



Perkins IV 2010–11 Application for Funding

Technical Assistance Workshop

Presented by:
Barbara Weiss, Consultant
Secondary, Career, and Adult Learning Division



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State Superintendent
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Workshop Objectives

- 1. Review Perkins IV funding requirements.**
- 2. Review 2010–11 application forms that must be completed and returned to the California Department of Education (CDE)**



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Forms that will be Discussed

- 1. NEW: Intent to Apply**
- 2. 2010–11 Application Forms**
- 3. Electronic Version of Section III
Core Indicators Data**
- 4. Excel Version of Budget and
Expenditure Schedule
(CDE 101-A)**



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Carl D. Perkins
Career and Technical Education Improvement Act of 2006

2010–11 REQUEST FOR APPLICATION

Administered by the
Program and Administrative Support Office
Secondary, Career, and Adult Learning Division
California Department of Education
1430 N Street, Suite 4503
Sacramento, CA 95814-5901



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Chapter 1

General Information



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Carl D. Perkins Career and Technical Education Improvement Act of 2006 Public Law 109-270 (Perkins IV)

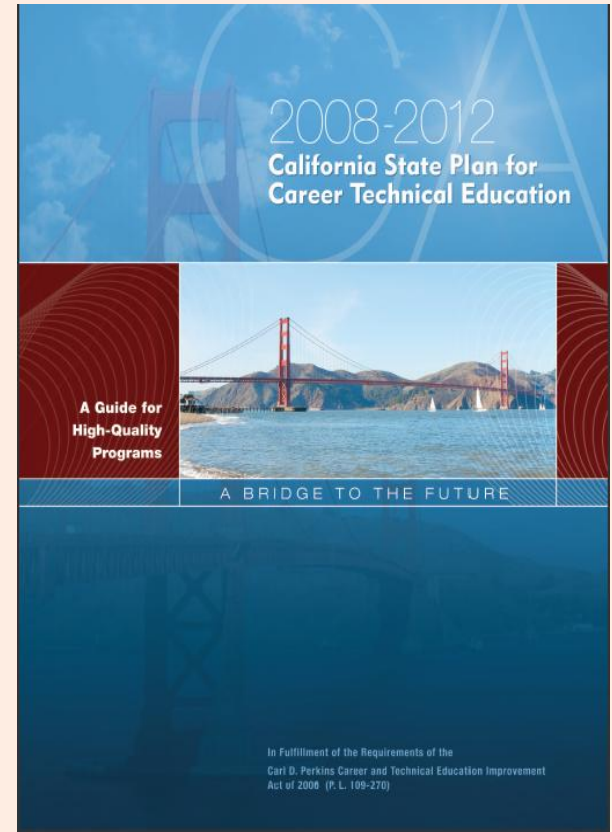
- Signed into law on August 12, 2006.
- Authorizes federal funding assistance to secondary and postsecondary career technical education (CTE) programs.



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- Requires every state and local educational agency (LEA) that receives Perkins funding to have a Five-Year CTE Plan. California's State Plan is posted at the following outside sources:

<http://www.wested.org/cteplan/> or
<http://www.cteonline.org/ctestateplan/>.





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Background Information

- The *2008-2012 California State Plan for Career Technical Education* (State Plan) should be referenced in conjunction with the Perkins IV Act when determining how funds can be spent.
- Chapters 3 and 5 of the State Plan are critical to LEAs.



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California's Priorities for CTE

- CTE is woven into the fabric of education, NOT a separate system of education.
- Programs respond to real workforce needs, and state, regional, or local labor market realities.
- All students have access to CTE courses, pathways, and programs of interest.



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Priorities (continued)

- Learning is lifelong, from early childhood through adulthood and includes career awareness, exploration, and development.
- CTE engages students and improves student outcomes because it focuses on rigor, relevance, relationships, and results.
- CTE contributes to California's economic future.



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II. Grant Information

The application covers the grant period
July 1, 2010–June 30, 2011.

The amount of Perkins IV funds
available to each LEA for 2010–11 will
be posted on the CDE Web site at
<http://www.cde.ca.gov/fg/fo/r17/perkins10results.asp>.



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III. Eligibility Requirements

- Only public secondary and postsecondary LEAs may receive Perkins IV funds.
- An LEA must demonstrate that it conducts one or more CTE programs and that each program assisted with Perkins IV funds complies with the requirements in Perkins IV Section 135(b) and Chapter Five of the State Plan.

Perkins IV Act Title I, Part C, Sections 131(secondary) and 132 (postsecondary)



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Eligibility Requirements (continued)

- Perkins IV grant applicants must have an approved local CTE plan on file with the CDE.
- An LEA that does not have a local CTE plan on file with the CDE may complete a CTE plan and submit it with the application in order to receive 2010–11 funding.



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Eligibility Requirements (continued)

Perkins funds are available to:

- Secondary LEAs, grades seven through twelve (Section 131),
and
- Postsecondary LEAs
(Section 132)



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Secondary LEAs (Section 131)

- Include union high or unified school districts; public charter schools; county offices of education.
- Minimum grant allocation is \$15,000
- If an LEA's allocation does not equal \$15,000:
 - Enter into a consortium
 - Apply for a waiver if:
 - Located in a rural, sparsely-populated area, and;
 - Can demonstrate inability to enter into a consortium.



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How are Section 131 (Secondary) Allocations Determined?

- 30 percent is based on an LEA's proportion of the State's kindergarten through grade twelve (K-12) enrollment
- 70 percent is based on LEA's proportion of the State's K-12 enrollment of students from homes with incomes below the poverty level



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Postsecondary LEAs (Section 132)

- Include community college districts, CTE programs for adults conducted by unified or union high school districts, and Regional Occupational Centers or Programs (ROCPs) serving adults
- Minimum grant \$50,000
- If LEA's allocation does not equal \$50,000:
 - Must join a consortium
 - No waivers



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How are Section 132 (Postsecondary) Allocations Determined?

- Based entirely on the number of economically disadvantaged adults enrolled in CTE programs during the previous program year



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IV. Program and Administrative Requirements

Perkins IV and Chapter 5 of the State Plan establish the requirements and policies for:

- Local administration of Perkins funds,
- Appropriate use of Perkins funds
- Secondary and postsecondary CTE programs that will be assisted with Perkins funds



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Policy 1: Use of Perkins IV Funds



No less than 85 percent of the LEA's allocation must be spent to improve or expand CTE programs and courses approved in the local plan and annual application for funds.

85 percent goes to the classroom



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Policy 1: Use of Perkins IV Funds (continued)

Up to 10 percent may be expended to provide other activities that support CTE and may not be occurring directly in the classroom.



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Policy 1: Use of Perkins IV Funds (continued)

Up to 5 percent may be charged to direct or indirect costs for expenditures incurred in activities required to administer the grant.

**Perkins funds for administration
(personnel salaries) cannot exceed
5 percent**



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Policy 2: CTE Program Requirements

CTE programs assisted with Perkins IV funds must incorporate planning, organization, and instructional elements determined by the state to be critical to high-quality CTE programs.

Each CTE program receiving Perkins IV funds must have the following components:



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Policy 2: CTE Program Requirements (continued)

1. A sequence of courses that provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills.

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators, identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- Identify the Industry Sector title and the Career Pathway title for each sequence.
- List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.
- Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.

Industry Sector: Marketing, Sales and Service Career Pathway: Entrepreneurship

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Computer Applications	X			X		Yes	90
Business Skills	X			X		Yes	90
Computer Accounting		X		X		Yes	180
Business Management		X		X		Yes	180
Business Communications and Marketing			X	X		Yes	180
ROP Entrepreneurship			X		X	Yes	180
ROP Business and Retail			X		X	Yes	180



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Policy 2: CTE Program Requirements (continued)

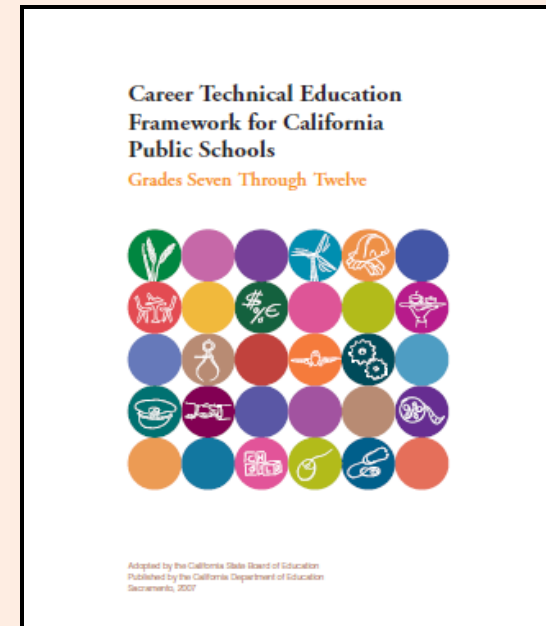
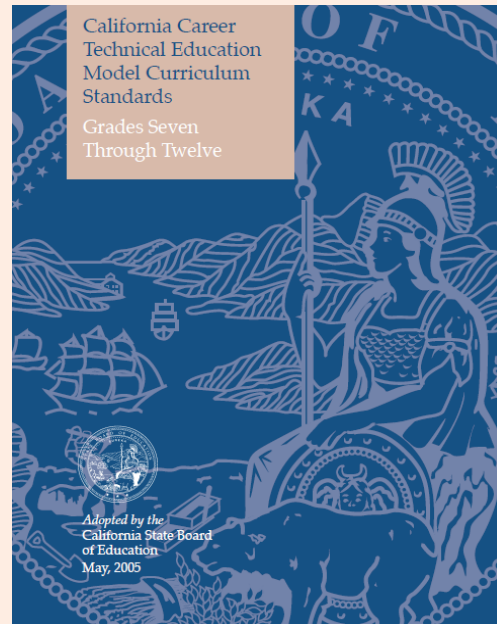
2. Be staffed by qualified CTE teachers who
 - a) possess a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which assigned, and
 - b) can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency.



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Policy 2: CTE Program Requirements (continued)

3. Focus on current or emerging high skill, high wage, or high demand occupations.
4. Be aligned with the state's CTE Model Curriculum Standards and Framework.





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Policy 2: CTE Program Requirements (continued)

5. Have extensive business and industry involvement, as evidenced by at least one business and industry advisory



committee meeting annually, and planned business and industry involvement in program activities.



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Policy 2: CTE Program Requirements (continued)

6. Provide for certification of students who achieve industry-recognized skill and knowledge requirements.
7. Be aligned with applicable feeder and advanced-level instruction in the same career pathway.



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Policy 2: CTE Program Requirements (continued)

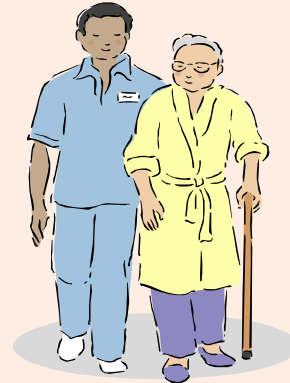
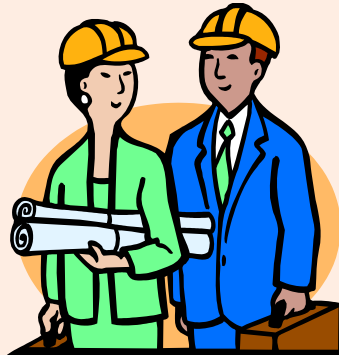
8. Integrate the development of CTE and academic skills in order to prepare students for immediate employment upon graduation and for further education or training.
9. Provide practical applications and experiences through actual or simulated work-based learning assignments.



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Policy 2: CTE Program Requirements (continued)

10. Provide for equitable access and needed support services of all students, including special populations and those preparing for nontraditional occupations.

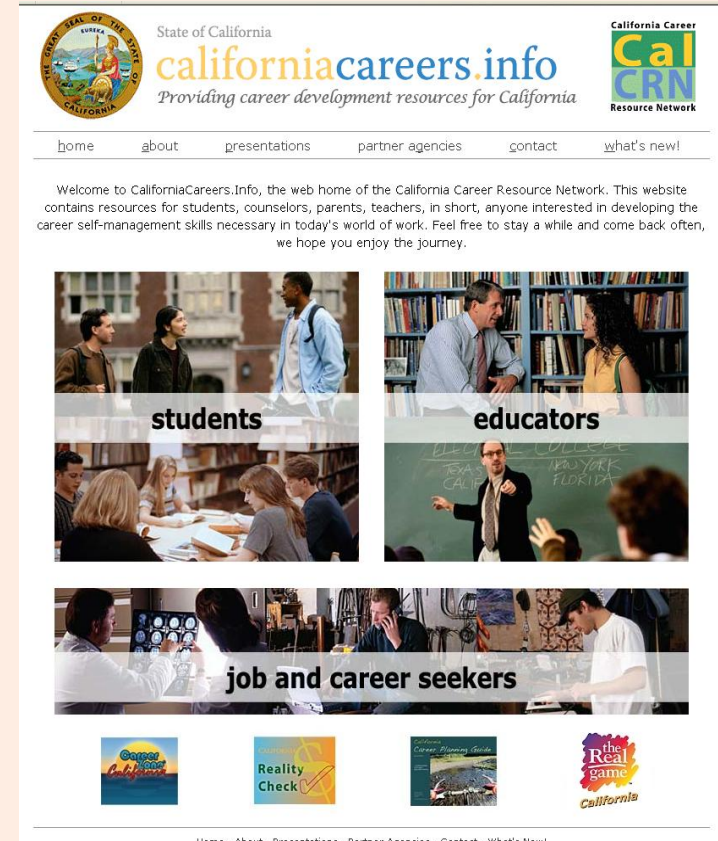




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Policy 2: CTE Program Requirements (continued)

11. Include planned
career awareness
and exploration
experiences.

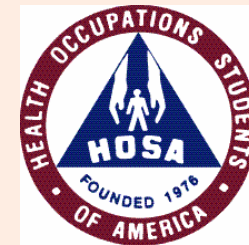




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Policy 2: CTE Program Requirements (continued)

12. Provide for the development of student leadership skills through an established career technical student organization or an alternate strategy that incorporates this instruction in all of the courses that make up the sequence.





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Policy 2: CTE Program Requirements (continued)

13. Use annual evaluation results, including achieved core indicator performance levels, to determine needed program improvements, modifications, and professional development activities for staff.



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Policy 2: CTE Program Requirements (continued)

14. Have a systematic plan for promoting the program to all concerned groups, including, but not limited to, students, parents, counselors, site and district administrators, and postsecondary educational agencies.



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Policy 3:

Requirements of Sequences of Courses for CTE Programs

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators, identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- Identify the Industry Sector title and the Career Pathway title for each sequence.
- List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.
- Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.

Industry Sector: Marketing, Sales and Service Career Pathway: Entrepreneurship

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Computer Applications	X			X		Yes	90
Business Skills	X			X		Yes	90
Computer Accounting		X		X		Yes	180
Business Management		X		X		Yes	180
Business Communications and Marketing			X	X		Yes	180
ROP Entrepreneurship			X		X	Yes	180
ROP Business and Retail			X		X	Yes	180



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Policy 3: Requirements of Sequences of Courses for CTE Programs (continued)

- Consist of not less than two full-year CTE courses with a combined duration of not less than 300 hours; or
- A single, multiple-hour course which provides sequential units of instruction and has a duration of not less than 300 hours.



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Policy 3: Requirements of Sequences of Courses for CTE Programs (continued)

- Be coherent: the sequence may only include CTE courses with objectives and content that have a clear and direct relationship to the occupation(s) or careers targeted by the program.



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Policy 3: Requirements of Sequences of Courses for CTE Programs (continued)

- Include introductory and concentration CTE courses to develop the skill and knowledge required for employment and postsecondary education or training.



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Policy 4:

Requirements of Courses Assisted with Perkins IV Funds

- Be integral to an approved CTE sequence of courses.
- Be explicitly designed to prepare students with career skills that lead to employment. (Employment could be at the completion of high school, community college, apprenticeship, or four-year college or university.)



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Policy 4: Requirements of Courses Assisted with Perkins IV Funds (continued)

- Have no less than 50 percent of course curriculum and content directly related to the development of career knowledge and skills.
- Have business and industry involvement in the development and validation of the curriculum.
- Be taught by a teacher who meets the CTE teacher credential and occupational experience qualifications.



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Policy 5:

Program of Study Requirement

- As mandated by Section 122(c)(1)(A) of Perkins IV, each LEA receiving Section 131 or 132 funds must have at least one program of study in place to receive Perkins IV funds.
- The Program of Study must have been included in the Local CTE Plan.



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Key State Plan Policies

Policy 2: **CTE Program** requirements

Policy 3: **Sequence of Courses**
requirements

Policy 4: Requirements for
CTE courses

Policy 5: **Program of Study**
requirement



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Policy 6:

Middle School Participation in the Perkins IV Funds

- Middle school (grades seven and eight) CTE courses may be assisted with Section 131 (secondary) funds only if the courses directly lead to an approved sequences of courses conducted by a high school.



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Policy 7a:

ROCP Participation in the Perkins IV Section 131 Funds

- ROCPs may receive funds directed to county offices of education (COE).
- Section 131 allocations to COEs will no longer be restricted to court and community school use.



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Policy 7a: ROCP Participation in the Perkins IV Section 131 Funds (continued)

- Some or all of a COE allocation could be used for ROCP program improvements, which could include programs for court and community school students.



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Policy 7b:

ROCP Participation in the Perkins IV Section 131 Funds

- Districts may choose to direct their allocated funds to a consortium which has an ROCP as the fiscal agent.
- An ROCP may also become an eligible recipient of Section 131 funds if one or more districts determine the following:



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Policy 7b: ROCP Participation in the Perkins IV Section 131 Funds (continued)

- Its allocation is insufficient to warrant the required administrative activities, or
- It is not providing at least one district-funded CTE course, and
- It chooses to transfer funds to the ROCP.

In these instances, the ROCP may form a consortium with the district(s) in order to receive the Section 131 funds.



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Policy 7c:

ROCP Participation in the Perkins IV Section 131 Funds

- ROCP courses that are integral to coherent sequences of courses conducted by LEAs that receive Section 131 funds (unified and union high school districts) may be assisted with the funds allocated to their member LEAs.



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Policy 8:

Local Funds Required in District Programs

As a condition of receiving Section 131 funds, the LEA must be actively involved in the delivery of CTE programs. The LEA must

- Provide at least one CTE sequence of courses that includes at least one district-funded course.
- Provide at least one course in each industry sector assisted with the Perkins funds.



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Policy 9: Consortium Allocations

- Section 131 or 132 consortium funds may not be redistributed to individual members for purposes or programs that benefit only one member.

No pass through!



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Policy 9: Consortium Allocations (continued)

- Funds allocated to a consortium formed to meet the minimum allocation requirement may be used only for purposes and programs that are mutually beneficial to all members of the consortium.



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Policy 10:

Use Funds to Support Work Experience Education

Sections 131 and 132 funds may **not** be used to assist General Work Experience Education; however,

Work Experience Education activities may be assisted with Section 131 and 132 funds if:

- they are a planned and listed component of a CTE program,
- are integral to one or more of the approved sequences of courses in the LEA's local plan and annual application for funds, and
- comply with applicable State and federal regulations.



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Policy 11: Local Board Approval of Applications for Perkins IV Funds

- Local Board approval is required on Perkins applications, as evidenced by a current year approval date.
- County offices of education applications does not need local board approval and may be signed by the county superintendent of schools.



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Part C.

Assurances, Certifications, Terms, and Conditions

- Federal and state assurances and certifications no longer must be returned to the CDE.
- The grant application's signed cover page commits the LEA to comply with the assurances, certifications, terms, and conditions.



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Part C. Assurances, Certifications, Terms, and Conditions (continued)

- Assurances, certifications, grant terms and conditions should be kept locally on file for audits, compliance reviews, or complaint investigations.



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Application Review Process

- The review of all applications will occur during May and June, with final approval by June 30.
- Each application will be read by the CDE consultant responsible for the California County Superintendents region within which the LEA is located.



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Application Review Process (continued)

- If additional information or revisions are needed in order to approve the application, the LEA will have the opportunity to provide the necessary information.



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Payment Procedures and Timeline





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Perkins IV funds are provided to LEAs on a reimbursement basis only.

Why?



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Payment Procedures

- U.S. Education Department General Administrative Regulations (EDGAR) states that federal funds must be spent within 72 hours of receipt at the local level.
- Since that is unlikely to happen in California; the CDE reimburses LEAs for approved CTE expenditures.



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Payment Timeline

Claims for reimbursements may be submitted four times a year, preferably before the deadline date.

Grant Quarter	Months in which Expenditures Occurred	Deadline to Submit VE-5
First	July, August, September	October 31
Second	October, November, December	January 31
Third	January, February, March	April 30
Final	April, May, June	September 1



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Payment Timeline (continued)

Filing of a Second Quarter, mid-year, claim in January is **MANDATORY.**

Grant Quarter	Months in which Expenditures Occurred	Deadline to Submit VE-5
First	July, August, September	October 31
Second	October, November, December	January 31
Third	January, February, March	April 30
Final	April, May, June	September 1



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Payment Timeline (continued)

All funds must be expended or legally obligated by **June 30, 2011.**

Any funds left unclaimed after September 30, 2011 will revert to the CDE for reallocation to other LEAs in 2012-13.



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Chapter 2:

Instructions for Submitting the 2010–11 Perkins IV Application



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I. Application Process

The 2010–11 Perkins IV application process has two steps to complete:

- The Intent to Apply form
- The 2010–11 application



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II. Intent to Apply and Due Date

The
Intent to Apply
is a new step in the
Perkins application
process. It can be
found on the CDE
Perkins Web page
at

<http://www.cde.ca.gov/ci/ct/pk/forms.asp>.

California Department of Education

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

2010–11 Intent to Apply

In order to be eligible to apply for a 2010–11 Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) grant, this form must be completed, signed, and returned to the California Department of Education by February 1, 2010. See instructions on page 16 of the Request for Application. Submitting this page indicates that the local educational agency will submit an application.

Fax this form to 916-327-3879, or mail it to:

2010–11 Perkins IV Funding
Program and Administrative Support Office
California Department of Education
1430 N Street, Suite 4503
Sacramento, CA 95814.

If mailed, this form must be postmarked by February 1, 2010.

LOCAL EDUCATIONAL AGENCY (LEA): [REDACTED]	COUNTY-DISTRICT (CD) CODE: [REDACTED]
ADDRESS OF LEA: [REDACTED]	CHECK APPROPRIATE BOX: <input type="checkbox"/> Sec. 112 - State Institutions <input type="checkbox"/> Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP
NAME OF LEA SUPERINTENDENT OR CHIEF ADMINISTRATOR (if a Charter School): [REDACTED]	
PERKINS COORDINATOR: [REDACTED] TITLE: [REDACTED]	Telephone Number: [REDACTED] Ext: [REDACTED] FAX Number: [REDACTED] E-mail Address: [REDACTED]
PERKINS COORDINATOR'S ADDRESS (If different from LEA address above): [REDACTED]	

- ☐ This LEA intends to apply for a Carl D. Perkins Career and Technical Education Improvement Act of 2006 grant in 2010–11. The funds from this grant will supplement local and state funding for career technical education (CTE) and be used to improve, enhance or expand CTE programs.
- ☐ This LEA will NOT apply for the Carl D. Perkins Career and Technical Education Improvement Act of 2006 grant in 2010–11.

Signature of LEA Perkins IV Coordinator

Date



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II. Intent to Apply and Due Date (continued)

- LEAs interested in applying for Perkins IV funds must indicate their plans by sending an Intent to Apply form to the CDE.
- This information will assist the CDE in determining how many LEAs will be seeking Perkins IV funds in 2010–11.
- Failure to send this form will jeopardize an LEA's eligibility to receive a Perkins IV grant in 2010–11.



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II. Intent to Apply and Due Date (continued)

LEAs must submit the form to the CDE on or before **February 1, 2010**.

The form can be faxed to the CDE at **916-327-3879**,

or sent by mail to:

**2010–11 Perkins IV Funding
Program and Administrative Support
Office**

**California Department of Education
1430 N Street, Suite 4503
Sacramento, CA 95814**

Intent to Apply

California Department of Education

Carl D. Perkins Career and Technical Education Improvement Act of 2006

2010–11 Intent to Apply

In order to be eligible to apply for a 2010–11 Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) grant, this form must be completed, signed, and returned to the California Department of Education by February 1, 2010. See instructions on page 16 of the Request for Application. Submitting this page indicates that the local educational agency will submit an application.

Fax this form to 916-327-3879, or mail it to:

2010–11 Perkins IV Funding
Program and Administrative Support Office
California Department of Education
1430 N Street, Suite 4503
Sacramento, CA 95814.

If mailed, this form must be postmarked by February 1, 2010.

LOCAL EDUCATIONAL AGENCY (LEA): [REDACTED]	COUNTY-DISTRICT (CD) CODE: [REDACTED]
ADDRESS OF LEA: [REDACTED]	CHECK APPROPRIATE BOX: <input type="checkbox"/> Sec. 112 - State Institutions <input type="checkbox"/> Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP
NAME OF LEA SUPERINTENDENT OR CHIEF ADMINISTRATOR (if a Charter School): [REDACTED]	
PERKINS COORDINATOR: [REDACTED] TITLE: [REDACTED]	Telephone Number: [REDACTED] Ext: [REDACTED] FAX Number: [REDACTED] E-mail Address: [REDACTED]
PERKINS COORDINATOR'S ADDRESS (If different from LEA address above): [REDACTED]	

- ☐ This LEA intends to apply for a Carl D. Perkins Career and Technical Education Improvement Act of 2006 grant in 2010–11. The funds from this grant will supplement local and state funding for career technical education (CTE) and be used to improve, enhance or expand CTE programs.
- ☐ This LEA will NOT apply for the Carl D. Perkins Career and Technical Education Improvement Act of 2006 grant in 2010–11.

Signature of LEA Perkins IV Coordinator

Date

Intent to Apply

Complete the information that identifies the LEA and the LEA's Perkins Coordinator.

LOCAL EDUCATIONAL AGENCY (LEA): [REDACTED]	COUNTY-DISTRICT (CD) CODE: [REDACTED]
ADDRESS OF LEA: [REDACTED]	CHECK APPROPRIATE BOX: <input type="checkbox"/> Sec. 112 - State Institutions <input type="checkbox"/> Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP
NAME OF LEA SUPERINTENDENT OR CHIEF ADMINISTRATOR (if a Charter School): [REDACTED]	
PERKINS COORDINATOR: [REDACTED] TITLE: [REDACTED]	Telephone Number: [REDACTED] Ext: [REDACTED] FAX Number: [REDACTED] E-mail Address: [REDACTED]
PERKINS COORDINATOR'S ADDRESS (If different from LEA address above): [REDACTED]	

- ☐ This LEA intends to apply for a Carl D. Perkins Career and Technical Education Improvement Act of 2006 grant in 2010-11. The funds from this grant will supplement local and state funding for career technical education (CTE) and be used to improve, enhance or expand CTE programs.
- ☐ This LEA will NOT apply for the Carl D. Perkins Career and Technical Education Improvement Act of 2006 grant in 2010-11.

Signature of LEA Perkins IV Coordinator

Date

Intent to Apply

- Indicate if the LEA intends to apply for Perkins funds or not.
- The Perkins Coordinator must sign and date the form.
- Again, LEAs must submit the form to the CDE on or before **February 1, 2010.**

LOCAL EDUCATIONAL AGENCY (LEA): [REDACTED]	COUNTY-DISTRICT (CD) CODE: [REDACTED]
ADDRESS OF LEA: [REDACTED]	CHECK APPROPRIATE BOX: <input type="checkbox"/> Sec. 112 - State Institutions <input type="checkbox"/> Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP
NAME OF LEA SUPERINTENDENT OR CHIEF ADMINISTRATOR (if a Charter School): [REDACTED]	
PERKINS COORDINATOR: [REDACTED]	Telephone Number: [REDACTED]
TITLE: [REDACTED]	Ext: [REDACTED]
	FAX Number: [REDACTED]
	E-mail Address: [REDACTED]
PERKINS COORDINATOR'S ADDRESS (If different from LEA address above): [REDACTED]	

- ☐ This LEA intends to apply for a Carl D. Perkins Career and Technical Education Improvement Act of 2006 grant in 2010-11. The funds from this grant will supplement local and state funding for career technical education (CTE) and be used to improve, enhance or expand CTE programs.
- ☐ This LEA will NOT apply for the Carl D. Perkins Career and Technical Education Improvement Act of 2006 grant in 2010-11.

Signature of LEA Perkins IV Coordinator

Date



JACK O'CONNELL
State Superintendent
of Public Instruction

III. Application and Due Date

- The application must be received at the CDE, if hand-delivered, or **postmarked** on or before May 1, 2010.
- One original application with original signatures (blue ink) and one complete copy should be mailed to:

**Russell Weikle, Administrator I
Program and Administrative Support Office
California Department of Education
1430 N Street, Suite 4503
Sacramento, CA 95814-5901**



JACK O'CONNELL
State Superintendent
of Public Instruction

III. Application and Due Date (continued)

- Staple application together for submission.
- No binders, covers, flat folders, sleeves, or cover letters.
- FAX copies of the application will not be accepted.

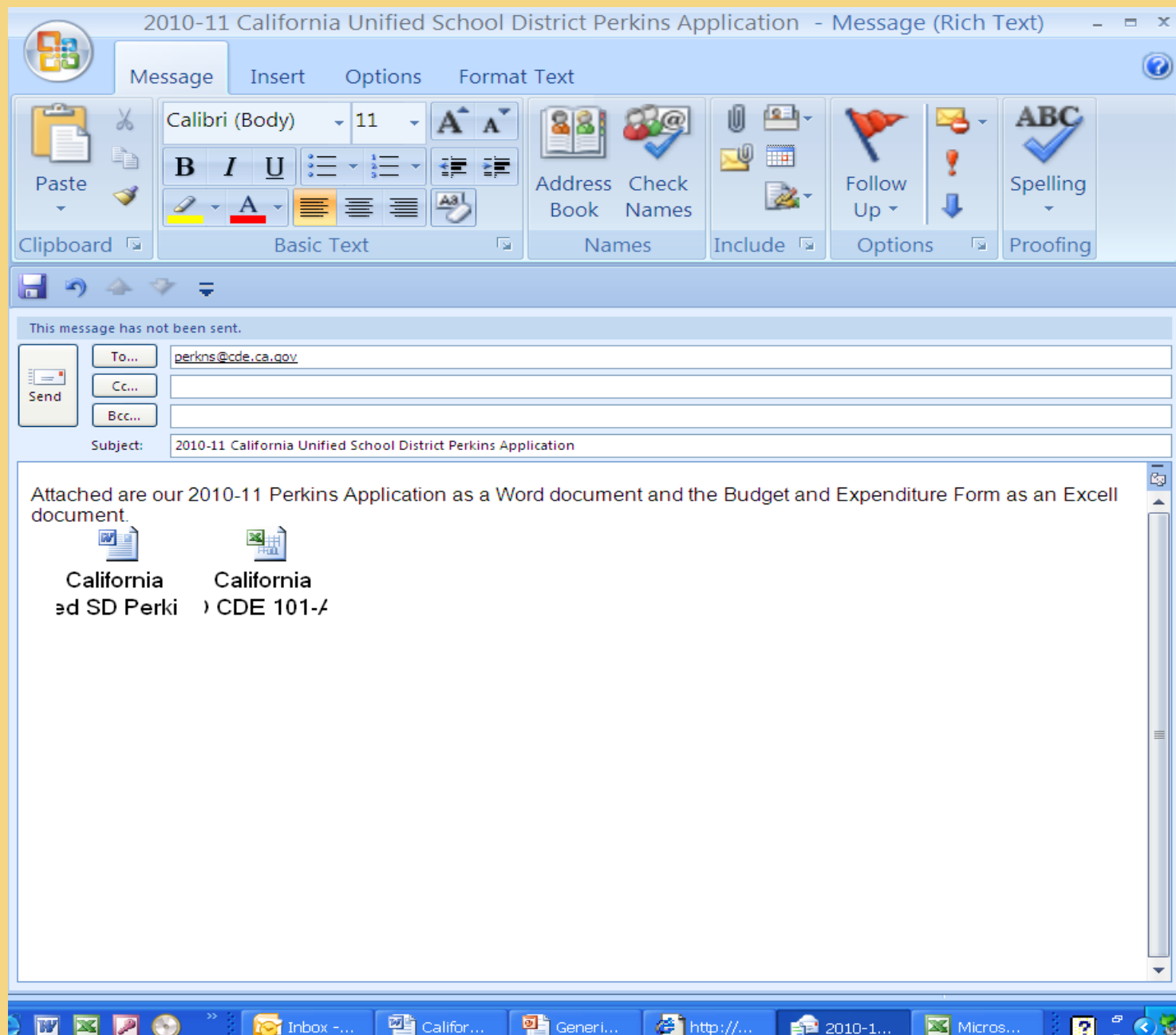


JACK O'CONNELL
State Superintendent
of Public Instruction

III. Application and Due Date (continued)

New Submission Requirement

- In addition to two hard copies of the application that must be submitted to the CDE, LEAs must e-mail the application, as a Word document attachment, to the CDE's Program and Administrative Support Office at perkins@cde.ca.gov.





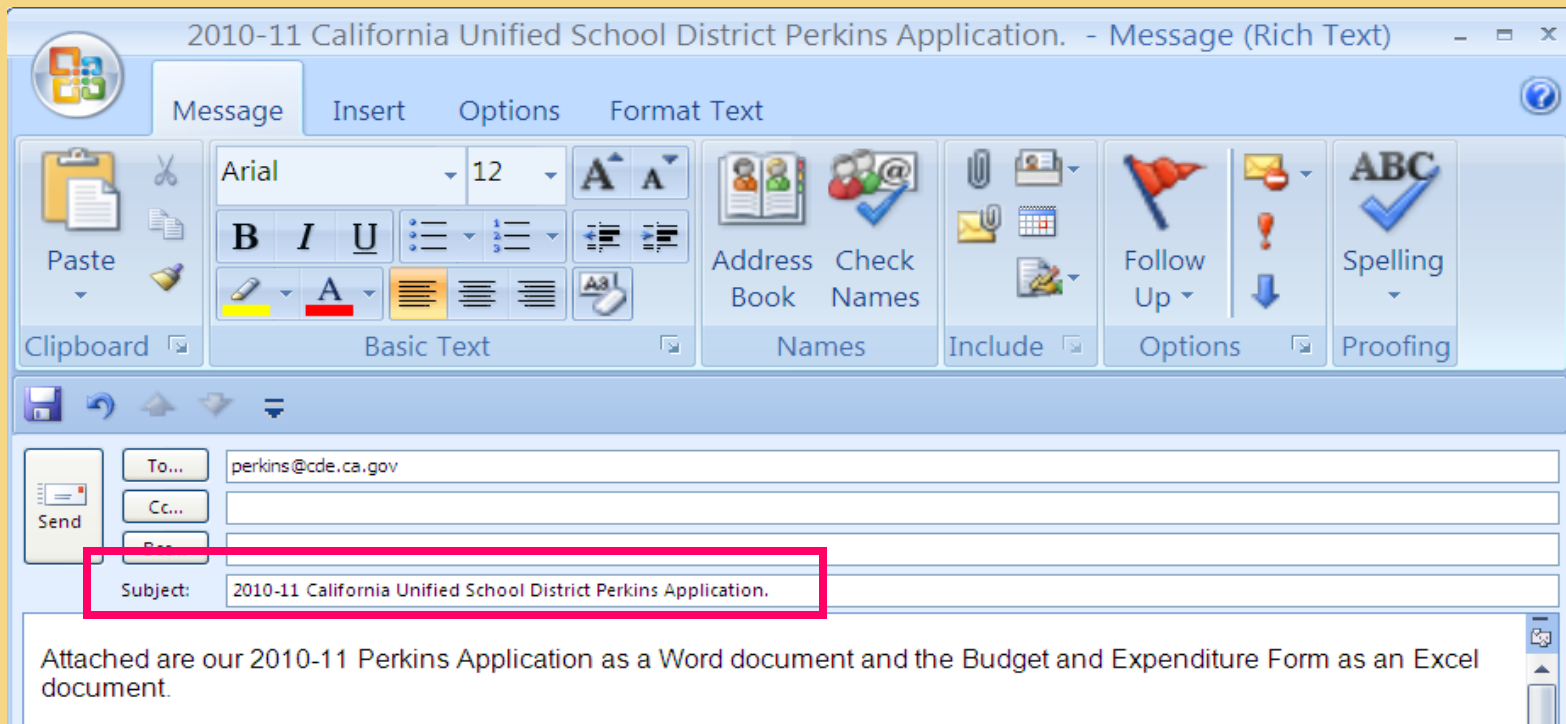
JACK O'CONNELL
State Superintendent
of Public Instruction

III. Application and Due Date (continued)

- If the LEA uses the Excel version of the Budget and Expenditure Schedule (CDE 101-A), that document must be sent as a separate attachment in the same e-mail.
- It is understood that signatures will not be evident on the files e-mailed to the CDE.

- LEAs must identify their e-mail containing the application by using the following information in the subject line:

2010-11 [Full LEA Name] Perkins Application.



- Do not use an LEA's acronym in the subject line.



JACK O'CONNELL
State Superintendent
of Public Instruction

III. Application and Due Date (continued)

The e-mail with the
Perkins application must
be sent by midnight on
May 1, 2010.



JACK O'CONNELL
State Superintendent
of Public Instruction

VI. Completing the Application

Chapter 2 of the
**Request for
Application
(RFA)**
contains the
instructions for
completing the
application forms.

Carl D. Perkins
Career and Technical Education Improvement Act of 2006

2010–11 REQUEST FOR APPLICATION

Administered by the
Program and Administrative Support Office
Secondary, Career, and Adult Learning Division
California Department of Education
1430 N Street, Suite 4503
Sacramento, CA 95814-5901



JACK O'CONNELL
State Superintendent
of Public Instruction

VI. Completing the Application (continued)

The RFA and the application forms, which must be submitted to the CDE, are located on the CDE Perkins Forms and Files Web page at

<http://www.cde.ca.gov/ci/ct/pk/forms.asp>.

Cover Page

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Career, and Adult Learning Division
CDE 100 (12/09)

DUE DATE: May 1, 2010

**Carl D. Perkins Career and Technical Education Improvement Act of 2006
APPLICATION FOR 2010–11 FUNDING**

Local Educational Agency (LEA):		County-District (CD) Code:	
Address of LEA:		Check Appropriate Box: <input type="checkbox"/> Sec. 112 - State Institutions <input type="checkbox"/> Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP	
Name of LEA Superintendent or Chief Administrator:			
Allocation Amount: \$		Board Approval Date:	
Name of Perkins Coordinator:		Telephone Number:	
Title:		Extension:	
		Fax Number:	
		E-mail Address:	
Perkins Coordinator's Address (If different from LEA address above):			

CERTIFICATION: I hereby certify that all state and federal rules and regulations will be observed and that the assurances and certifications related to this program are accepted as the conditions in the operation of this program. The funds associated with this application will support the implementation of our 2008–2012 local Career Technical Education (CTE) Plan and provide a program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This funding will supplement state and local CTE funds and improve, enhance, or expand our CTE programs in the 2010–11 school year. I certify that, to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee:	Title (If not superintendent):
Signature of Superintendent or Designee:	Date:

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Reviewed and Recommending Approval:	Date:
Final Approval:	Date:

- The cover page must appear as the first page of the application.
- The directions for completing the cover page appear in the RFA instructions on page 17.

Cover Page

Some common errors completing the cover page are:

Incomplete or incorrect County-District (CD) Code

An LEA's CD Code is a seven digit number; the first two digits identify the county and the next five digits identify the district or county office.

__ / __ __ __ __

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Career, and Adult Learning Division
CDE 100 (12/09)

DUE DATE: May 1, 2010

Carl D. Perkins Career and Technical Education Improvement Act of 2006

APPLICATION FOR 2010-11

Local Educational Agency (LEA):		County-District (CD) Code:
Address of LEA:		Check Appropriate Box: <input type="checkbox"/> Sec. 112 - State Institutions <input type="checkbox"/> Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP
Name of LEA Superintendent or Chief Administrator:		
Allocation Amount: \$		Board Approval Date:
Name of Perkins Coordinator:	Telephone Number:	
Title:	Extension:	
	Fax Number:	
	E-mail Address:	
Perkins Coordinator's Address (If different from LEA address above):		

CERTIFICATION: I hereby certify that all state and federal rules and regulations will be observed and that the assurances and certifications related to this program are accepted as the conditions in the operation of this program. The funds associated with this application will support the implementation of our 2008-2012 local Career Technical Education (CTE) Plan and provide a program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This funding will supplement state and local CTE funds and improve, enhance, or expand our CTE programs in the 2010-11 school year. I certify that, to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee:	Title (If not superintendent):
Signature of Superintendent or Designee:	Date:

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY	
Reviewed and Recommending Approval:	Date:
Final Approval:	Date:

California Department of Education (CDE) - School Fiscal Services Division

2009-10 Restricted Indirect Cost Rates for K-12 Local Educational Agencies (LEAs) - Five Year Listing

Rates approved based on standardized account code structure expenditure data

Address questions to sacsinfo@cde.ca.gov, or call 916-322-1770.

April 27, 2009

* C = County

CA= Common Administration

D = District

J = Joint Powers Agency

----- A P P R O V E D R A T E S -----

For use with state and federal programs, as allowable, in:

County Code	LEA Code	Type*	LEA Name	2005-06 (based on 2003-04 expenditure data)	2006-07 (based on 2004-05 expenditure data)	2007-08 (based on 2005-06 expenditure data)	2008-09 (based on 2006-07 expenditure data)	2009-10 (based on 2007-08 expenditure data)
01	10017	C	Alameda County Superintendent	8.28%	8.43%	8.97%	9.22%	10.07%
01	40402	J	Mission Valley ROC/P	0.00%	0.00%	0.00%	0.00%	0.00%
01	40410	J	Tri-Valley ROP JPA	0.00%	0.00%	0.00%	0.00%	0.00%
01	40428	J	Eden Area ROP JPA	0.00%	12.98%	14.13%	0.00%	0.00%
01	40501	J	Oakland-Emerly-Piedmont-Alameda ROP	0.00%	0.00%	0.00%	0.00%	0.00%

One place that the CD code can be found is on the CDE Web page where LEAs locate their indirect cost rate.

www.cde.ca.gov/fg/ac/ic/documents/icr0506to0910.xls

Finding your CD Code

California Public School Directory 2008–09

Updated annually, this handy directory lists addresses, fax and telephone numbers, grade spans, and enrollment totals for California's 9,000-plus public schools. The directory also includes listings for school districts, county education offices, colleges and universities, education commissions and councils, and regional occupational centers and programs.



2008, 660 pp.

Item 001688

\$29.95

Also available:

The Department offers CD-ROM products that allow you to easily create custom mailings to help you reach the education community. The *Electronic Public School Directory (ePSD)* is updated regularly to provide you with the most current school-contact information available.

ePSD Standard lists basic mailing addresses (including a primary contact) for schools, district offices, and county education offices.

Item 9770

\$110

ePSD Complete includes all the information in the *ePSD Standard* plus telephone and fax numbers, physical addresses, grade spans, enrollment figures, and year-round and charter status.

Item 9746

\$395

Additional product information and an order form are available at the following Web page:

<http://www.cde.ca.gov/rs/pr/rs/pubscldir.asp>

Another place is in the *California Public School Directory*, available from the CDE Press.

Cover Page

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Career, and Adult Learning Division
CDE 100 (12/09)

DUE DATE: May 1, 2010

**Carl D. Perkins Career and Technical Education Improvement Act of 2006
APPLICATION FOR 2010–11 FUNDING**

Local Educational Agency (LEA):	County-District (CD) Code:
Address of LEA:	Check Appropriate Box: <input type="checkbox"/> Sec. 112 - State Institutions <input type="checkbox"/> Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP
Name of LEA Superintendent or Chief Administrator:	
Allocation Amount:	Board Approval Date:
\$	
Name of Perkins Coordinator:	Telephone Number:
Title:	Extension:
	Fax Number:
	E-mail Address:
Perkins Coordinator's Address (If different from LEA address above):	

CERTIFICATION: I hereby certify that all state and federal rules and regulations will be observed and that the assurances and certifications related to this program are accepted as the conditions in the operation of this program. The funds associated with this application will support the implementation of our 2008–2012 local Career Technical Education (CTE) Plan and provide a program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This funding will supplement state and local CTE funds and improve, enhance, or expand our CTE programs in the 2010–11 school year. I certify that, to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee:	Title (If not superintendent):
Signature of Superintendent or Designee:	Date:

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY	
Reviewed and Recommending Approval:	Date:
Final Approval:	Date:

Some common errors completing the cover page are:

Entering the name of someone other than the LEA Superintendent.

Enter the name of the LEA's Superintendent only.

Chief Administrator refers to charter school administrators, not an LEA's assistant superintendents or directors.

Cover Page

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Career, and Adult Learning Division
CDE 100 (12/09)

DUE DATE: May 1, 2010

**Carl D. Perkins Career and Technical Education Improvement Act of 2006
APPLICATION FOR 2010–11 FUNDING**

Local Educational Agency (LEA):	County-District (CD) Code:
Address of LEA:	Check Appropriate Box: <input type="checkbox"/> Sec. 112 - State Institutions <input type="checkbox"/> Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP
Name of LEA Superintendent or Chief Administrator:	
Allocation Amount: \$	Board Approval Date:
Title:	
Extension:	
Fax Number:	
E-mail Address:	
Perkins Coordinator's Address (If different from LEA address above):	

CERTIFICATION: I hereby certify that all state and federal rules and regulations will be observed and that the assurances and certifications related to this program are accepted as the conditions in the operation of this program. The funds associated with this application will support the implementation of our 2008–2012 local Career Technical Education (CTE) Plan and provide a program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This funding will supplement state and local CTE funds and improve, enhance, or expand our CTE programs in the 2010–11 school year. I certify that, to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee:	Title (If not superintendent):
Signature of Superintendent or Designee:	Date:

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY	
Reviewed and Recommending Approval:	Date:
Final Approval:	Date:

Some common errors completing the cover page are:

Entering an incorrect allocation amount.

2010–11 Perkins allocations will be posted on the Perkins Web page in late February.

The allocation amount must be used to develop the budget and identify potential expenditures in the budget narrative.

Cover Page

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Career, and Adult Learning Division
CDE 100 (12/09)

DUE DATE: May 1, 2010

**Carl D. Perkins Career and Technical Education Improvement Act of 2006
APPLICATION FOR 2010–11 FUNDING**

Local Educational Agency (LEA):	County-District (CD) Code:
Address of LEA:	Check Appropriate Box: <input type="checkbox"/> Sec. 112 - State Institutions <input type="checkbox"/> Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP
Name of LEA Superintendent or Chief Administrator:	
Allocation Amount: \$	Board Approval Date:
Name of Perkins Coordinator:	Telephone: Extension: Fax Number: E-mail Address:
Title:	
Perkins Coordinator's Address (If different from LEA address above):	

CERTIFICATION: I hereby certify that all state and federal rules and regulations will be observed and that the assurances and certifications related to this program are accepted as the conditions in the operation of this program. The funds associated with this application will support the implementation of our 2008–2012 local Career Technical Education (CTE) Plan and provide a program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This funding will supplement state and local CTE funds and improve, enhance, or expand our CTE programs in the 2010–11 school year. I certify that, to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee:	Title (If not superintendent):
Signature of Superintendent or Designee:	Date:

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY	
Reviewed and Recommending Approval:	Date:
Final Approval:	Date:

Some common errors completing the cover page are:

Entering a Board approval date that is after the application is submitted.

The local School Board must review the application prior to submittal. Policy 11 in the State Plan states “Local Board approval is required on all Perkins applications, as evidenced by a current year approval date.”

Section I: Sign-off Form for Federal and State Assurances and Certifications

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Career, and Adult Learning Division
CDE 100-PSAC (12/09)

CAREER TECHNICAL EDUCATION APPLICATION
Carl D. Perkins Career and Technical
Education Improvement Act of 2006

SECTION I SIGN-OFF FORM FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS

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. A signature on this page confirms that the documents listed below are complete and on file in the agency and that the superintendent or an authorized designee has reviewed the documents and agrees to comply with the assurances, certifications, terms, and conditions.

The general assurances and certification are available on the CDE Web site. See page 12 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application* for the specific link to each assurance and certification. The complete text of program specific assurance, certification, terms and conditions can be found on pages 25–32 in the *Request for Application*.

- California Department of Education General Assurances (CDE-100A)
- Drug Free Workplace Certification (CDE-100DF)
- U.S. Department of Education Debarment and Suspension (ED 80-0014)
- U.S. Department of Education Lobbying (ED80-0013)
- Perkins IV Assurances and Certifications (CDE 100)
- 2010–11 Grant Conditions

CERTIFICATION: As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 funding, I have read the assurances, certifications, terms and conditions associated with this grant and I agree to comply with all requirements as a condition of funding.

Printed Name _____ Title _____

Signature _____ Date _____

Directions for completing this page of the application appear on page 18 of the RFA.

LEAs accepting Perkins IV funds commit to comply with the assurances, certifications, terms, and conditions associated with the grant.

Section I: Sign-off Form for Federal and State Assurances and Certifications

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Career, and Adult Learning Division
CDE 100-PSAC (12/09)

CAREER TECHNICAL EDUCATION APPLICATION
Carl D. Perkins Career and Technical
Education Improvement Act of 2006

SECTION I SIGN-OFF FORM FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS

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. A signature on this page confirms that the documents listed below are complete and on file in the agency and that the superintendent or an authorized designee has reviewed the documents and agrees to comply with the assurances, certifications, terms, and conditions.

The general assurances and certification are available on the CDE Web site. See page 12 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application* for the specific link to each assurance and certification. The complete text of program specific assurance, certification, terms and conditions can be found on pages 25–32 in the *Request for Application*.

- California Department of Education General Assurances (CDE-100A)
- Drug Free Workplace Certification (CDE-100DF)
- U.S. Department of Education Debarment and Suspension (ED 80-0014)
- U.S. Department of Education Lobbying (ED80-0013)
- Perkins IV Assurances and Certifications (CDE 100)
- 2010–11 Grant Conditions

CERTIFICATION: As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 funding, I have read the assurances, certifications, terms and conditions associated with this grant and I agree to comply with all requirements as a condition of funding.

Printed Name _____ Title _____

Signature _____ Date _____

A signature on this page confirms that that the superintendent has reviewed the assurances, certifications, grant terms, and conditions, and the agency has the documents on file.

Section II: Sign-off Form for Representatives of Special Populations

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Career, and Adult Learning Division
CDE 100-SP (12/09)

CAREER TECHNICAL EDUCATION APPLICATION
Carl D. Perkins Career and Technical
Education Improvement Act of 2006

SECTION II

SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

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.

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 2010–11 Perkins IV application for funds. Each special population category **must** be signed by the LEA's designated administrator or the certified representative responsible for that program.

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name _____ Title _____

Signature _____ Date _____

Limited English Proficiency (English Learner Coordinator/Administrator)

Printed Name _____ Title _____

Signature _____ Date _____

Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name _____ Title _____

Signature _____ Date _____

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

Printed Name _____ Title _____

Signature _____ Date _____

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

Printed Name _____ Title _____

Signature _____ Date _____

Displaced Homemaker (Title IX Coordinator/Administrator)

Note: Required only on Section 132 (Adult) applications

Printed Name _____ Title _____

Signature _____ Date _____

Directions for completing this page of the application appear on page 19 of the RFA.

Perkins IV requires LEAs to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in CTE programs assisted with the funds.

Section II: Sign-off Form for Representatives of Special Populations

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Career, and Adult Learning Division
CDE 100-SP (1209)

CAREER TECHNICAL EDUCATION APPLICATION
Carl D. Perkins Career and Technical
Education Improvement Act of 2006

SECTION II

SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

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.

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 2010–11 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 _____ Title _____

Signature _____ Date _____

Limited English Proficiency (English Learner Coordinator/Administrator)

Printed Name _____ Title _____

Signature _____ Date _____

Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name _____ Title _____

Signature _____ Date _____

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

Printed Name _____ Title _____

Signature _____ Date _____

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

Printed Name _____ Title _____

Signature _____ Date _____

Displaced Homemaker (Title IX Coordinator/Administrator)

Note: Required only on Section 132 (Adult) applications

Printed Name _____ Title _____

Signature _____ Date _____

This form confirms that LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2010–11 Perkins IV application.



JACK O'CONNELL
State Superintendent
of Public Instruction

Section III: Assessment of Career Technical Education programs

Section 123(b) of Perkins IV requires states to conduct annual evaluations of the progress that LEAs are making toward achieving the core indicator performance levels established for the state's CTE programs.

The Assessment of Career Technical Education programs compares the LEA's 2008-09 performance level with State performance level and indicates if the LEA achieved 90 percent of the state-established performance level for each core indicator.

Section III: Assessment of CTE programs (continued)

SECTION III: ASSESSMENT OF CAREER TECHNICAL EDUCATION PROGRAMS (CORE INDICATORS) SECONDARY

Instructions are on page 19 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*.

Secondary (continues on page 5)

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	State Level 2008/09	90% or more of the State Level
1S1 Academic Attainment-Reading/Language Arts	Numerator: Number of 12 th grade CTE concentrators who have met the proficient or advanced level on the English-language arts portion of the California High School Exit Examination (CAHSEE). Denominator: Number of 12 th grade CTE concentrators.	____%	____%	23.0%	20.7% <input type="checkbox"/> Yes <input type="checkbox"/> No
1S2 Academic Attainment-Mathematics	Numerator: Number of 12 th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE. Denominator: Number of 12 th grade CTE concentrators.	____%	____%	22.0%	19.8% <input type="checkbox"/> Yes <input type="checkbox"/> No
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.	____%	____%	53.0%	47.7% <input type="checkbox"/> Yes <input type="checkbox"/> No
3S1 Secondary School Completion	Numerator: Number of 12 th 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 12 th grade CTE concentrators who left secondary education during the reporting year.	____%	____%	85.5%	78.95% <input type="checkbox"/> Yes <input type="checkbox"/> No

Section III reports the required data on the LEA's efforts to achieve state-established performance levels.

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	State Level 2008/09	90% or more of the State Level
4S1 Student Graduation Rate	Numerator: Number of 12 th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate. Denominator: Number of 12 th grade CTE concentrators.	____%	____%	83.2%	74.88% <input type="checkbox"/> Yes <input type="checkbox"/> No
5S1 Secondary Placement	Numerator: Number of 12 th 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 12 th grade CTE concentrators who left secondary education during the reporting year and responded to a follow-up survey.	____%	____%	78.0%	70.2% <input type="checkbox"/> Yes <input type="checkbox"/> No
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.	____%	____%	23.0%	20.7% <input type="checkbox"/> Yes <input type="checkbox"/> No
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.	____%	____%	18.0%	16.2% <input type="checkbox"/> Yes <input type="checkbox"/> No

Directions for completing this section of the application begin on page 19 of the RFA.

Section III: Assessment of CTE Programs

Secondary Core Indicators

SECTION III: ASSESSMENT OF CAREER TECHNICAL EDUCATION PROGRAMS (CORE INDICATORS)

SECONDARY

Instructions are on page 19 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*.

Secondary (continues on page 5)

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	State Level 2008/09	90% or more of the State level
1S1 Academic Attainment- Reading/ Language Arts	Numerator: Number of 12 th grade CTE concentrators who have met the proficient or advanced level on the English-language arts portion of the California High School Exit Examination (CAHSEE). Denominator: Number of 12 th grade CTE concentrators.	____%	____%	23.0%	20.7%
					<input type="checkbox"/> Yes <input type="checkbox"/> No
1S2 Academic Attainment- Mathematics	Numerator: Number of 12 th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE. Denominator: Number of 12 th grade CTE concentrators.	____%	____%	22.0%	19.8%
					<input type="checkbox"/> Yes <input type="checkbox"/> No
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.	____%	____%	53.0%	47.7%
					<input type="checkbox"/> Yes <input type="checkbox"/> No
3S1 Secondary School Completion	Numerator: Number of 12 th 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 12 th grade CTE concentrators who left secondary education during the reporting year.	____%	____%	85.5%	76.95%
					<input type="checkbox"/> Yes <input type="checkbox"/> No

Section III: Assessment of CTE Programs

Adult Core Indicators

SECTION III: ASSESSMENT OF CAREER TECHNICAL EDUCATION PROGRAMS (CORE INDICATORS) ADULT

Instructions are on page 19 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*.

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	State Level 2008/09	90% or more of the State level
1A1 Technical Skill Attainment	Numerator: Number of adult CTE concentrators enrolled in a CTE capstone course who passed an end-of-program assessment or earned a competency certificate during the reporting year.	____%	____%	70.0%	63.0%
	Denominator: Number of adult CTE concentrators enrolled in a CTE capstone course who took an end of program assessment or who were eligible to earn a competency certificate in a CTE program.				<input type="checkbox"/> Yes <input type="checkbox"/> No
2A1 Credential, Certificate, or Degree	Numerator: Number of adult CTE concentrators enrolled in a CTE capstone course who earned an industry-recognized credential, certificate, degree, or completed a transfer program.	____%	____%	47.5%	42.75%
	Denominator: Number of adult CTE concentrators who were enrolled in a CTE capstone course.				<input type="checkbox"/> Yes <input type="checkbox"/> No
4A1 Student Placement	Numerator: Number of adult CTE concentrators who left adult education and enrolled in postsecondary education or advanced training, entered military service, or employment as reported on a survey six months following the program year.	____%	____%	65.3%	58.73%
	Denominator: Number of adult CTE capstone concentrators who left adult education during the reporting year and responded to a follow-up survey.				<input type="checkbox"/> Yes <input type="checkbox"/> No
5A1 Non-traditional Participation	Numerator: Number of adult CTE participants from underrepresented gender groups enrolled in a program sequence that leads to employment in nontraditional fields.	____%	____%	23.0%	20.7%
	Denominator: Number of all adult CTE participants enrolled in a program sequence that leads to the employment in nontraditional fields.				<input type="checkbox"/> Yes <input type="checkbox"/> No
5A2 Non-traditional Completion	Numerator: Number of adult CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in nontraditional fields who passed an end-of-program assessment or earned a competency certificate.	____%	____%	18.0%	16.2%
	Denominator: Number of adult CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields who took an end of program assessment or who were eligible to earn a competency certificate.				<input type="checkbox"/> Yes <input type="checkbox"/> No



JACK O'CONNELL
State Superintendent
of Public Instruction

Section III: Assessment of CTE Programs (continued)

There are two ways to access the data on the Perkins Web page and to complete this section of the application.

- Use the Excel spreadsheet and enter the data onto the Section III table manually.
- Download a completed copy of the Section III table.



Perkins

Federal act established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

2009-10 Allocations

The [allocations](#) for school year 2009-2010 are now available.

Seminars

A [New Perkins Coordinators](#) seminar will be held in Sacramento on February 1, 2010.

Archived Webcasts

[Archived Webcast](#) (Outside Source) of the Completing the Perkins Claims Workshop.

[Archived Webcast](#) (Outside Source) of the Perkins Technical Assistance Workshop for the 2009-10 Application for Funding.

Go to the Perkins Web page at
<http://www.cde.ca.gov/ci/ct/pk/>

Perkins

Federal act established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

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[Archived Webcast](#) (Outside Source) of the Perkins Technical Assistance Workshop for the 2009-10 Application for Funding.

[Archived Webcast](#) for the development of the Carl D. Perkins Career and Technical Education Improvement Act Local Five-Year Plan.

Perkins Timeline

The Perkins [timeline](#) shows important due dates for local educational agency submissions of funding notices, applications, claims, and reports.

Perkins Data System

[CDE 101 E1 - Due on October 15](#)

Career technical education (CTE) Enrollment and Program Completion information is required from all regional occupational centers and programs (ROCPs) and each local educational agency (LEA) receiving Perkins funding, including agencies that are members of consortiums.

[Perkins IV Data System Instructions for the CDE 101 E1](#) (DOC; 4MB; 46pp.)

[CDE 101 E2 - Due annually on March 10](#)

CTE placement information is required from all ROCPs and each LEA receiving Perkins funding, including agencies that are members of consortiums.

A pin number is required to input local data and can be obtained by sending an e-mail request to perkins@cde.ca.gov that includes the LEA's county-district number and the name, telephone number, and e-mail address of the local contact person.

Perkins Forms and Files

Scroll down to
Perkins Data
System.

Perkins

Federal act established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

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Perkins Forms and Files

Scroll down to
Perkins Data
System.

Click on
CDE 101 E1.

Perkins

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[CDE 101 E1 - Due on October 15](#)

Career technical education (CTE) Enrollment and Program Completion information is required from all regional occupational centers and programs (ROCPs) and each local educational agency (LEA) receiving Perkins funding, including agencies that are members of consortiums.

[Perkins IV Data System Instructions for the CDE 101 E1](#) (DOC; 4MB; 46pp.)

[CDE 101 E2 - Due annually on March 10](#)

CTE placement information is required from all ROCPs and each LEA receiving Perkins funding, including agencies that are members of consortiums.

A pin number is required to input local data and can be obtained by sending an e-mail request to perkins@cde.ca.gov that includes the LEA's county-district number and the name, telephone number, and e-mail address of the local contact person.

Perkins Forms and Files

Scroll down to
Perkins Data
System.

Click on CDE
101 E1.

This will go to a
Logon screen.

Log on to the
Data System
using the LEA
user information
and password.



California Department of
EDUCATION



[Logoff](#)

Perkins Data System

[E1 Secondary](#)

Add, edit and view E1 Secondary student data

[E1 Adult](#)

Add, edit and view E1 Adult student data

[E2 Secondary](#)

Add, edit and view E2 Secondary student data

[E2 Adult](#)

Add, edit and view E2 Adult student data

[Reports](#)

View, print and export E1 and E2 reports

- Select the link for Reports. This will go to the Report Menu.

[Logoff](#)

Perkins Data System

Report Menu

[Main Menu](#)

Note: Reports are based on fully "completed / submitted" data.

Fiscal Year: 2008-09 ▼

E1 - Secondary Summary
E2 - Secondary Summary
Secondary Core Indicators - Perkins Application Section III
Core Indicator - 1S1
Core Indicator - 1S2
Core Indicator - 2S1
Core Indicator - 3S1
Core Indicator - 4S1
Core Indicator - 5S1
Core Indicator - 6S1

View Report

Questions: Eva Schrepel | eschrepel@cde.ca.gov | 916-322-1762



Perkins Data System

Report Menu

[Main Menu](#)

Note: Reports are based on fully "completed / submitted" data.

Fiscal Year: 2008-09 ▼

E1 - Secondary Summary
E2 - Secondary Summary
Secondary Core Indicators - Perkins Application Section III
Core Indicator - 1S1
Core Indicator - 1S2
Core Indicator - 2S1
Core Indicator - 3S1
Core Indicator - 4S1
Core Indicator - 5S1
Core Indicator - 6S1

View Report

Questions: Eva Schrepel | eschrepel@cde.ca.gov | 916-322-1762

Fiscal Year: 2008-09 ▼

- E1 - Secondary Summary
- E2 - Secondary Summary
- Secondary Core Indicators - Perkins Application Section III
- Core Indicator - 1S1
- Core Indicator - 1S2
- Core Indicator - 2S1
- Core Indicator - 3S1
- Core Indicator - 4S1
- Core Indicator - 5S1
- Core Indicator - 6S1

View Report

- Secondary LEAs should select the report titled “Secondary Core Indicator—Perkins Application Section III.”

Fiscal Year: 2008-09 ▼

E1 - Adult Summary
E1 - Secondary Summary
E2 - Adult Summary
E2 - Secondary Summary
Adult Core Indicators - Perkins Application Section III
Secondary Core Indicators - Perkins Application Section III
Core Indicator - 1A1
Core Indicator - 2A1
Core Indicator - 4A1
Core Indicator - 5A1

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View Report

- Secondary LEAs should select the report titled “Secondary Core Indicator—Perkins Application Section III.”
- Postsecondary LEAs should select the report titled “Adult Core Indicator—Perkins Application Section III.”

Fiscal Year: 2008-09 ▼

E1 - Adult Summary
E1 - Secondary Summary
E2 - Adult Summary
E2 - Secondary Summary
Adult Core Indicators - Perkins Application Section III
Secondary Core Indicators - Perkins Application Section III
Core Indicator - 1A1
Core Indicator - 2A1
Core Indicator - 4A1
Core Indicator - 5A1

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View Report

- Secondary LEAs should select the report titled “Secondary Core Indicator—Perkins Application Section III.”
- Postsecondary LEAs should select the report titled “Adult Core Indicator—Perkins Application Section III.”
- Click on “View Report.” The report will appear on the screen.


[Logoff](#)

Perkins Data System

Assessment of Career Technical Education Programs

[Main Menu](#) | [Report Menu](#)

11	1	of 1	100%	Find Next	Select a format	Export
SECTION III: Assessment of Career Technical Education programs (core ind						
Instructions are on page 19 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11						
Core Indicator	Definition		LEA Level 2007-08 *			
1S1 Academic Attainment- Reading/ Language Arts	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE).		97.72%			
	Denominator: Number of 12th grade CTE concentrators.					
1S2 Academic Attainment- Mathematics	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE.		97.72%			
	Denominator: Number of 12th grade CTE concentrators.					
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.		87.50%			
	Denominator: Number of CTE concentrators enrolled in capstone CTE courses.					

SECTION III: Assessment of Career Technical Education programs (continued)

Instructions are on page 19 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11

Core Indicator	Definition	LEA Level 2007-08 *	
1S1 Academic Attainment-Reading/Language Arts	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE). Denominator: Number of 12th grade CTE concentrators.	97.72%	
1S2 Academic Attainment-Mathematics	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE. Denominator: Number of 12th grade CTE concentrators.	97.72%	

- To print the report for inclusion in the application, click in the “Select a Format” box.

1 of 1 100% Find | Next

SECTION III: Assessment of Career Technical Education s core ind

Instructions are on page 19 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11

Select a format
Select a format
Excel
Acrobat (PDF) file

Core Indicator	Definition	LEA Level 2007-08 *
1S1 Academic Attainment-Reading/Language Arts	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE). Denominator: Number of 12th grade CTE concentrators.	97.72%
1S2 Academic Attainment-Mathematics	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE.	97.72%

- To print the report for inclusion in the application, click in the “Select a Format” box.
- Select Acrobat (PDF) file.

1 of 1 100% Find | Next Select a format Export

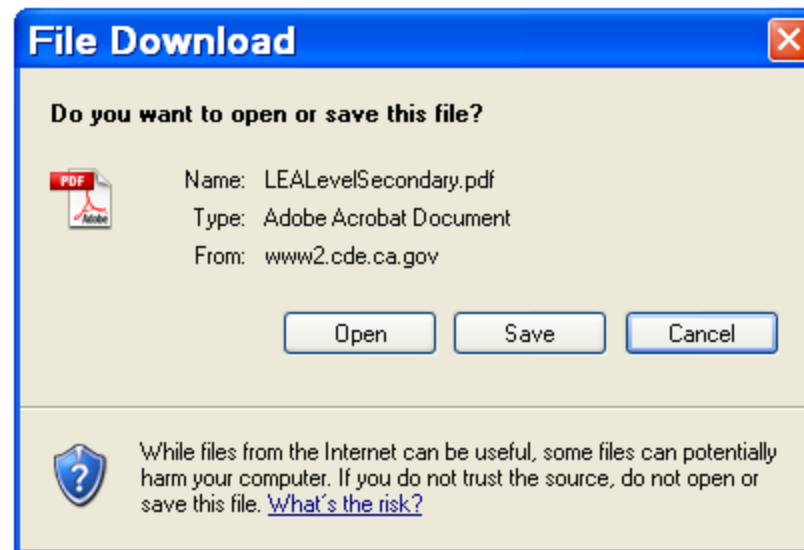
Select a format
Excel
Acrobat (PDF) file

SECTION III: Assessment of Career Technical Education (core indicators)

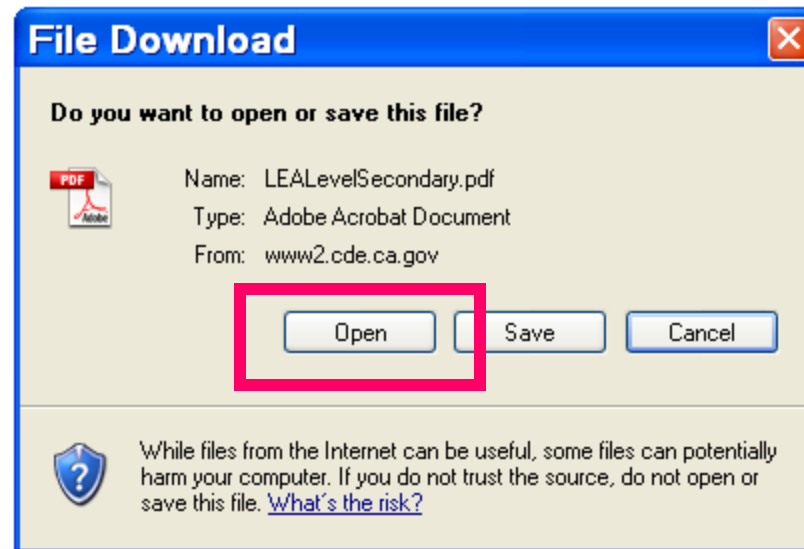
Instructions are on page 19 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11

Core Indicator	Definition	LEA Level 2007-08 *
1S1 Academic Attainment-Reading/Language Arts	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE). Denominator: Number of 12th grade CTE concentrators.	97.72%
1S2 Academic Attainment-Mathematics	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE.	97.72%

- To print the report for inclusion in the application, click in the “Select a Format” box.
- Select Acrobat (PDF) file. Click on **Export** next to the box.



- A “File Download” box will appear.



- A “File Download” box will appear.
- Click on “Open,” and the Section III table will appear.

**SECTION III: Assessment of Career Technical Education programs (core indicators).***Instructions are on page 19 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application.*

Core Indicator	Definition	LEA Level 2007-08 *	LEA Level 2008-09	State Level 2008-09	90% or more of the State Level
1S1 Academic Attainment-Reading/Language Arts	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE). Denominator: Number of 12th grade CTE concentrators.	97.72%	56.92%	23.00%	20.70% Yes
1S2 Academic Attainment-Mathematics	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE. Denominator: Number of 12th grade CTE concentrators.	97.72%	44.61%	22.00%	19.80% 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.	87.50%	88.98%	53.00%	47.70% 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.	87.50%	81.53%	85.50%	76.95% 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.	N/A	81.53%	83.20%	74.88% Yes

LEA Level Secondary[1].pdf - Adobe Reader

File Edit View Document Tools Window Help

1 / 2 82.3% Find

SECTION III: Assessment of Career Technical Education programs (core indicators).

Instructions are on page 19 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application.

Core Indicator	Definition	LEA Level 2007-08 *	LEA Level 2008-09	State Level 2008-09	90% or more of the State Level
1S1 Academic Attainment-Reading/Language Arts	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE). Denominator: Number of 12th grade CTE concentrators.	97.72%	56.92%	23.00%	20.70% Yes
1S2 Academic Attainment-Mathematics	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE. Denominator: Number of 12th grade CTE concentrators.	97.72%	44.61%	22.00%	19.80% 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.	87.50%	88.98%	53.00%	47.70% 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.	87.50%	81.53%	85.50%	76.95% 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.	N/A	81.53%	83.20%	74.88% Yes

California Department of Education
12/22/2009

- Print the report which is two pages for a secondary LEA and one page for an adult LEA.

SECTION III: Assessment of Career Technical Education programs (core indicators).

Instructions are on page 19 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application.

Core Indicator	Definition	LEA Level 2007-08 *	LEA Level 2008-09	State Level 2008-09	90% or more of the State Level
1S1 Academic Attainment- Reading/ Language Arts	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE). Denominator: Number of 12th grade CTE concentrators.	97.72%	56.92%	23.00%	20.70% Yes
1S2 Academic Attainment- Mathematics	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE. Denominator: Number of 12th grade CTE concentrators.	97.72%	44.61%	22.00%	19.80% 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.	87.50%	88.98%	53.00%	47.70% 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.	87.50%	81.53%	85.50%	76.95% 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.	N/A	81.53%	83.20%	74.88% Yes

California Department of Education

12/22/2009

- Replace Section III in the hard copy of the application with this printed version of Section III from the Web site.



JACK O'CONNELL
State Superintendent
of Public Instruction

Section III: Assessment of CTE programs (continued)

This report compares the LEA's 2008-09 performance level with State performance level and indicates if the LEA achieved 90 percent of the state-established performance level for each core indicator.

SECTION III: Assessment of Career Technical Education programs (core indicators).

Instructions are on page 19 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application.

Core Indicator	Definition	LEA Level 2007-08 *	LEA Level 2008-09	State Level 2008-09	90% or more of the State Level
1S1 Academic Attainment-Reading/Language Arts	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE). Denominator: Number of 12th grade CTE concentrators.	97.72%	56.92%	23.00%	20.70% Yes
1S2 Academic Attainment-Mathematics	Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE. Denominator: Number of 12th grade CTE concentrators.	97.72%	44.61%	22.00%	19.80% 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	87.50%	88.98%	53.00%	47.70% 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	87.50%	75.53%	85.50%	76.95% No
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.	N/A	81.53%	83.20%	74.88% Yes

If **No** is checked for any core indicator, complete the Program Improvement Form on page 7 of the application.

Program Improvement Form

Program Improvement Form

An LEA that does not reach 90 percent of the state-established performance level for any core indicator must submit this form. Instructions are on page 21 of the *Carl D. Perkins Career and Technical Education Improvement Act 2006, 2010–11 Request for Application*.



EXAMPLE				
Core Indicator: (not meeting 90% level) 6S1	Explanation (Why did the LEA not meet the state-established performance level for this core indicator?): Low numbers of female students enrolled in automotive and building trades programs.		Funding Source to be used to cover expenses: Perkins IV	Amount of funding: \$200
	Strategy to improve performance level (Describe the strategy that will be used to improve the performance level for this core indicator.): Raise awareness among students and staff about non-traditional student participation.	Planned activities (Describe the specific activities that will be employed to achieve the improvement strategy.): 1. Meet with school counselors about non-traditional careers and student enrollment. 2. Produce handouts/brochures for students.		
Core Indicator	Explanation:		Funding source to be used to cover expenses:	Amount of funding:
	Strategy to improve performance level:	Planned activities: 1		
Core Indicator	Explanation:		Funding source to be used to cover expenses:	Amount of funding:
	Strategy to improve performance level:	Planned activities:		



Program Improvement Form

Program Improvement Form

An LEA that does not reach 90 percent of the state-established performance level for any core indicator must submit this form. Instructions are on page 21 of the *Carl D. Perkins Career and Technical Education Improvement Act 2006, 2010–11 Request for Application*.



EXAMPLE				
Core Indicator: (not meeting 90% level) 6S1	Explanation (Why did the LEA not meet the state-established performance level for this core indicator?): Low numbers of female students enrolled in automotive and building trades programs.		Funding Source to be used to cover expenses: Perkins IV	Amount of funding: \$200
	Strategy to improve performance level (Describe the strategy that will be used to improve the performance level for this core indicator.): Raise awareness among students and staff about non-traditional student participation.	Planned activities (Describe the specific activities that will be employed to achieve the improvement strategy.): 1. Meet with school counselors about non-traditional careers and student enrollment. 2. Produce handouts/brochures for students.		
Core Indicator	Explanation:		Funding source to be used to cover expenses:	Amount of funding:
	Strategy to improve performance level:	Planned activities: 1		
Core Indicator	Explanation:		Funding source to be used to cover expenses:	Amount of funding:
	Strategy to improve performance level:	Planned activities:		



Use this form to explain possible reasons the state-established performance level for a core indicator was not met and describe the strategies and activities planned to bring performance levels to the 90 percent level.

Program Improvement Form

Program Improvement Form

An LEA that does not reach 90 percent of the state-established performance level for any core indicator must submit this form. Instructions are on page 21 of the *Carl D. Perkins Career and Technical Education Improvement Act 2006, 2010–11 Request for Application*.

EXAMPLE				
Core Indicator: (not meeting 90% level) 6S1	Explanation (Why did the LEA not meet the state-established performance level for this core indicator?): Low numbers of female students enrolled in automotive and building trades programs.		Funding Source to be used to cover expenses: Perkins IV	Amount of funding: \$200
	Strategy to improve performance level (Describe the strategy that will be used to improve the performance level for this core indicator.): Raise awareness among students and staff about non-traditional student participation.	Planned activities (Describe the specific activities that will be employed to achieve the improvement strategy.): 1. Meet with school counselors about non-traditional careers and student enrollment. 2. Produce handouts/brochures for students.		
Core Indicator	Explanation:		Funding source to be used to cover expenses:	Amount of funding:
	Strategy to improve performance level:	Planned activities: 1		
Core	Explanation:		Funding	Amount of

An example of the information that must be presented in each section is provided at the top of this form.



JACK O'CONNELL
State Superintendent
of Public Instruction

Section IV:

Progress Report Toward Implementing the Local CTE Plan

The implementation of each LEA's local CTE plan directly affects the implementation of the State CTE Plan.

Through the five-year duration of Perkins IV, 2008–13, LEAs will report on the progress they have made toward implementation of their local CTE plan.



JACK O'CONNELL
State Superintendent
of Public Instruction

Section IV: Progress Report Toward Implementing the Local CTE Plan (continued)

This is an opportunity to

- Reflect on the goals outlined in the local CTE plan.
- Identify the successes and challenges that occurred during the 2009–10 school year.
- Identify which goals will be emphasized in 2010–11.

Section IV: Progress Report toward Implementing the Local CTE Plan (continued)

LEA personnel must answer the following questions:

- In the 2009–10 application (Section IV, question 3), the LEA identified three goals from the local CTE plan on which it would focus during the 2009–10 school year. What progress has the LEA made toward achieving those specific goals? How has the LEA improved, enhanced, or expanded CTE for students during 2009–10?

Section IV: Progress Report toward Implementing the Local CTE Plan (continued)

- During the 2009–10 school year, how has the LEA's CTE Advisory Committee been involved in the ongoing development, implementation, and evaluation of CTE programs?
- What is the status of Career Technical Student Organizations (CTSOs) in the LEA's CTE programs? How has the LEA embedded leadership development in all CTE courses?
- Identify at least three measurable outcomes from the local CTE plan on which the LEA will focus in 2010–11.



JACK O'CONNELL
State Superintendent
of Public Instruction

Section V:

Sequence of Courses to be Funded with Perkins IV in 2010–11

The LEA must identify each sequence of courses at an individual school site that will be assisted with Perkins IV funds during the 2010–11 school year.

Only sequences of courses that were identified in the approved 2008–13 local CTE plan, were submitted in the 2009–10 application and approved by the CDE, or are being submitted as part of this application in Section VII, Local CTE Plan Update can receive Perkins IV funds.

Section V: Sequence of Courses to be Funded with Perkins IV in 2010–11 (continued)

SECTION V: SEQUENCE OF COURSES TO BE FUNDED WITH PERKINS IV IN 2010–11

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*

Only sequences of courses identified in the LEA's approved Local CTE Plan, added or modified in the 2009–10 application, or submitted in Section VII (Local CTE Plan Update) of this application can be supported by Perkins IV funds.

Industry Sector	Career Pathway	School Site Where the Sequence Is Offered	Amount of Perkins Funding Allocated to this Sequence	Page #in Local CTE Plan

Directions for completing Section V appear on page 22 of the RFA.

Section V: Sequence of Courses to be Funded with Perkins IV in 2010–11 (continued)

SECTION V: SEQUENCE OF COURSES TO BE FUNDED WITH PERKINS IV IN 2010–11

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*

Only sequences of courses identified in the LEA's approved Local CTE Plan, added or modified in the 2009–10 application, or submitted in Section VII (Local CTE Plan Update) of this application can be supported by Perkins IV funds.

Industry Sector	Career Pathway	School site where the sequence is offered	Perkins Funding Allocated to this Sequence	Page #in Local CTE Plan
Manufacturing & Product Development	Graphic Arts	California High School	\$ 6,996	46
Agriculture & Natural Resources	Agribusiness	California High School	\$ 8,118	47
Marketing, Sales & Service	E-Commerce	California High School	\$ 16,170	48
Arts, Media & Entertainment	Production & Managerial Arts	Lakeside High School	\$ 7,525	49
Hospitality, Tourism & Recreation	Food Service & Hospitality	Lakeside High School	\$ 4,947	50
Health, Science & Medical Technology	Biotechnology Research & Development	Lakeside High School	\$ 3,700	51
Health, Science & Medical Technology	Therapeutic Services	Yosemite Canyon HS	\$ 15,028	52
Manufacturing & Product Development	Machine & Forming Technology	Yosemite Canyon HS	\$ 2,760	53
Manufacturing & Product Development	Welding Technology	Yosemite Canyon HS	\$ 2,904	54
Fashion & Interior Design	Fashion, Design, <u>Manufact & Merch</u>	Yosemite Canyon HS	\$ 1,750	55
Arts, Media & Entertainment	Media and Design Arts	Yosemite Canyon HS	\$ 0	56
Marketing, Sales & Service	Entrepreneurship	Ocean High School	\$ 4,240	57
Fashion & Interior Design	Interior Design	Yosemite Canyon HS	\$ 4,050	59
Arts, Media & Entertainment	Media Design Arts	California High School	\$ 13,134	56
Finance & Business	Business Financial Management	Ocean High School	\$ 200	61
Information Technology	Information Support & Services	Ocean High School	\$ 1,500	60
Finance & Business	Business Financial Management	Lakeside High School	\$ 0	61
Marketing, Sales & Service	Professional Sales & Marketing	Yosemite Canyon HS	\$ 8,950	58
Manufacturing & Product Development	Graphics Technology	California High School	\$ 10,098	46

Some common errors completing Section V are:

- Incorrect Industry Sector or Career Pathway titles

SECTION V: SEQUENCE OF COURSES TO BE FUNDED WITH PERKINS IV IN 2010–11

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*

Only sequences of courses identified in the LEA's approved Local CTE Plan, added or modified in the 2009–10 application, or submitted in Section VII (Local CTE Plan Update) of this application can be supported by Perkins IV funds.

Industry Sector	Career Pathway	School site where the sequence is offered	Perkins Funding Allocated to this Sequence	Page #in Local CTE Plan
Manufacturing	Graphic Arts	California High School	\$ 6,996	46
Agriculture & Natural Resources	Agribusiness	California High School	\$ 8,118	47
Marketing, Sales & Service	Retail Sales	California High School	\$ 16,170	48
Arts, Media & Entertainment	Production & Managerial Arts	Lakeside High School	\$ 7,525	49
Culinary Arts	Culinary Arts	Lakeside High School	\$ 4,947	50
Health, Science & Medical Technology	Biotechnology Research & Development	Lakeside High School	\$ 3,700	51
Health, Science & Medical Technology	Nursing	Yosemite Canyon HS	\$ 15,028	52
Manufacturing	Machine Technology	Yosemite Canyon HS	\$ 2,760	53
Manufacturing	Welding Technology	Yosemite Canyon HS	\$ 2,904	54
Fashion Design	Fashion, Design, <u>Manufact & Merch</u>	Yosemite Canyon HS	\$ 1,750	55
Arts, Media & Entertainment	Media and Design Arts	Yosemite Canyon HS	\$ 0	56
Marketing, Sales & Service	Virtual Enterprise	Ocean High School	\$ 4,240	57
Interior Design	Interior Design	Yosemite Canyon HS	\$ 4,050	59
Arts, Media & Entertainment	Media Design Arts	California High School	\$ 13,134	56
Finance & Business	Business Financial Management	Ocean High School	\$ 200	61
Information Technology	Information Support & Services	Ocean High School	\$ 1,500	60
Finance & Business	Business Financial Management	Lakeside High School	\$ 0	61

SECTION V: SEQUENCE OF COURSES TO BE FUNDED WITH PERKINS IV IN 2010–11

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Rec Application*

Only sequences of courses identified in the LEA's approved Local CTE Plan, added or modified in the 2009–10 application submitted in Section VII (Local CTE Plan Update) of this application can be supported by Perkins IV funds.

Industry Sector	Career Pathway	School site where the sequence is offered	Perkins Funding Allocated to this Sequence
Manufacturing & Product Development	Graphic Arts	California High School	\$ 6,996
Agriculture & Natural Resources	Agribusiness	California High School	\$ 8,118
Marketing, Sales & Service	E-Commerce	California High School	\$ 16,170
Arts, Media & Entertainment	Production & Managerial Arts	Lakeside High School	\$ 7,525
Hospitality, Tourism & Recreation	Food Service & Hospitality	Lakeside High School	\$ 4,947
Health, Science & Medical Technology	Biotechnology Research & Development	Lakeside High School	\$ 3,700
Health, Science & Medical Technology	Therapeutic Services	Yosemite Canyon HS	\$ 15,028
Manufacturing & Product Development	Machine & Forming Technology	Yosemite Canyon HS	\$ 2,760
Manufacturing & Product Development	Welding Technology	Yosemite Canyon HS	\$ 2,904
Fashion & Interior Design	Fashion, Design, Manufact & Merch	Yosemite Canyon HS	\$ 1,750
Arts, Media & Entertainment	Media and Design Arts	Yosemite Canyon HS	\$ 0

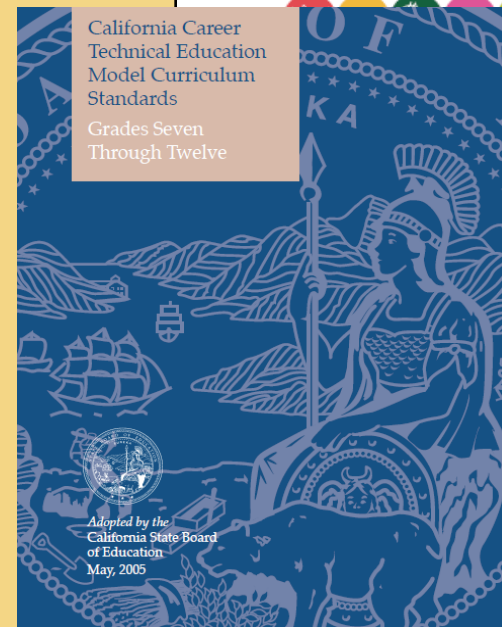
Career Technical Education Framework for California Public Schools

Grades Seven Through Twelve



California Career Technical Education Model Curriculum Standards

Grades Seven
Through Twelve



Refer to the CTE Model Curriculum Standards, or the CTE Framework to identify the correct industry sectors and career pathways.

Some common errors completing Section V are:

- Listing more than one career pathway or high school in the same row.

SECTION V: SEQUENCE OF COURSES TO BE FUNDED WITH PERKINS IV IN 2010–11 |

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*

Only sequences of courses identified in the LEA's approved Local CTE Plan, added or modified in the 2009–10 application, or submitted in Section VII (Local CTE Plan Update) of this application can be supported by Perkins IV funds.

Industry Sector	Career Pathway	School site where the sequence is offered	Perkins Funding Allocated to this Sequence	Page #in Local CTE Plan
Manufacturing & Product Development	Graphic Arts	California High School	\$ 6,996	46
	Machine & Forming Technology	Yosemite Canyon HS	\$ 2,760	54
Agriculture & Natural Resources	Agribusiness	California High School	\$ 8,118	47
Marketing, Sales & Service	E-Commerce	California High School	\$ 16,170	48
Arts, Media & Entertainment	Production & Managerial Arts	Lakeside High School	\$ 7,525	49
		California High School	\$ 13,134	
Hospitality, Tourism & Recreation	Food Service & Hospitality	Lakeside High School	\$ 4,947	50
Health, Science & Medical Technology	Biotechnology Research & Development	Lakeside High School	\$ 3,700	51
Health, Science & Medical Technology	Therapeutic Services	Yosemite Canyon HS	\$ 15,028	52
Manufacturing & Product Development	Machine & Forming Technology	Yosemite Canyon HS	\$ 2,760	54

Some common errors completing Section V are:

- Listing more than one career pathway or high school in the same row.

SECTION V: SEQUENCE OF COURSES TO BE FUNDED WITH PERKINS IV IN 2010–11

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*

Only sequences of courses identified in the LEA's approved Local CTE Plan, added or modified in the 2009–10 application, or submitted in Section VII (Local CTE Plan Update) of this application can be supported by Perkins IV funds.

Industry Sector	Career Pathway	School site where the sequence is offered	Perkins Funding Allocated to this Sequence	Page # in Local CTE Plan
Manufacturing & Product Development	Graphic Arts	California High School	\$ 6,996	46
Agriculture & Natural Resources	Agribusiness	California High School	\$ 8,118	47
Marketing, Sales & Service	E-Commerce	California High School	\$ 16,170	48
Arts, Media & Entertainment	Production & Managerial Arts	Lakeside High School	\$ 7,525	49
Hospitality, Tourism & Recreation	Food Service & Hospitality	Lakeside High School	\$ 4,947	50
Health, Science & Medical Technology	Biotechnology Research & Development	Lakeside High School	\$ 3,700	51
Health, Science & Medical Technology	Therapeutic Services	Yosemite Canyon HS	\$ 15,028	52
Manufacturing & Product Development	Machine & Forming Technology	Yosemite Canyon HS	\$ 2,760	53
Manufacturing & Product Development	Welding Technology	Yosemite Canyon HS	\$ 2,904	54
Fashion & Interior Design	Fashion, Design, Manufact & Merch	Yosemite Canyon HS	\$ 1,750	55
Arts, Media & Entertainment	Media and Design Arts	Yosemite Canyon HS	\$ 0	56

Use one row for each sequence of courses that will be assisted with Perkins IV funds at an individual school site.

Some common errors completing Section V are:

- Omitting the amount of Perkins funds that will be spent in each pathway at each site.

SECTION V: SEQUENCE OF COURSES TO BE FUNDED WITH PERKINS IV IN 2010–11

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*

Only sequences of courses identified in the LEA's approved Local CTE Plan, added or modified in the 2009–10 application, or submitted in Section VII (Local CTE Plan Update) of this application can be supported by Perkins IV funds.

Industry Sector	Career Pathway	School site where the sequence is offered	Perkins Funding Allocated to this Sequence	Page # in Local CTE Plan
Manufacturing & Product Development	Graphic Arts	California High School		46
Agriculture & Natural Resources	Agribusiness	California High School		47
Marketing, Sales & Service	E-Commerce	California High School		48
Arts, Media & Entertainment	Production & Managerial Arts	Lakeside High School		49
Hospitality, Tourism & Recreation	Food Service & Hospitality	Lakeside High School		50
Health, Science & Medical Technology	Biotechnology Research & Development	Lakeside High School		51
Health, Science & Medical Technology	Therapeutic Services	Yosemite Canyon HS		52
Manufacturing & Product Development	Machine & Forming Technology	Yosemite Canyon HS		53
Manufacturing & Product Development	Welding Technology	Yosemite Canyon HS		54
Fashion & Interior Design	Fashion, Design, <u>Manufact & Merch</u>	Yosemite Canyon HS		55
Arts, Media & Entertainment	Media and Design Arts	Yosemite Canyon HS		56
Marketing, Sales & Service	Entrepreneurship	Ocean High School		57
Fashion & Interior Design	Interior Design	Yosemite Canyon HS		59
Arts, Media & Entertainment	Media Design Arts	California High School		56
Finance & Business	Business Financial Management	Ocean High School		61
Information Technology	Information Support & Services	Ocean High School		60
Finance & Business	Business Financial Management	Lakeside High School		61
Marketing, Sales & Service	Professional Sales & Marketing	Yosemite Canyon HS		58
Manufacturing & Product Development	Graphics Technology	Ocean High School		46

Some common errors completing Section V are:

- **Omitting the amount of Perkins funds that will be spent in each pathway at each site.**

SECTION V: SEQUENCE OF COURSES TO BE FUNDED WITH PERKINS IV IN 2010–11

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*

Only sequences of courses identified in the LEA's approved Local CTE Plan, added or modified in the 2009–10 application, or submitted in Section VII (Local CTE Plan Update) of this application can be supported by Perkins IV funds.

Industry Sector	Career Pathway	School site where the sequence is offered	Perkins Funding Allocated to this Sequence	Page #in Local CTE Plan
Manufacturing & Product Development	Graphic Arts	California High School	\$ 6,996	46
Agriculture & Natural Resources	Agribusiness	California High School	\$ 8,118	47
Marketing, Sales & Service	E-Commerce	California High School	\$ 16,170	48
Arts, Media & Entertainment	Production & Managerial Arts	Lakeside High School	\$ 7,525	49
Hospitality, Tourism & Recreation	Food Service & Hospitality	Lakeside High School	\$ 4,947	50
Health, Science & Medical Technology	Biotechnology Research & Development	Lakeside High School	\$ 3,700	51
Health, Science & Medical Technology	Therapeutic Services	Yosemite Canyon HS	\$ 15,028	52
Manufacturing & Product Development	Machine & Forming Technology	Yosemite Canyon HS	\$ 2,760	53

Enter the amount of Perkins IV funds that will be spent on each CTE program at each individual school site.



JACK O'CONNELL
State Superintendent
of Public Instruction

Section VI: Budget and Expenditure Schedule and Budget Narrative

Section 135(a) of Perkins IV states,
“Each eligible recipient (LEA) of the
Section 131 and 132 funds shall use
these funds to improve CTE programs.”

While the regulations do not provide a
definition of “program improvement,” it is
clear that the **funds may not be used to
simply maintain an ongoing program.**



JACK O'CONNELL
State Superintendent
of Public Instruction

Supplement vs. Supplant

- Perkins IV funds must **supplement**, or augment, and not **supplant** state or local funds. Federal funds may not result in a decrease of state or local funding that would have been available to conduct the activity had federal funds not been received.
- LEAs must be able to demonstrate that federal funds are added to the amount of state and local funds that would be made available for uses specified in the local plan.



JACK O'CONNELL
State Superintendent
of Public Instruction

Supplement vs. Supplant

The CDE has interpreted this to mean that funds may only be used to support activities intended to:

- modify or update existing programs—**IMPROVE,**
- **ENHANCE** the effectiveness of existing programs, and
- develop and implement new programs—**EXPAND.**



JACK O'CONNELL
State Superintendent
of Public Instruction

Carefully consider:

- Distribution of funds should **not** depend on the number of students currently served, but which CTE program needs additional funds to improve or expand.
- What are the demands of the local economy? What jobs will be in the community in 5-10 years; not what is the program that students like best.



JACK O'CONNELL
State Superintendent
of Public Instruction

Carefully consider:

- Every CTE program does not have to get Perkins funds every year; instead rotate through CTE programs over a two-to-four year cycle. This is especially important if an LEA gets limited Perkins funding.
- Student safety, having equipment that meets industry standards, or providing professional development to remain current with all aspects of the industry.



JACK O'CONNELL
State Superintendent
of Public Instruction

Section VI: Budget and Expenditure Schedule and Budget Narrative

- Perkins IV funds can be spent only on sequences of courses that are included in the LEA's approved 2008–12 local CTE plan, were submitted in the 2009–2010 application and approved by the CDE, or are being submitted as part of this application in Section VI, Local CTE Plan Update.
- The directions for completing this section of the application begin on page 22 of the RFA.

Section VI: Budget and Expenditure Schedule

CALIFORNIA DEPARTMENT OF EDUCATION Secondary, Career, and Adult Learning Division CDE 101-A (10/09)	SECTION VI BUDGET AND EXPENDITURE SCHEDULE 2010-11	CAREER TECHNICAL EDUCATION APPLICATION Carl D. Perkins Career and Technical Education Improvement Act of 2006
---	---	---

Local Educational Agency (LEA): _____ CD Code: _____

Authorized Signature: _____

Total Allocation:
 Indirect Cost Rate (percent):

Select One
☒ ORIGINAL BUDGET
☐ END-OF-YEAR CLAIM

Funding Source and Purpose:
☐ Section 112 State Institutions
☐ Section 131 Secondary
☐ Section 132 ROCP and Adult



Object Code and Budget Category	(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	(I) Total
Percentage of grant expenditures allowed	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	
1000	Certificated Salaries								
2000	Classified Salaries								
3000	Employee Benefits								
4000	Books/Supplies								
5000	Services/ Operating Expenses								
6000	Capital Outlay								
7000	Indirect Costs								
	Total								

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010-11 Request for Application*.

and Budget Narrative

SECTION VI: Budget Narrative

Instructions are on page 24 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*. See Appendix B, Sample Perkins IV Budget Narrative, to comprehend the level of detail required in the budget narrative.

OBJECT #	EXPENDITURE DESCRIPTION	AMOUNT
1000	Certificated Salaries	
	Subtotal for 1000 category	
2000	Classified Salaries	
	Subtotal for 2000 category	
3000	Benefits <ul style="list-style-type: none"> ▪ Certificated allocation: ▪ Classified allocation: 	
	Subtotal for 3000 category	
4000	Books and Supplies	
	Non-capitalized Equipment	
5000	Services and other operating expenditures:	
	Travel and Conferences	
6000	Capital Outlay (list items below)	
	Subtotal for 6000 category	
7000	Indirect rate @ LEA percentage (minus capital outlay)	
	GRAND TOTAL	\$

<http://www.cde.ca.gov/fg/fo/r17/documents/perkins10form1.xls>.

11

1	CALIFORNIA DEPARTMENT OF EDUCATION		Enter Program Year =>> Click Here		CAREER TECHNICAL EDUCATION APPLICATION	
2	Secondary, Postsecondary, and Adult Leadership Division		BUDGET AND EXPENDITURE SCHEDULE		Carl D. Perkins Career and Technical	
3	CDE 101-A (1/10)				Education Improvement Act of 2006	

Local Educational Agency (LEA): _____ C/D Code: _____

Authorized Signature: _____ Date: _____

9	Total Allocation:		Select One		Funding Source and Purpose:
10	Indirect Cost Rate:		<input type="checkbox"/> ORIGINAL BUDGET	<input type="checkbox"/>	Section 112 - State Institutions
11	Maximum Indirect Allowable:	\$0	<input type="checkbox"/> END-OF-YEAR CLAIM	<input type="checkbox"/>	Section 131 - Secondary
12				<input type="checkbox"/>	Section 132 - ROC/P & Adult

Object of Expenditure Classifications	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation & Child Care For Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation & Data Development	(G) Guidance & Counseling	(H) Administration or Indirect Cost	(I) Total
Percentage of grant expenditures allowed	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	
1000	Certificated Salaries								\$0
2000	Classified Salaries								\$0
3000	Employee Benefits								\$0
4000	Books / Supplies								\$0
5000	Services / Operating Expenditures								\$0
6000	Capital Outlay								\$0
7000	Indirect Costs								
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

See instructions on page 22 of the Carl D. Perkins Career & Technical Education Improvement Act of 2006, 2010-11 Request for Application

- Select the correct funding year

[illegible]

The Excel version of the Budget and Expenditure Schedule allows you to:

- Enter the 2010–11 Perkins Allocation

budgetform10.xls										
A	B	C	D	E	F	G	H	I	J	K
CALIFORNIA DEPARTMENT OF EDUCATION Secondary, Postsecondary, and Adult Leadership Division CDE 101-A (1/10)				Program Year: 2010 - 2011 BUDGET AND EXPENDITURE SCHEDULE				CAREER TECHNICAL EDUCATION APPLICATION Carl D. Perkins Career and Technical Education Improvement Act of 2006		
Local Educational Agency (LEA): _____						C/D Code: _____				
Authorized Signature: _____						Date: _____				
Total Allocation: \$ 100,000 Indirect Cost Rate: 4.14% Maximum Indirect Allowable: \$3,975						Select One <input type="checkbox"/> ORIGINAL BUDGET <input type="checkbox"/> END-OF-YEAR CLAIM Funding Source and Purpose: <input type="checkbox"/> Section 112 - State Institutions <input type="checkbox"/> Section 131 - Secondary <input type="checkbox"/> Section 132 - ROC/P & Adult				
Object of Expenditure Classifications	(A) Instruction (including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation & Child Care For Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation & Data Development	(G) Guidance & Counseling	(H) Administration or Indirect Cost	(I) Total	
Percentage of grant expenditures allowed	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		

The Excel version of the Budget and Expenditure Schedule allows you to:

- Enter the 2010–11 Perkins Allocation
- Enter the 2010–11 Indirect Cost Rate

budgetform10.xls										
A	B	C	D	E	F	G	H	I	J	K
CALIFORNIA DEPARTMENT OF EDUCATION Secondary, Postsecondary, and Adult Leadership Division CDE 101-A (1/10)				Program Year: 2010 - 2011 BUDGET AND EXPENDITURE SCHEDULE				CAREER TECHNICAL EDUCATION APPLICATION Carl D. Perkins Career and Technical Education Improvement Act of 2006		
Local Educational Agency (LEA): _____						C/D Code: _____				
Authorized Signature: _____						Date: _____				
Total Allocation: \$ 100,000 Indirect Cost Rate: 4.14% Maximum Indirect Allowable: \$3,975		Select One <input type="checkbox"/> ORIGINAL BUDGET <input type="checkbox"/> END-OF-YEAR CLAIM		Funding Source and Purpose: <input type="checkbox"/> Section 112 - State Institutions <input type="checkbox"/> Section 131 - Secondary <input type="checkbox"/> Section 132 - ROC/P & Adult						
Object of Expenditure Classifications	(A) Instruction (including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation & Child Care For Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation & Data Development	(G) Guidance & Counseling	(H) Administration or Indirect Cost	(I) Total	
Percentage of grant expenditures allowed	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		

The Excel version of the Budget and Expenditure Schedule allows you to:

- Enter the 2010–11 Perkins Allocation
- Enter the 2010–11 Indirect Cost Rate
- Have the maximum Indirect Cost allowable calculated automatically

budgetform10.xls										
A	B	C	D	E	F	G	H	I	J	K
CALIFORNIA DEPARTMENT OF EDUCATION Secondary, Postsecondary, and Adult Leadership Division CDE 101-A (1/10)				Program Year: 2010 - 2011 BUDGET AND EXPENDITURE SCHEDULE				CAREER TECHNICAL EDUCATION APPLICATION Carl D. Perkins Career and Technical Education Improvement Act of 2006		
Local Educational Agency (LEA): _____						C/D Code: _____				
Authorized Signature: _____						Date: _____				
Total Allocation: \$ 100,000 Indirect Cost Rate: 4.14% Maximum Indirect Allowable: \$3,975						Select One <input type="checkbox"/> ORIGINAL BUDGET <input type="checkbox"/> END-OF-YEAR CLAIM				
						Funding Source and Purpose: <input type="checkbox"/> Section 112 - State Institutions <input type="checkbox"/> Section 131 - Secondary <input type="checkbox"/> Section 132 - ROC/P & Adult				
Object of Expenditure Classifications	(A) Instruction (including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation & Child Care For Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation & Data Development	(G) Guidance & Counseling	(H) Administration or Indirect Cost	(I) Total	
Percentage of grant expenditures allowed	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		

The Excel version of the Budget and Expenditure Schedule allows you to:

- Enter expenditures in the appropriate categories and have the columns and rows total automatically.

10	Maximum Indirect Cost Rate: 1.1%		END OF FISCAL YEAR					Section 132 - Secondary			
11	Maximum Indirect Allowable: \$3,975							<input type="checkbox"/> Section 132 - ROC/P & Adult			
13	Object of Expenditure Classifications		(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation & Child Care For Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation & Data Development	(G) Guidance & Counseling	(H) Administration or Indirect Cost	(I) Total
14	Percentage of grant expenditures allowed		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	
15	1000	Certificated Salaries		\$4,500							\$4,500
16	2000	Classified Salaries							\$1,000		\$1,000
17	3000	Employee Benefits		\$512					\$121		\$633
18	4000	Books / Supplies	\$37,500								\$37,500
19	5000	Services / Operating Expenditures									\$0
20	6000	Capital Outlay									\$0
21	7000	Indirect Costs									
22		Total	\$37,500	\$5,012	\$0	\$0	\$0	\$0	\$1,121	\$0	\$43,633
23	See instructions on page 22 of the Carl D. Perkins Career & Technical Education Improvement Act of 2006, 2010-11 Request for Application										
24											

The Excel version of the Budget and Expenditure Schedule alerts you if:

- The expenditures in Column G exceed the allowable 10 percent.

10	Indirect Cost Rate: 4.14%		<input type="checkbox"/> END-OF-YEAR CLAIM					<input type="checkbox"/> Section 131 - Secondary		
11	Maximum Indirect Allowable: \$3,975							<input type="checkbox"/> Section 132 - ROC/P & Adult		
12										
13	Object of Expenditure Classifications	(A) Instruction (including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation & Child Care For Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation & Data Development	(G) Guidance & Counseling	(H) Administration or Indirect Cost	(I) Total
14										
15	Percentage of grant expenditures allowed	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	
16	1000	Certificated Salaries						\$10,000		\$10,000
17	2000	Classified Salaries								\$0
18	3000	Employee Benefits						\$3,576		\$3,576
19	4000	Books / Supplies								\$0
20	5000	Services / Operating Expenditures								\$0
21	6000	Capital Outlay								\$0
22	7000	Indirect Costs								
23		Total	\$0	\$0	\$0	\$0	\$0	\$13,576	\$0	\$13,576
24										
25	See instructions on page 22 of the Carl D. Perkins Career & Technical Education Improvement Act of 2006, 2010-11 Request for Application									
26	ERROR: Column G may not exceed 10% of allocation									
27										
28										

The Excel version of the Budget and Expenditure Schedule alerts you if:

- The expenditures in Column H, Administration or Indirect Costs, exceed the allowable 5 percent.

9	Total Allocation: \$ 100,000		<input type="checkbox"/> ORIGINAL BUDGET		<input type="checkbox"/> Section 112 - State Institutions					
10	Indirect Cost Rate: 4.14%		<input type="checkbox"/> END-OF-YEAR CLAIM		<input type="checkbox"/> Section 124 - Community					
11	Maximum Indirect Allowable: \$3,975				<input type="checkbox"/> Section 132 - ROC/P & Adult					
12										
13	Object of Expenditure Classifications	(A) Instruction (including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation & Child Care For Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation & Data Development	(G) Guidance & Counseling	(H) Administration or Indirect Cost	(I) Total
14										
15	Percentage of grant expenditures allowed		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	
16	1000	Certificated Salaries							\$1,000	\$1,000
17	2000	Classified Salaries								\$0
18	3000	Employee Benefits								\$0
19	4000	Books / Supplies								\$0
20	5000	Services / Operating Expenditures							\$1,000	\$1,000
21	6000	Capital Outlay								\$0
22	7000	Indirect Costs							\$3,975	\$3,975
23		Total	\$0	\$0	\$0	\$0	\$0	\$0	\$5,975	\$5,975
24										
25	See instructions on page 22 of the Carl D. Perkins Career & Technical Education Improvement Act of 2006, 2000-11 Request for									
26	Application									
27										
28										

ERROR: Total Administration (Column H) exceeds 5%

The Excel version of the CDE 101-A, Budget and Expenditure Schedule, alerts you if:

- The allowable indirect rate is too high due to capital outlay purchases. Indirect cost cannot be charged on capital outlay.

17	2000	Classified Salaries								\$0
18	3000	Employee Benefits								\$0
19	4000	Books / Supplies								\$0
20	5000	Services / Operating Expenditures								\$0
21	6000	Capital Outlay	\$8,000							\$8,000
22	7000	Indirect Costs	ERROR: Exceeds amount allowed for indirect>>						\$3,697	\$3,697
23		Total	\$8,000	\$0	\$0	\$0	\$0	\$0	\$0	\$11,697

25 See instructions on page 22 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006, 2010-11 Request for*
26 *Application*

The Excel version of the Budget and Expenditure Schedule alerts you if:

- The total expenditures exceed the allocation amount.

9	Total Allocation: \$ 100,000		<input checked="" type="checkbox"/> ORIGINAL BUDGET		<input type="checkbox"/> Section 112 - State Institutions					
10	Indirect Cost Rate: 4.14%		<input type="checkbox"/> END-OF-YEAR CLAIM		<input checked="" type="checkbox"/> Section 131 - Secondary					
11	Maximum Indirect Allowable: \$3,975				<input type="checkbox"/> Section 132 - ROC/P & Adult					
13	Object of Expenditure Classifications	(A) Instruction (including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation & Child Care For Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation & Data Development	(G) Guidance & Counseling	(H) Administration or Indirect Cost	(I) Total
14	Percentage of grant expenditures allowed		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	
16	1000	Certificated Salaries	\$17,000	\$4,500	\$9,750					\$31,250
17	2000	Classified Salaries					\$2,500	\$1,000		\$3,500
18	3000	Employee Benefits	\$4,500	\$512	\$412		\$370	\$121		\$5,915
19	4000	Books / Supplies	\$50,560							\$50,560
20	5000	Services / Operating Expenditures				\$7,000	\$2,500			\$9,500
21	6000	Capital Outlay								\$0
22	7000	Indirect Costs							\$3,975	\$3,975
23		Total	\$72,060	\$5,012	\$10,162	\$0	\$7,000	\$5,370	\$1,121	\$3,975
24										\$104,700
25	See instructions on page 22 of the <i>Carl D. Perkins Career & Technical Education Improvement Act of 2006, 2010-11 Request for</i>									
26	<i>Application</i>									

Budget Narrative

**SAMPLE
Perkins IV Budget Narrative**

OBJECT #	DESCRIPTION	AMOUNT
1000	Certificated Salaries:	
A (Instruction)	<ul style="list-style-type: none"> Substitute costs for teachers to attend conferences and workshops pertinent to their career industry sector. 45 substitute days x \$125.00/day 	\$5,625.00
B (Professional Development)	<ul style="list-style-type: none"> Stipend for Business Teacher to serve as the FBLA advisor and coach for after-school/weekend FBLA activities. Teacher release time for Professional Development/CTE Training activities to include: <ul style="list-style-type: none"> Pathway and foundation standard integration; All aspects of the industry; Special populations/nontraditional careers Counselor Professional Development: Specific training and information to guide CTE students through choices of CTE courses, clarify regarding CTE programs, industry sectors and pathways, and career options. Six counselors @ \$40.00/hour x six hours 	\$3,000.00
C (Curriculum Development)	<ul style="list-style-type: none"> Teacher release time for cross-curricular collaboration and curriculum integration. Teacher release time for new course development for new programs in three industry sectors (Health, Energy and Utilities, and Building Trades and Construction). Teacher release time for the development of industry assessments. Teacher release time for articulation with community colleges and universities. 30 substitute days x \$125.00/day 	\$1,440.00
	Subtotal for 1000 category	\$3,750.00
2000	Classified Salaries:	
A (Instruction)	<ul style="list-style-type: none"> Three Career Technicians: two hours/day at the three high school sites to schedule guest speakers for CTE classes and facilitate internships/student placement/ Community college activities/field trips for CTE students. 	\$10,245.00
F (Data Development)	<ul style="list-style-type: none"> Career Technician to collect follow-up data from graduates for the E2 report. 30 hours x 18.50/hour 	\$555.00
	Subtotal for 2000 category	\$10,800.00
3000	Benefits:	
	<ul style="list-style-type: none"> Certificated allocation: STRS, MED, SUI, WWC, Cert., PERS, Retiree benefits fund liability @ 20 %. Classified allocation: STRS, MED, SUI, WWC, Cert., PERS, Retiree benefits fund liability @ 12% 	\$2,763.00
	Subtotal for 3000 category	\$1,296.00
	Books and Supplies:	
4000	<ul style="list-style-type: none"> Brochures for CTE Industry Sector/classes for marketing program Professional development supplies for teacher and counselor training as noted in 1000 	\$2,000.00
	Non-capitalized Equipment for existing CTE programs at all three comprehensive high schools (as identified in Section IV	\$1,346.00
		\$144,000.00

The budget narrative must provide detailed descriptions of all expenditures in budget categories 1000 through 6000.

See the Sample Perkins IV Budget Narrative, Appendix B, on pages 37-38 of the RFA to understand the level of detail required in the budget narrative.

Budget Narrative

OBJECT #	DESCRIPTION	AMOUNT
	of this application). <ul style="list-style-type: none"> Child Development (\$15,000.00): three reality baby simulators and curriculum on fetal alcohol syndrome, shaken baby syndrome, drug affected babies; computer software and videos to use with preschool children, manipulatives for preschool. Fashion Design (\$4,000.00): sewing machines and mannequin dress forms. Food Service and Hospitality (\$17,500.00): two industry grade stoves, food processors, mixers, and specialty knives. Kitchen Aid mixers, blenders, microscopes, food specialty dictionaries. Engineering Design (\$15,000.00): Rhino 3D software, Vex Robotics Booster kits, Engineering Technology text to supplement Physics textbook. Cabinetmaking and Wood Products (\$6,000.00): misc. replacement hand tools, handheld power saws, nail guns. Media Support Services (\$50,000.00): 36 computers @ \$1400.00 per computer; software for new lab at VVHS and 12 computers upgraded to industry standards at RVHS (\$8,000.00) Information Support and Services: (\$8,500.00): Microsoft software upgrade and training tutorials. Transportation sector at two high schools: (\$20,000.00): diagnostic and repair equipment, cooling system and pressure tester, Alldata online automotive data service. 	
	Subtotal for 5000 category	\$147,346.00
5000	Services and Other Operating Expenditures:	
F (Data Development)	<ul style="list-style-type: none"> Software to get data for Perkins required reports 	\$1,600.00
E(Special Populations)	<ul style="list-style-type: none"> Contract with outside consultant to provide training to staff on Special Populations and Nontraditional Careers 	\$3,000.00
B (Professional Development)	Travel and conferences: CTE teachers will attend state and local conferences for CTE program development, program planning and to upgrade skills for CTE instruction.	\$15,000.00
	Subtotal for 5000 category	\$19,600.00
6000	Capital Outlay (list items below)	
	<ul style="list-style-type: none"> Architectural Engineer Package = \$17,000.00 Paton Engraving Machine equipment including base unit, imaging cartridge, Corel Draw X#, Honeycomb Cutting Table, Purex Filtration system, and installation. 	\$17,000.00
	Subtotal for 6000 category	\$17,000.00
7000	Indirect Costs @ 4.32% (minus capital outlay):	\$8,451.00
	GRAND TOTAL	\$221,070.00

The expenditures for each industry sector/ career pathway sequence of courses listed in Section V should be itemized in the narrative under the appropriate budget category.



JACK O'CONNELL
State Superintendent
of Public Instruction

Section VII: Local CTE Plan Update

Applicants may update their local CTE plans annually, if necessary. This is a good time to review local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program.



JACK O'CONNELL
State Superintendent
of Public Instruction

Section VII: Local CTE Plan Update (continued)

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.

Section VII: Local CTE Plan Update (continued)

If Perkins IV funds will be used to support any new industry sectors or courses not included in the original Local CTE Plan, or submitted with the 2009–10 application and approved by the CDE, a new sequence of courses worksheet must be completed.

[illegible]



JACK O'CONNELL
State Superintendent
of Public Instruction

Section VII: Local CTE Plan Update (continued)

Go to the CDE Perkins Forms and
Files Web page at

<http://www.cde.ca.gov/ci/ct/pk/forms.asp>

and download the Sequence of
Courses Worksheet from the Local
CTE Plan Forms.



JACK O'CONNELL
State Superintendent
of Public Instruction

Section VII: Local CTE Plan Update (continued)

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



If there are questions
about completing the
Perkins IV
2010–11
Application for
Funding,
contact the CDE
consultant responsible
for your grant.

For Assistance Contact

- Reg. 2 & 9, Geoff Belleau: 916-323-5042
- Reg. 4 & 6, Mary Gallet: 916-445-5723
- Reg. 11, Lee Murdock: 916-445-5736
- Reg. 3 & 8, Charles Parker: 916-323-2564
- Reg. 5 & 7, Deirdre Ransome: 916-319-0491
- Reg. 1 & 10, Barbara Weiss: 916-319-0465
- State Special Schools and County Offices,
Hilary Steinmetz: 916-445-5725

California County Superintendents' Regions



CDE Consultant	CDE Analyst	Region	Counties Served Within the county Superintendents Regions
Barbara Weiss 916-319-0465 bweiss@cde.ca.gov	Carla Ciarniello 916-323-5054 cciarnie@cde.ca.gov	1	Del Norte, Humboldt, Lake, Mendocino, Sonoma
		10	Inyo, Mono, Riverside, San Bernardino
Geoff Belleau 916-323-5042 gbelleau@cde.ca.gov	Laurie SooHoo 916-445-5727 lsoohoo@cde.ca.gov	2	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity
		9	Imperial, Orange, San Diego
Chuck Parker 916-323-2564 cparker@cde.ca.gov	Mary Brown 916-323-5741 mabrown@cde.ca.gov	3	Alpine, Colusa, El Dorado, Placer, Nevada, Sacramento, Sierra, Sutter, Yolo, Yuba
		8	Kern, San Luis Obispo, Santa Barbara, Ventura
Mary Gallet 916-445-5723 mgallet@cde.ca.gov	Laurie SooHoo 916-445-5727 lsoohoo@cde.ca.gov	4	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano
		6	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne
Deirdre Ransome 916-319-0491 dransome@cde.ca.gov	Carla Ciarniello 916-323-5054 cciarnie@cde.ca.gov	5	Monterey, San Benito, Santa Clara, Santa Cruz
		7	Fresno, Kings Madera, Mariposa, Merced, Tulare
Lee Murdock 916-445-5736 lmurdock@cde.ca.gov	Mary Brown 916-323-5741 mabrown@cde.ca.gov	11	Los Angeles
Hilary Steinmetz 916-445-5725 hsteinmetz@cde.ca.gov	Mary Brown 916-323-5741 mabrown@cde.ca.gov		State Special Schools County Offices of Education



JACK O'CONNELL
State Superintendent
of Public Instruction

For More Information

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perkins@cde.ca.gov



JACK O'CONNELL
State Superintendent
of Public Instruction

Thank You