CTE pathways.
	<p>Describe plans for the 2016-18 grant term.</p> <ol style="list-style-type: none"> 1. Continue to have EDD presentations at BAC meetings. 2. Continue to share labor market demand reports at all CTE SAC meetings as part of the planning and development of CTE pathways. 3. Develop a districtwide student interest survey on potential CTE pathways and focus areas, share results with all key stakeholders.
	<p>8) Describe how the CTEIG monies were used to develop pathways leading to industry credentials, certification, appropriate postsecondary training, or employment. Provide specific details regarding activities conducted.</p>

	<p>The Perris UHSD has a CTE Subject Area Council (SACs) that provides CTE teachers an opportunity to present new and/or revised course offerings. Members of CTE SAC include pathway area teachers and an administrator. They review course offerings for alignment to content standards including CTE Standards and Framework.</p> <ol style="list-style-type: none"> 1. CTE teachers also integrate, align, and implement the California CTE Model Curriculum Standards and Framework. 2. CTE teachers have release time to review current course offerings and make revisions as needed. 3. Opportunities to visit model CTE programs. 4. Release time and compensation for curriculum development, aligning and implementation for CTE teachers. 5. Use of CTE Model Standards. 6. CTE teachers have release time to attend workshops or conferences that focus on implementation of CTE Model Standards.
	<p>Describe plans for the 2016-18 grant term.</p> <ol style="list-style-type: none"> 1. Continue to provide CTE teachers collaboration time to develop/revise curriculum to ensure industry standards are being addressed. 2. Provide CTE teachers opportunities for externships/job shadowing to improve industry knowledge and experience. 3. Increase collaboration with industry partners to establish employability skills and basic skill attainment (E1 Core Indicator reports 92.13% Technical Skill Attainment)
	<p>9) Describe how the CTEIG monies were used to assure the CTE courses are staffed by skilled teachers (CTE Credentialed Teachers) or faculty and the types of professional development provided to the CTE teachers or faculty. Provide specific details regarding activities conducted.</p>
	<p>Activities include:</p> <ol style="list-style-type: none"> 1. Annual survey of CTE teachers identifying industry/work experience hours. 2. Annual update of credentials by faculty. 3. CTE teacher externships; content specific conferences/trainings (PLTW-Engineering, ADOBE Max, CUE, NBEA, AVID Summer Institute, CALCP/CAROCPT CTE Conference, Digital Storytelling, Media Literacy, Adobe Photoshop, Final Cut, CATA). 4. CTE teachers have ample opportunities to attend industry specific conferences, workshops and trainings and are encouraged to attend as many as they need to obtain updated skills and technical training within their respective industry.
	<p>Describe plans for the 2016-18 grant term.</p> <ol style="list-style-type: none"> 1. PUHSD will continue to provide the same level of professional development opportunities for all CTE teachers and monitor their industry/work experience hours. 2. Continued efforts will be made to provide externships for CTE teachers to maintain industry knowledge.

	<p>10) Describe how the data reporting requirements will be completed in California Longitudinal Pupil Achievement Data System (CALPADS). The data to be reported includes the following:</p> <ul style="list-style-type: none"> ·The number of pupils completing high school ·The number of pupils completing CTE coursework ·The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment ·The number of former pupils employed and the types of businesses in which they are employed ·The number of former pupils enrolled in a postsecondary educational institution, a state apprenticeship program, or another form of job training. <p>Provide specific details regarding activities conducted.</p>
	<p>The following activities describes how data reporting requirements are completed in CALPADS:</p> <ol style="list-style-type: none"> 1. Conduct annual PGMS: Perkins reporting for E1 and E2; 2. CALPASS; 3. Infinite Campus: student information system; Pathway analysis determines students who are participants, concentraters and completers then reported by the appropriate pathway. 4. Tableau: data warehouse for student achievement, attendance, CTE participants, completers, and graduation rates.
	<p>Describe plans for the 2016-18 grant term.</p> <ol style="list-style-type: none"> 1. PUHSD will continue to follow existing process and procedures that ensure accurate data is being reported in CALPADS.
	<p>11) Describe how CTE pathways are included in the Local Control Accountability Plan (LCAP) for 2016-17. If they are not, describe plans to include for 2017-18.</p>
	<p>PUHSD LCAP Goal #2: All students will graduate from high school prepared for postsecondary and career options or obtain a certificate of high school completion. Student Outcomes: Increase annual participation in CTE pathway completion by 3%. Actions/Services include: Expand CTE options for students in grades 7-12; increase enrollment in CTE pathways; students will participate in annual grade level college career assessments; counselors will work with students on an annual basis on Career/Academic Planning; and increase Dual Enrollment/Articulation offerings and participation for students to earn college credit.</p>

Technical Assistance Provider Contacts

1. **Contractors. Describe the types of activities and support provided to the LEA.**

PUHSD currently receives email updates on grant timelines and training/workshops. District representatives have attended at least one CTEIG training hosted by CDE and TA.

2. **Describe other services the LEA would like to receive.**

PUHSD would like to continue to receive email notifications on grant updates, host and archived webinars, and information on best practices. Additional support on how to integrate CTE into LCAPs and how to leverage resources for sustainability.

Round Two CTEIG Renewal Application

REMINDER: The 2016–18 CTEIG grant requires a match of one dollar and fifty cents (\$1.50) for every one dollar (\$1.00) received from this program. For the 2016–18 application, matching funds may be based on local match expenditures starting April 1, 2017, to June 30, 2018.

The local match may include funding from school district/charter school Local Control Funding Formula apportionments pursuant to California Education Code(EC) Section 42238.02, Carl D.Perkins Career Technical Education Improvement Act of 2006, the California Partnership Academies, the Agricultural CTE Incentive Grant, or any other source except from the California Career Pathways Trust established pursuant to EC Section 53010. Failure to meet the matching funds requirement of the CTEIG EC Section 53071, may result in the applicant being invoiced the entire balance of the grant.

- 1000 – Certificated salaries necessary to support, enhance and expand CTE programs
- 2000 – Classified salaries necessary to support CTE pathways
- 3000 – Only those benefits associated with CTE teacher salaries
- 4000 – Only those expenses related to CTE courses
- 5000 – Only those charges related to CTE teachers and CTE program
- 6000 – Only those expenses related to CTE courses

In order to be considered for renewal the following two reports must be completed and sent to the CDE:

- 1) Annual Fiscal Expenditure Report with Matching Funds due every year in October
- 2) CTEIG Annual Progress Report due every year in December

Complete the following information below:

1. Enter the maximum amount the applicant can match for the grant year ending June 30, 2018. The match must be \$1.50 from the LEA to \$1.00 from the grant.

\$ 1,664,879.00

This is not a guaranteed amount, it only assures that CDE does not allocate more than the LEA can match.

2. Based on the allocation included in the letter from the Superintendent, complete a budget for the next grant term and a Three-Year Sustainability Budget.

CTEIG 2016–18 Budget

Object Code and Description of Line Item	2016–18	Matching Funds	Source of Matching Funds
	CTEIG Funds	(\$1.50 to \$1.00)	
1000 - Certificated Salaries		110326.00	Richard Santana EN248461 100% Match Salary (2yrs) (General Fund)
2000 - Classified Salaries		0.00	
3000 - Employee Benefits		31796.00	Richard Santana EN248461 100% Match Benefits (2yrs) (General Fund)
4000 - Books and Supplies		618112.00	90% of both Carl D. Perkins and Agricultural Grant (2yrs) (LCAP)
5000 - Services and Other Operating Expenditures		904645.00	RCOE Contract #CBUS0022 CTE Education Services (2yrs) (LCAP)
6000 - Capital Outlay	933333		
7000 - Indirect Costs			
Total Amount Budgeted	933333	1664879	Meets match requirement

CTEIG Sustainability Three-Year Budget

Object Code and Description of Line Item	2019–20	2020–21	2021–22	Source of Funds
	Budget	Budget	Budget	
1000 – Certificated Salaries	55163	55163	55163	Richard Santana EN248461 (General Fund)
2000 - Classified Salaries	0	0	0	
3000 - Employee Benefits	15898	15898	15898	Richard Santana EN248461 (General Fund)
4000 - Books and Supplies	507056	507056	507056	90% of both Carl D. Perkins and Agricultural Grant; LCAP
5000 - Services and Other Operating Expenditures	539208	539208	539208	RCOE Contract CTE Education Services (LCAP)
6000 - Capital Outlay				
7000 - Indirect Costs				
Total Amount Budgeted	1117325	1117325	1117325	

Assurances and Superintendent Sign Off

	The four documents listed below must be reviewed and kept on file by the applicant:	
1.	California Department of Education General Assurances (CDE-100A) http://www.cde.ca.gov/fg/fo/fm/generalassurances2016.asp	
2.	Drug-Free Workplace Certification (CDE-100DF) http://www.cde.ca.gov/fg/fo/fm/drug.asp	
3.	U.S. Department of Education Debarment and Suspension (ED 80-0014) http://www.cde.ca.gov/fg/fo/fm/debar.asp	
4.	U.S. Department of Education Lobbying (ED80-0013) http://www.cde.ca.gov/fg/fo/fm/lobby.asp	
	By signing below, the applicant is assuring the information entered in the CTEIG Renewal is correct. The applicant has read the information provided regarding the CTEIG and understands, during the 2016–18 grant term, the LEA will be required to match the grant award \$1.50 (one dollar fifty cents) for every \$1.00 (one dollar) received for this grant period.	
	<i>Grant Bennett</i>	
	Superintendent Name	
	Signature	