# **2020–21 Secondary Perkins V Local Application**

Posted by the California Department of Education

June 2020

This attachment is a modification of an online template and is a representation of the online 2020–21 Perkins Application, along with some guiding commentary.

To view the 2020–21 Perkins Application directly, log into the Program Grant Management System (PGMS) at <https://www3.cde.ca.gov/pgms/logon.aspx> with the following:

* Username: Username has been removed due to security concerns June 14, 2023.
* Password: Password has been removed due to security concerns June 14, 2023.
* Reporting year: 2020–21
* LEA Name: Red Rock Canyon\*

\*Red Rock Canyon is a fictional local eligible agency (LEA) used for presentations and trainings.

Each section of the secondary Perkins V Local Application Plan must have a LEA sign-off and the California Department of Education (CDE) review and approval.

## **Overview**

Quick Facts Box (This informational box is displayed at the top of every section of the secondary Perkins V Local Application Plan.)

| Topic | Status |
| --- | --- |
| Allocation Amount | $100,000.00 ($100,000.00) |
| Budgeted Amount | $0.00 |
| Indirect Amount\* | ≤5% |
| Maximum Claim Indirect\*\* Amount | The maximum indirect amount that can be expended cannot exceed $0.00 |
| Application Due Date | Fall 2020 |
| Application Status | Not Submitted |
| Fiscal Activity | No fiscal activity |
| Certified Claims | Blank |
| Signed GAN Received by CDE | GAN has not been processed or sent to LEA |

\* Indirect amounts are determined by the Financial Accountability and Information Services office (<https://www.cde.ca.gov/fg/ac/ic/>) and uploaded into PGMS annually. The total indirect amount possible is estimated by taking the allocation, subtracting out all spending on capital outlays, then multiplying by the LEA’s indirect amount.

\*\* The “Maximum Claim Indirect Amount” is the maximum amount of indirect an LEA can legally claim in a particular quarterly claim. It is calculated with the same formula above except starting with the LEA’s year-to-date spending instead of starting with the total allocation.

School Year: [Add text here]

LEA: [Add text here]

LEA Contacts:

* + LEA Information

LEA information must be updated through the Online Public Update for Schools (OPUS). LEAs should have authorized LEA County-District-School (CDS) coordinators notify the CDE of updates to information contained in the Public School Directory, such as contact information, personnel, agency name, school type, grade span, etc. The OPUS-authorized coordinators are not the same as the Perkins coordinators. Refer to the OPUS-CDS Application and Resources, which can be found on the CDE’s webpage at, <http://www.cde.ca.gov/ds/si/ds/opuscds.asp>, for more information.

* + - OPUS Coordinator

Name: [Add text here]

Phone: [Add text here]

Email: [Add text here]

* + - LEA Contact Information

LEA Name: [Add text here]

CDS Code: [Add text here]

Supplier ID: [Add text here]

Address: [Add text here]

City: [Add text here]

State: [Add text here]

Zip Code: [Add text here]

Phone: [Add text here]

Fax: [Add text here]

Email: [Add text here]

* + - Superintendent

Name: [Add text here]

Phone: [Add text here]

Email: [Add text here]

* + Perkins Coordinator Information

The Perkins coordinator contact information may only be updated by the Perkins coordinator. The Perkins coordinator should go to the PGMS Portal and select Account Management listed under My Account to update their contact information.

* + - Perkins Coordinator

Name: [Add text here]

Title: [Add text here]

Phone: [Add text here] Extension: [Add text here]

Fax: [Add text here]

Email: [Add text here]

Street Address: [Add text here]

City: [Add text here]

State: [Add text here]

Zip Code: [Add text here]

* + - Perkins Coordinator Contact During Summer

Email: [Add text here]

Phone: [Add text here] Extension: [Add text here]

* + Fiscal Coordinator Information

The Fiscal Coordinator contact information may only be updated by the fiscal coordinator. The fiscal coordinator should go to the PGMS Portal and select Account Management listed under My Account to update their contact information.

* + - Fiscal Coordinator

Name: [Add text here]

Title: [Add text here]

Phone: [Add text here] Extension: [Add text here]

Fax: [Add text here]

Email: [Add text here]

Street Address: [Add text here]

City: [Add text here]

State: [Add text here]

Zip Code: [Add text here]

* + LEA Career Technical Education Advisory Chair Information

The LEA Career Technical Education (CTE) Advisory Chair Information may only be updated by the Perkins coordinator.

Name: [Add text here]

Email: [Add text here]

Phone: [Add text here] Extension: [Add text here]

## **2020–21 Secondary Perkins V Local Application**

1. Section I: State Assurances and Certifications

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Strengthening Career and Technical Education Act for the 21st Century Act (Perkins V).

The following Assurances, Certifications, and Grant Conditions are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application. Every year, the LEA must download them, collect the appropriate signatures (please sign and date even the ones that don’t specifically have a space for it), and keep them on file to be available for compliance reviews, complaint investigations, or audits.

* California Department of Education General Assurances
* Drug Free Workplace Certification
* U.S. Department of Education Debarment and Suspension
* U.S. Department of Education Lobbying
* Perkins V Assurances and Certifications
* 2020–21 Grant Conditions

1. Section II: Stakeholders

Representatives of Special Populations Sign-off

The Perkins V 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. 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 skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups listed below have contributed to the LEA’s Comprehensive Local Needs Assessment (CLNA) for the 2020–21 Perkins V application.

Each special population category must be signed by the LEA’s designated administrator or the certificated representative responsible for that program.

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

* + - Students with Disabilities (Special Education Coordinator/Administrator)

Name: [Add text here]

Title: [Add text here]

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

Name: [Add text here]

Title: [Add text here]

* + - Students Preparing for Non-Traditional Fields (Title IX Coordinator/Administrator):

Name: [Add text here]

Title: [Add text here]

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

Name: [Add text here]

Title: [Add text here]

* + - Out-Of-Workforce Individuals (Title IX Coordinator/Administrator):

Name: [Add text here]

Title: [Add text here]

* + - English Language Learners (English Learner Coordinator/Administrator):

Name: [Add text here]

Title: [Add text here]

* + - Homeless:

Name: [Add text here]

Title: [Add text here]

* + - Youth who are in, or who have aged out of, the foster care system:

Name: [Add text here]

Title: [Add text here]

* + - Youth with a parent who is on active duty in the military:

Name: [Add text here]

Title: [Add text here]

CTE Teacher Matrix[[1]](#footnote-2)

Please download the CTE Teacher Matrix CTE Teacher Matrix.

1. Section III: State-Determined Performance Levels

| Indicator | Baseline | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
| --- | --- | --- | --- | --- | --- |
| 1S1: Four-Year Graduation Rate | 88.10% | 89.10% | 89.10% | 91.10% | 91.10% |
| 1S2: Extended Graduation Rate | N/A | N/A | N/A | N/A | N/A |
| 2S2: Academic Proficiency in Rereading Language Arts | 60.60% | 62.00% | 62.00% | 63.40% | 63.40% |
| 2S2: Academic Proficiency in Mathematics | 33.00% | 34.50% | 34.50% | 36.50% | 36.50% |
| 2S3: Academic Proficiency in Science | 27.70% | 28.20% | 28.20% | 31.20% | 31.20% |
| 3S1: Post-Program Placement | 67.20% | 68.00% | 68.00% | 69.40% | 69.40% |
| 4S1: Non-traditional Program Concentration | 20.80% | 20.80% | 20.80% | 21.00% | 21.00% |
| 5S1: Program Quality – Attained Recognized Postsecondary Credential | N/A | N/A | N/A | N/A | N/A |
| 5S2: Program Quality – Attained Postsecondary Credits | 21.60% | 23.90% | 23.90% | 26.20% | 26.20% |
| 5S3: Program Quality – Participated in Work-Based Learning | N/A | N/A | N/A | N/A | N/A |
| 5S4: Program Quality - Other | N/A | N/A | N/A | N/A | N/A |

The table above lists the pending State-Determined Performance Levels (formerly State Targets) for every sub-group until California’s Federal Perkins V State Plan is approved by the U.S. Department of Education. The targets for FY 2022 and FY 2023 will change as they will be based on the actual performance in the prior years.

Definitions:

* The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English language learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.
* Under Perkins V, California proposes to define a 'concentrator' as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class. This is the same as a ‘CTE completer’ as defined in California’s College/Career Readiness Indicator which can be found on the CDE’s web page at, <https://www.cde.ca.gov/ta/ac/cm/ccical.asp>.

California’s College/Career Readiness Indicator tracks graduation cohorts of students who also meet one or more defined categories. For categories involving CTE completion, the student must have completed a high-quality CTE pathway of not less than 300 hours with a C- or better in the capstone class.

1. Section IV: Comprehensive Local Needs Assessment

The questions below are taken from the Executive Summary section of the CLNA Reporting Template for California LEAs Under Section 131 (Secondary Schools) and Section 132 (Regional Occupational Programs and Adult Education Schools).

Each question below is meant to be a concise and complete summary of the more in-depth exploration of each section of the CLNA template. Notice that the questions incorporate topics from both performance of special populations (Section 3 in past years’ applications) and the required 12 Essential Elements of a High-Quality College and Career Pathway (Section 4 in past years’ applications).

Each line item in the LEA’s budget must serve one of the needs or strategies listed below.

LEA Response

* + - Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership:
      1. What was the date of the LEA’s most recent district wide CTE Advisory meeting that provided the basis of the LEA Application?

[Add text here]

* + - 1. The basis for that meeting should have been discussion/approval of the eligible grant recipient’s Perkins indicators plus any previously conducted self-evaluation under Perkins IV, such as the 11 Elements of a High-Quality CTE program; the new 12 Essential Elements of a High-Quality College and Career Pathway, the CTE Incentive Grant Self Review Rubric, or this document? As part of this meeting, stakeholders need to consider the mechanisms by which the LEA will move towards adopting the 12 Essential Elements of a High-Quality College and Career Pathway. Explain/describe.

[Add text here]

* + - 1. What is the date of the LEA’s next district wide CTE Advisory meeting that will review, evaluate, and identify needs per Section 134(c), CLNA, and Section 134(e), Continued Consultation? Will the eligible grant recipient’s self-evaluation be based on the [12 Elements of a High Quality College and Career Pathway](https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp) Program (as approved by the California Workforce Pathways Joint Advisory Committee in November 2019)?

[Add text here]

* + - 1. What has the LEA done or what will it do to make sure all required categories of members will attend the next scheduled Stakeholder Consultation meeting/s per Section 134(d)?

[Add text here]

* + - Section 134(c)(2)(A): Student Performance on Required Perkins V Performance Indicators (Disaggregated)

[Add text here]

* + - Section 134(c)(2)(B)(ii): Program Size, Scope, and Quality to Meet the Needs of All Students

[Add text here]

* + - Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

[Add text here]

* + - Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

[Add text here]

* + - Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students

[Add text here]

* + - Section 134(c)(2)(B)(ii): Alignment to Labor Market Information

[Add text here]

1. Section V: Budget Builder

This section displays the budget expenditures for each pathway by industry sector.

* + - Add a Site/Sector/Pathway to be Funded

Select the 'Budget' link to the right of each pathway.

Only pathways that move towards meeting all of the requirements of a high quality CTE program may be assisted with Perkins V funds, and all spending, reflected in each line item, must come from an identified need or strategy in the LEA’s CLNA/Stakeholder Engagement process can be included.

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

If a pathway is no longer going to be offered by the LEA, delete it from the list below. If an LEA is not funding a pathway in this application, but may fund that pathway in future applications, do not remove it from the list below.

Other Site Name: [Add text here]

Industry Sector: [Add text here]

* + - Line Item Detail

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

| Site Name | Industry Sector | Career Pathway | Budget Amount | Action |
| --- | --- | --- | --- | --- |
| [Add text here] | [Add text here] | [Add text here] | [Add text here] | [Add text here] |

Inventory Verification

Each LEA must maintain a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of $500 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

Red Rock Canyon (131 - Secondary) conducts a historical inventory verification at least every two years for all of the following:

* Description
* Name
* Serial or other identification number
* Acquisition date
* Original cost
* Location (room)
* Use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of $500 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

1. Section VI: Budget Viewer

To add a site/sector/pathway or line item, go to Section V.

| Object Code | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1000 Certificated Salaries | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | **$0** |
| 2000 Classified Salaries | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | **$0** |
| 3000 Employee Benefits | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | **$0** |
| 4000 Books/Supplies | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | **$0** |
| 5000 Services/ Operating Expenses | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | **$0** |
| 6000 Capital Outlay | $0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | **$0** |
| 7000 Indirect Costs | N/A | N/A | N/A | N/A | N/A | N/A | N/A | $0 | **$0** |
| Total | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** |

Column Categories are as follows:

1. Instruction (Including Career Technical Student Organizations)
2. Professional Development
3. Curriculum Development
4. Transportation and Child Care for Economically Disadvantaged Participants
5. Special Populations Services
6. Research Evaluation and Data Development
7. Career and Academic Guidance and Counseling for Students Participating in CTE Programs
8. Administration or Indirect Costs

At least 85 percent of the allocation must be budgeted in columns A–F.

1. Section VII: Local CTE Program Changes Update
   * + Are there any changes made to the local CTE program for 2020–21. For example:
     + 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.
   * If yes, describe in the textbox below.
2. Status

Application Overall Status

Application Overall Status: Not Submitted

This application has not been submitted to the CDE for review and approval. Before an LEA can be funded by the CDE, the application must be approved by CDE staff and certified by the LEA’s Superintendent. All sections under the ‘Perkins’ Coordinator Progress’ must acquire a ‘Complete’ status before the LEA may submit the application for review by the CDE.

| Sections | Perkins’ Coordinator Progress | CDE Progress | Superintendent Progress |
| --- | --- | --- | --- |
| LEA Contacts | Blank | Blank | Blank |
| Section I | Incomplete | Not Submitted | Not Submitted |
| Section II | N/A | N/A | N/A |
| Section III | Incomplete | Not Submitted | Not Submitted |
| Section IV | Incomplete | Not Submitted | Not Submitted |
| Section V | Incomplete | Not Submitted | Not Submitted |
| Section VI | Incomplete | Not Submitted | Not Submitted |
| Section VII | Incomplete | Not Submitted | Not Submitted |
| Section VIII | Not Completed | Blank | Blank |

| Task | By Whom | Deadline |
| --- | --- | --- |
| PGMS/Perkins/Application tab opens | CDE/Perkins  Team | February 15, 2020 |
| Optional Streamlined Application Form Released to LEAs | CDE/Perkins Team | May 15, 2020 |
| Submission of Optional Streamlined Application Form | LEA  Perkins Coordinator/LEA Superintendent | June 15, 2020 |
| LEA Application Form Released to LEAs | CDE/Perkins Team | July 17, 2020 |
| Initial LEA submission   * Sections I-VII = "LEA Sign-off" checkboxes * Status tab = "Submit" button | LEA Perkins Coordinator | Fall 2020, Specific Date TBD |
| Initial CDE review   * Reopen for edits, w/ feedback when needed * Revises & resubmits | CDE Consultant/LEA Perkins Coordinator | Fall 2020, Date TBD |
| CDE approval  Triggers a notification to LEA’s Superintendent for her/his online approval | PGMS + CDE Consultant | Fall 2020, Date TBD |
| LEA’s Superintendent approval  PGMS/Perkins/Application/Status tab, "Superintendent certification" checkbox | LEA Superintendent | Fall 2020, Date TBD |
| GANs sent to LEAs | CDE | Fall 2020, Date TBD |

1. . Authorization: The Preliminary Designated Subjects CTE Teaching Credential authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and in classes organized primarily for adults, in career technical, trade, or vocational courses. The Clear Designated Subjects CTE Teaching Credential authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and in classes organized primarily for adults, including services to English learners in Specially Designed Academic Instruction Delivered in English (SDAIE) in career technical, trade or vocational courses. (CTC-CL-888)

   CTE courses must be taught by the holder of a Designated Subjects Career Technical or Vocational Education Credential. However, some specific Single Subject Credential holders may teach in career technical, trade, or vocational education classes, including holders of the following credentials: Agriculture, Business, Home Economics, Industrial Technology Education/Industrial Arts. (Administrators Assignment Manual 2019, CTC) [↑](#footnote-ref-2)