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General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

SECTION II

SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

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

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

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name Charles Tracy Title Superintendent
Signature *CTracy* Date 5/9/17

Limited English Proficiency (English Learner Coordinator/Administrator)

Printed Name Charles Tracy Title Superintendent
Signature *CTracy* Date 5/9/17

Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Charles Tracy Title Superintendent
Signature *CTracy* Date 5/9/17

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

Printed Name Charles Tracy Title Superintendent
Signature *CTracy* Date 5/9/17

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

Printed Name Charles Tracy Title Superintendent
Signature *CTracy* Date 5/9/17

Displaced Homemaker (Title IX Coordinator/Administrator)

Note: Required only on Section 132 (Adult) applications

Printed Name Charles Tracy Title Superintendent
Signature *CTracy* Date 5/9/17

**Carl D. Perkins Career and Technical Education Improvement Act of 2006
(Perkins IV)
2017–18 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) 2017–18 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 2017–18 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, 2018. Any funds left unclaimed after September 30, 2017, 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, 2017
 - Second quarter (October 1–December 31): due before or on January 31, 2018
 - Third quarter (January 1–March 31): due before or on April 30, 2018
 - Fourth quarter/Final (April 1–June 30): due before or on July 31, 2018
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.

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

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

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

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

Use of Perkins IV funds

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

Consortia Requirements

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

Requirements of Local CTE Programs Assisted with Perkins funds

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

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

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

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

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

Curriculum, Instruction, and Assessment

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

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

Leadership and Citizenship Development

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

Practical Application of Occupation Skills

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

Qualified and Competent Personnel

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

Facilities, Equipment, and Materials

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

Community, Business, and Industry Involvement

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

Career Guidance

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

Program Promotion

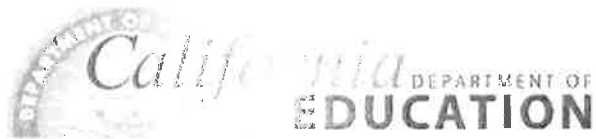
- Planned activities are conducted to promote the program to all concerned groups, including students of all ability levels, parents, counselors, site and district administrators, postsecondary agencies, and representatives from business and industry.
- Activities are conducted to improve the articulation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

Student Support Services

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

Program Accountability and Planning

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



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Lobbying

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

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

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

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

Name of Program: Hamilton Unified

Printed Name and Title of Authorized Representative: CTE Teacher

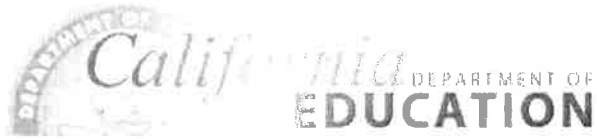
Signature: *Janice Lohse* Date: 5/9/17

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

REVIEWED & APPROVED
CTE Teacher
5/9/17

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5285

Last Reviewed: Monday May 8, 2017



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Debarment and Suspension

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

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

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to check SAM Exclusions.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a

participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

- 9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

Name of Applicant: Janice Lohse - Hamilton High

Name of Program: Hamilton Unified

Printed Name and Title of Authorized Representative: Janice Lohse

Signature: *Janice Lohse* Date: 5/9/17

REVIEWED & APPROVED
CJ now
5/9/17

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

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5285

Last Reviewed: Monday May 8, 2017



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Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

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 the 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. Act in accordance with 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)

620 Canal Street
P.O. Box 488
Hamilton City, CA 95951

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: Janice Lohse

Name of Program: Hamilton Unified

Printed Name and Title of Authorized Representative: Janice Lohse - CTE Teacher

Signature: *Janice Lohse* Date: 5/9/17

REVIEWED & APPROVED
C. Tran

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

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5285

Last Reviewed: Wednesday, January 18, 2017



Program Grant Management System (PGMS)

Hamilton Unified 2017-18 Application

Section III - Assessment of Career Technical Education Programs

Allocation Amount	\$5,458.00
Budgeted Amount	\$5,458.00
Indirect Amount	\$245.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Wednesday, May 17, 2017 5:00 PM
Application Status	Submitted For Review on May 11 2017
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

* Subject to change based on Capital Outlay and actual expenditures

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.

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

N/A may indicate that the LEA:

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

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

1S1 Academic Attainment-Reading/Language Arts**Numerator:**

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

Denominator:

Number of 12th grade CTE concentrators.

LEA Level 2013-14: 0.00 % **LEA Level 2014-15:** 52.63 % **LEA Level 2015-16:** 50.48 %

State Level 2015-16: 58.50 % **Required Target:** 52.65 % **Met Target:** No

Explanation:

N/A

Strategy to improve performance level:

N/A

Planned activities:

N/A

Funding source:

District Perkins Other

Other Funding:

Funding Amount: 1

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.

LEA Level 2013-14: 0.00 % **LEA Level 2014-15:** 61.40 % **LEA Level 2015-16:** 60.95 %

State Level 2015-16: 60.00 % **Required Target:** 54.00 % **Met Target:** Yes

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.

LEA Level 2013-14: 0.00 % **LEA Level 2014-15:** 99.31 % **LEA Level 2015-16:** 96.38 %

State Level 2015-16: 92.00 % **Required Target:** 82.80 % **Met Target:** Yes

3S1 Secondary School Completion**Numerator:**

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

Denominator:

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

LEA Level 2013-14: 0.00 % **LEA Level 2014-15:** 92.98 % **LEA Level 2015-16:** 97.14 %

State Level 2015-16: 94.00 % **Required Target:** 84.60 % **Met Target:** Yes

4S1 Student Graduation Rate**Numerator:**

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

Denominator:

Number of 12th grade CTE concentrators.

LEA Level 2013-14:	0.00 %	LEA Level 2014-15:	92.98 %	LEA Level 2015-16:	97.14 %
State Level 2015-16:	94.00 %	Required Target:	84.60 %	Met Target:	Yes

5S1 Secondary Placement**Numerator:**

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

Denominator:

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

LEA Level 2013-14:	0.00 %	LEA Level 2014-15:	0.00 %	LEA Level 2015-16:	80.77 %
State Level 2015-16:	95.00 %	Required Target:	85.50 %	Met Target:	No

Explanation:

On last year's application this category was not applicable and was marked with an N/A. This year we missed the target by 4.73%. Due to the demographics of our school it is difficult to reach the target. Many students choose a different career path that are not reported on the survey completed 6 months later. It is also difficult to survey the students 6 months after graduation as some move out of the area. Above it states that Hamilton Unified did not submit the E2. It was submitted on March 13, then re-opened for a correction and submitted on March 23. I am not sure why this shows it was not submitted.

Strategy to improve performance level:

Students are involved in Educational Talent Search and Upward Bound. CTE students also create a CTE plan as a freshmen and update courses taken and planned to take each year. Conducting better survey results may help increase the reporting percentage for this category.

Planned activities:

CTE plans will be completed each year in the AET records program. Students will also meet with the counseling staff each year to select the appropriate classes in their pathway.

Funding source: District Perkins Other

Other Funding:

Funding Amount: 1

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.

LEA Level 2013-14:	0.00 %	LEA Level 2014-15:	34.36 %	LEA Level 2015-16:	43.29 %
State Level 2015-16:	38.00 %	Required Target:	34.20 %	Met Target:	Yes

6S2 Non-traditional Completion**Numerator:**

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

Denominator:

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

LEA Level 2013-14:	0.00 %	LEA Level 2014-15:	30.43 %	LEA Level 2015-16:	44.50 %
State Level 2015-16:	30.00 %	Required Target:	27.00 %	Met Target:	Yes

LEA Sign-off Section

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

CDE Review and Sign-off Section

CDE Comments

Section Approval

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Program Grant Management System (PGMS)

Hamilton Unified 2017-18 Application

Section IV - Progress Report Toward Implementing the Local CTE Plan

Allocation Amount	\$5,458.00
Budgeted Amount	\$5,458.00
Indirect Amount	\$245.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Wednesday, May 17, 2017 5:00 PM
Application Status	Submitted For Review on May 11 2017
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

* Subject to change based on Capital Outlay and actual expenditures

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 effectiveness of the CTE program includes administrative observations every three years. With more than one teacher in the CTE department, evaluations occur every year. School board visitation days also occur each spring. The CTE advisory board also conducts three meetings each year. Student leadership data including numbers attending conferences, Career Development Event participants, program completors, and other data is collected throughout the year and presented to the advisory committee.

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

CTE information is shared in the LCAP meetings, school board meetings, and the newsletter that gets mailed out to each student's home as well as community supporters. The newsletter is sent 6 times a year and includes a calendar of activities and CTE information. An annual FFA Banquet is also held at the culmination of each year to celebrate student achievement.

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?**

The CTE program at Hamilton High is funded with LCFF, Ag Incentive Grant, and CTEIG funds. The CBO and financial secretary meet with the CTE teachers at the beginning and end of each year to ensure proper goal codes, budgeting and spending. Purchase orders are completed before items are ordered, and are approved by three individuals before spending occurs.

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.**

Perkins purchasing process starts with a price quote and purchase order. Once the purchase order is approved, the item is ordered and shipped to the district office for receiving. If the item is over \$500, an inventory tag is assigned to the item and put into the computer system. This inventory process is managed by the financial secretary and technology coordinator. At the end of each school year, teachers are provided with their inventory sheet

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.**

Leadership development is an integral part of the CTE program that is funded through this Perkins application. Agriculture pathways are currently the only classes funded with Perkins at Hamilton Unified. FFA is the CTSO. At Hamilton City FFA students participate in leadership development events, conferences, and supervised agriculture experience projects in the FFA. This year students attended the National FFA Convention, the State FFA Leadership Conference, and participated in Career Development Events at the following locations: Lassen College, Shasta College, Modesto Junior College, Butte College, Chico State, Fresno State, and UC Davis. There is also a monthly CTSO meeting on campus and a banquet that includes all students and their families at the end of the year.

6. **Share with us who your CTE teachers are and what type of credential they have that allows them to teach the CTE course(s) to which they are assigned. Complete and email the CTE Teacher Template/Matrix to perkins@cde.ca.gov and enter the date you sent it below in the answer field.**

Janice Lohse and Ryan Bentz are the two credential CTE teachers. At this time they both hold a Single Subject Agriculture and Agriculture Specialist Credential. Both teachers also have obtained their Master's Degree. Janice has a supplemental Introductory Business credential and Ryan has his Administrative Services credential. At this time there are two additional teachers on campus that are researching the possibility of obtaining their CTE credential to add a Medical Pathway in future years.

CTE Teacher Matrix

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

LEA Sign-off Section

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

CDE Review and Sign-off Section

CDE Comments

Section Approval

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Hamilton Unified
2017-18 Application

Section V - Sequence of Courses to Be Funded

Allocation Amount	\$5,458.00
Budgeted Amount	\$5,458.00
Indirect Amount	\$245.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
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Certified Claims	
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Add Program

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

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

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

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

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

Other Site Name:

Industry Sector:

Program Detail

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

Site Name	Industry Sector	Career Pathway	Budget Amount	Action
Hamilton High	Agriculture and Natural Resources	Agricultural Business	\$1,500.00	Detail
Hamilton High	Agriculture and Natural Resources	Agricultural Mechanics	\$1,458.00	Detail
Hamilton High	Agriculture and Natural Resources	Agriscience	\$1,500.00	Detail
Hamilton High	Agriculture and Natural Resources	Ornamental Horticulture	\$1,000.00	Detail
		Total	\$5,458.00	

Inventory Verification

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

Hamilton Unified conducts a historical inventory verification at least every 2 years for all of the following:

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

Yes No

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

LEA Sign-off Section

Sequence of Courses to Be Funded section is complete.

CDE Review and Sign-off Section

CDE Comments

Section Approval

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Program Grant Management System (PGMS)

Hamilton Unified

2017-18 Application

Section VI - Budget and Expenditure Schedule

Allocation Amount	\$5,458.00
Budgeted Amount	\$5,458.00
Indirect Amount	\$245.00 *
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To add more budget detail, go to [Section V](#).

Object Code	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	Total
	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	
1000 Certified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 Books/Supplies	<u>\$2,458.00</u>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,458.00
5000 Services/ Operating Expenses	\$0.00	<u>\$3,000.00</u>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00	\$0.00
Total	\$2,458.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,458.00

CDE Review and Sign-off Section

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Program Grant Management System (PGMS)

Hamilton Unified

2017-18 Application

Section VII - Local CTE Plan Update

Allocation Amount	\$5,458.00
Budgeted Amount	\$5,458.00
Indirect Amount	\$245.00 *
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 ?

Yes No

Describe in detail the changes made to the CTE plan.

Ag Leadership has been added as a class. Plant Science should be rotated in for the school year instead of Horticulture.

Save Justification

LEA Sign-off Section

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

CDE Review and Sign-off Section

Section Approved

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Save and Continue to Application Status

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Program Grant Management System (PGMS)

Hamilton Unified 2017-18 Application

Application Status

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Application Overall Status

Application Over All Status: Submitted For Review on Thursday, May 11, 2017 at 12:48:55 PM

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

Sections	Perkins' Coordinator Progress	CDE Progress	Superintendent Progress
LEA Profile	Submitted	Accepted	Not Submitted
Section I	Submitted	Pending	Not Submitted
Section II	Submitted	Pending	Not Submitted
Section III	Submitted	Pending	Not Submitted
Section IV	Submitted	Pending	Not Submitted

Section V	Submitted	Pending	Not Submitted
Section VI	Submitted	Accepted	Not Submitted
Section VII	Submitted	Pending	Not Submitted

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