

Program Grant Management System (PGMS)

Marysville Joint Unified

LEA Profile

Allocation Amount	\$110,031.00
Budgeted Amount	\$110,031.00
Indirect Amount	\$2,660.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Monday, May 1, 2017 5:00 PM
Application Status	Not Submitted
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

* Subject to change based on Capital Outlay and actual expenditures

Local Education Agency (LEA) Information

OPUS Coordinator

Name: Angela Salcido
Phone: 530-749-6114
E-mail: asalcido@mjUSD.com

LEA Contact Information

LEA Name: Marysville Joint Unified--Secondary
CDS Code: 58-72736-0000000
Vendor Number: 7273
Address: 1919 B St.
 Marysville, CA 95901-3731
Phone: 530-749-6160
Fax:
E-mail: gtodd@mjUSD.com

Superintendent

Name: Gay Todd

Perkins Coordinator Information

The Perkins coordinator contact information can 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: Jami Larson
Title: Coordinator
Phone: 530-749-6160 **Extension:**
Fax:
E-mail: gtodd@mjUSD.com

Street Address: 1919 B Street
City: Marysville
State: CA
Zip Code: 95901

Perkins Coordinator Contact During Summer

E-mail: jlanson@mjusd.com
Phone: 530-218-1647 **Extension:**

Fiscal Coordinator Information

The Fiscal Coordinator contact information can 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: Jami Larson
Title: Coordinator
Phone: 530-749-6160 **Extension:**
Fax: 530-741-7893
E-mail: jlanson@mjusd.k12.ca.us
Street Address: 1919 B Street
City: Marysville
State: CA
Zip Code: 95901

LEA CTE Advisory Chair Information

The LEA CTE Advisory Chair information can only be updated by the Perkins coordinator.

Name: Rich Gabel
E-mail: richg@frankbooth.com
Phone: 530-749-3729 **Extension:**

Section I - State Assurances and Certifications**Certifications Sign-off**

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

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

- California Department of Education General Assurances
- Drug Free Workplace Certification
- U.S. Department of Education Debarment and Suspension
- U.S. Department of Education Lobbying
- Perkins IV Assurances and Certifications
- 2017-18 Grant Conditions

Section I - LEA Sign-off Section

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.

Section I - CDE Review and Sign-off Section**Section I - Section Approved**

Section II - Representatives of Special Populations

Representatives of Special Populations Sign-off

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

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

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

Economically Disadvantaged (Title I Coordinator)

Title I Coordinator Name: Jami Larson
Title I Coordinator Title: Director of Categorical Programs

Limited English Proficiency (English Learner Coordinator)

English Learner Coordinator Name: Lenora Tate
English Learner Coordinator Title:

Executive Director of Educational Services

Disabled (Handicapped) (Special Education Coordinator)

Special Education Coordinator Name: Toni Vernier
Special Education Coordinator Title:

Executive Director of Special Education

Single Parent or Single Pregnant Women (Title IX Coordinator)

Title IX Coordinator Name: Gay Todd
Title IX Coordinator Title: Superintendent

Gender Equity or Nontraditional Training (Title IX Coordinator)

Title IX Coordinator Name: Gay Todd
Title IX Coordinator Title: Superintendent

Section II - LEA Sign-off Section

As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2016–17 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2017–18 Perkins IV application for funds.

Section II - CDE Review and Sign-off Section

Section II - Section Approved

Section III - Assessment of Career Technical Education Programs

Section 123(b) of Perkins IV requires states to conduct annual evaluations of the progress and efforts grant recipients are making toward achieving the core indicator performance levels established for the state's CTE programs. California LEAs provide data to the CDE through the 101-E1 report in the fall and 101-E2 report in the spring, and these data are used to determine the core indicators.

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

Marysville Joint Unified (131 - Secondary) has failed to meet one or two of the required targets of performance and is identified as a Needs Improvement Agency. For each performance target not met, explain the expected reasons for low performance, any strategies the LEA plans to implement in order to achieve the state-established performance level, and describe any planned actions to be taken to improve the performance on that particular core indicator.

N/A may indicate that the LEA:

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

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

1S1 Academic Attainment-Reading/Language Arts

Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the English-language arts portion of the California High School Exit Examination (CAHSEE).

Denominator: Number of 12th grade CTE concentrators.

LEA Level 2013-14:	46.20 %	LEA Level 2014-15:	40.39 %	LEA Level 2015-16:	40.10 %
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State Level 2015-16:	58.50 %	Required Target:	52.65 %	Met Target:	No
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Explanation:

In October 2015, the CAHSEE was suspended.

Strategy to improve performance level:

N/A

Planned activities:

N/A

Funding source: ✓ District Perkins Other

Funding Amount: \$0.00

1S2 Academic Attainment-Mathematics

Numerator: 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.

LEA Level 2013-14:	52.99 %	LEA Level 2014-15:	49.03 %	LEA Level 2015-16:	15.46 %
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State Level 2015-16:	60.00 %	Required Target:	54.00 %	Met Target:	No
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Explanation:

In October 2015, the CAHSEE was suspended.

Strategy to improve performance level:

N/A

Planned activities:

N/A

Funding source: ✓ District Perkins Other

Funding Amount: \$0.00

2S1 Technical Skill Attainment

Numerator:

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

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

LEA Level 2013-14: 90.78 % **LEA Level 2014-15:** 86.68 % **LEA Level 2015-16:** 92.07 %

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

3S1 Secondary School Completion

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

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

LEA Level 2013-14: 100.00 % **LEA Level 2014-15:** 95.25 % **LEA Level 2015-16:** 84.86 %

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

4S1 Student Graduation Rate

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

Denominator: Number of 12th grade CTE concentrators.

LEA Level 2013-14: 100.00 % **LEA Level 2014-15:** 95.25 % **LEA Level 2015-16:** 84.86 %

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

5S1 Secondary Placement

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

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

LEA Level 2013-14: 95.28 % **LEA Level 2014-15:** 89.94 % **LEA Level 2015-16:** 87.20 %

State Level 2015-16: 95.00 % **Required Target:** 85.50 % **Met Target:** Yes

6S1 Non-traditional Participation

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

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

LEA Level 2013-14: 38.28 % **LEA Level 2014-15:** 30.99 % **LEA Level 2015-16:** 39.70 %

State Level 2015-16: 38.00 % **Required Target:** 34.20 % **Met Target:** Yes

6S2 Non-traditional Completion

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

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

LEA Level 2013-14: 42.86 % **LEA Level 2014-15:** 20.88 % **LEA Level 2015-16:** 31.76 %

State Level 2015-16: 30.00 % **Required Target:** 27.00 % **Met Target:** Yes

Section III - LEA Sign-off Section

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

Section III - CDE Review and Sign-off Section

Section III - Section Approval

Section IV - Progress Report Toward Implementing The Local CTE Plan

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

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

LEA personnel must respond to the following questions:

LEA Response

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

Students, staff, administration, and advisory board members are instrumental in evaluating the effectiveness of CTE programs. A variety of strategies are employed. The Marysville Joint Unified School District CTE Advisory Committee meets twice a year. When approving the Carl Perkins application, we review the core indicators, narratives, as well as the budget components of the application. Principals from both comprehensive high schools and the district CTE coordinator are on-hand to facilitate the robust discussion. Our District CTE Advisory Committee is comprised of representation from the business community in our pathways of study, the Employment Development Department, community college, ROP, counselors, CTE teachers, high school principals, and students. In a separate meeting, the District Advisory Committee tours a pathway and spends time investigating the program of study with the CTE teacher and their students to help evaluate the effectiveness. In addition, CTE teachers hold annual Advisory Committee meetings to evaluate their program and enrich community connections for relevancy and employability for students.

In some classes, students are given surveys at the beginning and end of the course. Results from the student surveys help provide perspective on the class effectiveness. Questions help the teacher identify what students expect to learn, what they actually learned, what they would like to see changed, and what skills they will take with them to help guide their career path. High school staff also plays an important role in the evaluation process. When CTE teachers collaborate with core academic staff, they talk about class design and how students perform in other classes. These discussions also help guide and further develop CTE classes.

Each year the agriculture program is reviewed by the CDE Agriculture Advisor, a program self-review, and/or Advisory Committee review. The reviews are on a rotation so every three years the CDE Agriculture Advisor completes an onsite review. The Agriculture Incentive Grant review helps determine how agriculture programs are meeting the needs of our students, community, and agriculture industry in our area. It includes a checklist consisting of the following: curriculum and instruction, student leadership and citizenship development, practical application of agriculture skills, qualified and professional personnel, facilities, equipment and materials, community, business and industry involvement, career guidance, program promotion, program accountability and planning, and class size. The review also includes a minimum of 12 leadership activities that chapter members participate in yearly. The Agriculture Advisory Committee consists of community members involved in agriculture, agriculture business members, parents, FFA alumni, and staff. The agricultural department also follows up on graduates that completed three years of agriculture courses to determine if their studies impacted future work or higher education which helps gauge effectiveness. Through the leadership and SAE (Supervised Agricultural Experience) component of the agriculture education program, students can also gain degrees and awards. The number of students who receive state degrees is also a reflection of the program's effectiveness.

NOCTI (National Occupational Competency Testing Institute) testing is utilized by some pathways as another indicator of effectiveness. NOCTI is the largest provider of industry-based credentials and partner industry certifications for CTE programs across the nation. NOCTI assessments help guide data-driven instructional improvement, assist with teacher evaluation, and provide validated and reliable technical skill assessment.

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

The District CTE Advisory Committee annually assists in reviewing the quality of CTE programs. In addition to reviewing the application which outlines goals and objectives for the upcoming year, we discuss areas of focus for our programs based on CTE evaluations and teacher input. Each year, the Director of Categorical Programs submits a Top 10 list to the Superintendent who in turn shares with the Board of Trustees. CTE is always highlighted. CTE program success is a component of the Director of Categorical Programs' performance review with the Superintendent. Evaluation data is incorporated into the review and used to set the Director of Categorical Programs' goals for the upcoming review period. In addition, every other year the Director of Categorical Programs presents at a Board of Trustees Meeting. Beginning with the 2017-18 school year, an annual formal CTE evaluation document will be created and shared with the Board of Trustees, District CTE Advisory Committee, CTE teachers, District Administration, District Advisory Committee, and posted on the web. The document will also be published in a newsletter format to make it inviting to read.

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

All CTE expenditures in the Marysville Joint Unified School District are coded to the 3800 goal. Our district transitioned to this coding system three years ago when CDE began talking about the CTE Incentive Grant and the importance of identifying matching CTE funds. Originally, a significant time and effort investment was dedicated to the coding change, but now the accounts are established and it is CTE business as usual. A host of funds are blended to provide a comprehensive CTE program. LCFF funds combine with Carl Perkins, CTE Incentive Grant, Pathways Grant, Tri-County ROP, and Agriculture Incentive funding to create an integrated program. All CTE funds in the district are managed through the Categorical Programs office to ensure a coordinated effort. The Director of Categorical Programs oversees all CTE programs and the correlated funding.

The Categorical Programs Technician manages all CTE funds and works in the Categorical Program office. The unique blend of program and fiscal management in one department has created an administrative CTE one stop shop for our district. The CTE knowledge level of the

Categorical Programs Technician and the Categorical Programs Administrative Secretary is impressive. CTE funds and the perimeters of each funding source is an ongoing conversation in the office. The integrated CTE approach and seamless accountability is a model for success.

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

All CTE expenditures are tracked through our fund accounting system. Those expenditures over \$500 are added to the historical inventory at the correlating high school and maintained through Escape. On an annual basis, the Purchasing Department sends physical (fixed assets) inventory worksheets to each site and department to conduct an annual site inventory along with a copy of the equipment inventory assigned to each location through our accounting system. Any changes or deletions must be recorded and returned to the Purchasing Department. Items valued at \$500 are classified as equipment, and all computer equipment, audio visual equipment, and musical instruments are on the list regardless of cost. An annual transfer, replacement, or disposition of obsolete or unusable equipment memo is also sent to all sites and departments. Conditional tracking of equipment over \$5,000, purchased with federal funds, is gauged through straight-line depreciation. The depreciation schedule includes the expected life of the equipment. Our District's threshold for equipment is \$15,000, but all equipment greater than \$5,000 secured with federal funds is scheduled for depreciation.

Highly pilferable items under \$500 that are not classified as equipment are maintained and tracked by CTE teachers. To assist teachers with this process, the Categorical Programs Administrative Secretary keeps an Excel file by CTE teacher with these items. She maintains the list and adds to it when reviewing CTE purchase order requisitions. Teachers are required to sign off on their highly pilferable items under \$500 before they are included in the Perkins application. We have found this system more effective than requiring teachers to keep a classroom inventory of their equipment items with a price tag less than \$500. It creates a greater level of accountability. If items on the list are no longer in the teacher's inventory, they provide justification as to what happened to the item.

LEA Sign-off Section

Section IV - CDE Review and Sign-off Section

Section IV - Section Approval

Section V - Sequence of Courses to Be Funded

This section is used to budget expenditures for each Pathway in an Industry Sector.

Add Program

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

Program Detail

Site Name	Industry Sector	Career Pathway	Budget Amount
Across All Sites	Across Multiple Sectors	Across	\$22,377.00
Lindhurst High School	Agriculture and Natural Resources	Agriscience	\$6,800.00
Lindhurst High School	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$47,000.00
Marysville High School	Agriculture and Natural Resources	Agriscience	\$3,130.00
Marysville High School	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$25,274.00
Marysville High School	Health Science and Medical Technology	Patient Care	\$5,450.00
		Total	\$110,031.00

Inventory Verification

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

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

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

Yes No

Teacher Qualification

LEA Sign-off Section

Sequence of Courses to Be Funded section is complete.

Section V - CDE Review and Sign-off Section

Section V - Section Approval

Section VI - Budget and Expenditure Schedule

Object Code	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	Total
	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	
1000 Certificated Salaries	\$0.00	\$8,202.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,202.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$0.00	\$3,515.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,515.00
4000 Books/Supplies	\$33,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$33,500.00
5000 Services/Operating Expenses	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$8,000.00
6000 Capital Outlay	\$54,154.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$54,154.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$2,660.00	\$2,660.00
Total	\$90,654.00	\$11,717.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,660.00	\$110,031.00

Section VI - Section Approved

Section VII - Local CTE Plan Update

Applicants may update their local CTE plans annually, if necessary. Review the local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program. This is particularly important if:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

Are there any changes made to the local CTE plan for ?

☐ Yes ☒ No

Section VII - LEA Sign-off Section

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

Section VII - CDE Review and Sign-off Section

Section VII - Section
Approved

Questions: Perkins Support Team | perkins@cde.ca.gov | 916-324-5706

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



Program Grant Management System (PGMS)

Marysville Joint Unified

2017-18 Application

Budget Detail Report

Site Name	Industry Sector	Career Pathway	Object Code	Description	Budget Category	Narrative	Amount
	Across Multiple Sectors	Across	1000 Certificated Salaries	Other - Provide Details	(B) Professional Development	Additional professional development opportunities will allow CTE teachers to take advantage of targeted CTE professional development above and beyond what the district offers all teachers. All CTE teachers are encouraged to participate in the extensive slate of offerings produced through the Educational Services Department. CTE specific professional development will provide additional opportunities for CTE teachers to collaborate with other CTE and core academic teachers. Project Based Learning will be a focus for the 2017-18 school year. Partnering core academic teachers and CTE teachers in project based	\$8,202.00

						learning will create a win-win for our students and staff too.	
	Across Multiple Sectors	Across	3000 Employee Benefits	Other - Provide Details	(B) Professional Development	Correlated employee benefits.	\$3,515.00
	Across Multiple Sectors	Across	5000 Services/Operating Expenses	Travel & Convention	(A) Instruction	CTE teachers will attend the Educating for Careers Conference. With an unparalleled number of breakout sessions, information will be obtained on Perkins administration, teacher effectiveness, improving student academic attainment, CTE Model Curriculum Standards, and closing the achievement gap to assist in orchestrating a successful and relevant CTE program.	\$3,000.00
	Across Multiple Sectors	Across	5000 Services/Operating Expenses	Travel & Convention	(H) Administration	CTE administrators will attend the Educating for Careers Conference. With an unparalleled number of breakout sessions, information will be obtained on Perkins administration, teacher effectiveness, improving student academic attainment, CTE Model Curriculum Standards, and closing the achievement gap to assist in orchestrating a successful and relevant CTE program. The CTE coordinator will attend the Career Technical Education Conference	\$5,000.00

						hosted by CALCP and CAROCP. The conference will focus on model CTE programs and effective practices and experiences that highlight Perkins, assessment and accountability, Career and Technical Student Organizations (CTSO), Career Pathways/Industry Sectors, employer and community partnerships, and industry certifications.	
	Across Multiple Sectors	Across	7000 Indirect Costs	Indirect Costs	(H) Administration	Indirect Costs	\$2,660.00
	Agriculture and Natural Resources	Agriscience	4000 Books/Supplies	Equipment - Provide details	(A) Instruction	A BarnCam is a simple video monitoring system used to monitor animals in the pasture, barns, or stalls. The camera system will allow for 24-hour monitoring of students' animal projects. Yearly, more than 30 students participate in raising project animals at our school farm, including breeding projects. This system will allow animals to be watched 24-hours a day. Students and teachers can closely monitor births, health, nutrition, and other animal security issues. The system will be comprised of three cameras and a transmitter and receiver. A Tital 4 Thermal Transfer Printer will allow student to use new technology to include important plant information on labels. The	\$6,100.00

						state of the art label printer for plants and garden crops will allow students to label projects with exactness and professionalism. This model will produce strip tags, light pot stakes, pressure-sensitive sticker labels, and 4x5" signs. It's easy to use, lightweight, and portable. A digital sow scale will assist students in the management of projects such as keeping accurate records of animal weights.	
	Agriculture and Natural Resources	Agriscience	4000 Books/Supplies	Equipment - Provide details	(A) Instruction	BarnCam is a simple video monitoring system used to monitor animals in the pasture, barns, or stalls. The camera system will allow for 24-hour monitoring of students' animal projects. Each year students participate in raising project animals at our school farm, including breeding projects. This system will allow animals to be watched 24-hours a day. Students and teachers can closely monitor births, health, nutrition, and other animal security issues. The system will be comprised of three cameras and a transmitter and receiver.	\$1,600.00
	Agriculture and Natural Resources	Agriscience	4000 Books/Supplies	Instructional Materials	(A) Instruction	Fabricated tables for the three aquariums in the greenhouse will raise the beds for harvesting of plants and cleaning of tanks. Fabricated lids will	\$1,530.00

						keep the aquarium and fish secure when plants are not growing. Students will use two platform ladders to net the fish and clean sides of the hydroponics tanks for maintenance. Two steel barn scrapers will be used by students to keep the interior barn floor clean and dry. Students candle, grade, and size eggs produced by hens in their program. An egg candler will be used by students to check the development progress of eggs and see the live embryo inside.	
	Agriculture and Natural Resources	Agriscience	4000 Books/Supplies	Instructional Materials	(A) Instruction	Two clipper sets will assist students in the management of their animal projects and grooming for livestock exhibition.	\$700.00
	Arts, Media, and Entertainment	Design, Visual, and Media Arts	4000 Books/Supplies	Equipment - Provide details	(A) Instruction	10 Canon EOS Rebel T6 cameras will widen the selection of cameras available to students to expand their horizons. This camera is ideal for students advancing from point and shoot cameras to a more sophisticated camera. The enhanced image sensor and image processor combine for highly detailed, vibrant photos and videos even in low light. Built in WiFi connectivity will make it easy for students to share, print, or get pictures up on social media sites.	\$10,190.00

						<p>Canon EF 35 mm wide-angle lens is a modern day update to a versatile, compact, and lightweight wide-angle lens. It is incredibly bright and offers image stabilization, superb image quality, and can be paired with any EOS digital camera. Students will learn to master working with various lenses. This lens incorporates a rear focus system and ring-type USM for faster, more precise focus performance. Auto focus and manual focus features will be used during instruction and student experimentation. Two sizes of Canon EF super telephoto zoom lenses will be ideal for sports and wildlife photography and allow students to experiment with more precise composition. Students will be able to compare the 100-400 mm and 85 mm lens and learn the intricacies that separate lenses.</p>	
	Arts, Media, and Entertainment	Design, Visual, and Media Arts	4000 Books/Supplies	Equipment - Provide details	(A) Instruction	Two Sony FDR-AX53 camcorders will allow students to shoot video in ultrahigh 4K resolution. The advanced Exmore R sensor delivers outstanding image clarity and reduces artifacts and noise to capture great-looking consistent video that students will use	\$7,000.00

						in their broadcasts and class projects. The camcorder will be used in the studio and out in the field. Footage can easily be integrated into postproduction workflows in the new studio. Canon 60D cameras are versatile as they are equipped to capture still shots as well as video. They will be used to capture special shots at sporting events and portraits. This is the perfect set-up camera for students who have reached the limits of entry-level SLRs or compact digital cameras. The camera provides great image quality and detail. It is well-suited for applications calling for fine detail or large prints.	
	Arts, Media, and Entertainment	Design, Visual, and Media Arts	4000 Books/Supplies	Instructional Materials	(A) Instruction	Poster frames will be purchased to frame student work for the Art Show and to display artwork for exhibitions. Quantity 60.	\$930.00
	Arts, Media, and Entertainment	Design, Visual, and Media Arts	6000 Capital Outlay	Equipment - Provide details	(A) Instruction	The Canon EOS-1DX Mark II DSLR Camera would allow students to handle a camera with immense power and phenomenal speed. This new camera technology is a combination of innovation and refinement. The EOS-1D X Mark II is blazingly fast. Up to 14 fps (up to 16 fps in Live View mode) can be captured at a burst rate of up to	\$14,154.00

170 RAWs with a CFast™ card, and an improved 61-point AF system helps deliver clean, sharp images quickly, even in dim light. This remarkable speed means faster recording too: 4K video can be recorded at up to 60 fps with smooth AF and strikingly clear detail. This camera boasts superb low-light performance due to its powerful sensor and expandable ISO range. Exposing students to industry quality equipment prepares them to develop photography skills that transfer into many professions in today's digital world. Students in the Arts, Media, and Entertainment Industry Sector produce a student Art Show each year that encompasses learning on multiple levels. In addition to the coordination, leadership, and hard work the Art Show requires to stage, it provides an opportunity for students to showcase their work. The Art Show exhibition puts students in leadership roles as they promote the show, frame the artwork, set up the show, develop and create advertising, design and print an Art Book, and serve as emcees for the community event. A 24-inch scanner will be

						utilized when creating the Art Book.	
	Arts, Media, and Entertainment	Design, Visual, and Media Arts	6000 Capital Outlay	Equipment - Provide details	(A) Instruction	<p>Inspired by a partnership with KCRA, a campus TV studio is being designed and developed in stages. In addition to housing donated equipment from the TV station, district CTE and Perkins funds will combine to provide a working set. The interactive studio will allow students to learn on industry standard equipment. A Tri Caster TC1 will allow students to create videos and learn by doing in an engaging environment that is more powerful than learning through static diagrams or text. Switching, streaming, and recording in HD, 3G, and 4K provide maximum production power and flexibility to showcase student's creativity and skills. This equipment will teach students how to stream live to various new media platforms including user-friendly presets for Facebook Live, Microsoft Azure, Periscope, Twitch, YouTube Live, and more. With this technology, students will learn to stream with two streaming encoders bringing their skills and exposure closer to industry standards. Learning through</p>	\$40,000.00

						digital video necessitates engaged critical thinking.	
	Health Science and Medical Technology	Patient Care	4000 Books/Supplies	Instructional Materials	(A) Instruction	Various teaching models will provide 3-D visualization and bring the textbook pages to life for students. Life-size, and larger than life, human anatomy and physiology models will help students understand the inner connectedness of the human body and be prepared for their clinical rotations. Digestive system, urinary system, kidney stone, stomach with ulcers, lung model with larynx, hearts with esophagus and trachea, skin section, and sensory/motor half of the brain models will transform student learning. The models will enhance the teaching method of each individual body system and structure. Medical training videos enhance students' abilities to visually connect concepts they are learning in their book work. They also demonstrate a professional approach for students to replicate when participating in their clinical rotations. The videos coordinate with human anatomy and physiology models to create a dynamic learning environment and better prepare students for a career in the	\$5,450.00

						medical field, DVDs on measuring vital signs, moving and turning, transfer and ambulation, caring for the dying patient, caring for stoma, aseptic nursing technique in the operating room, bioterrorism and other emergencies, giving birth, normalizing the breech delivery, and general skills for a student midwife will be added to the classroom's video library. A color printer will allow handouts, worksheets, and other learning materials to be printed in color to bring better understanding and clarity to students.	
						Total	\$110,031.00

Export to Excel

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

SECTION II

SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

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

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

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name Jami Larson Title Director of Categorical
Programs
Signature _____ Date _____

Limited English Proficiency (English Learner Coordinator/Administrator)

Printed Name Lenora Tate Title Executive Director of
Educational Services
Signature _____ Date _____

Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Toni Vernier Title Executive Director of
Special Education
Signature _____ Date _____

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

Printed Name Gay Todd Title Superintendent
Signature _____ Date _____

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

Printed Name Gay Todd Title Superintendent
Signature _____ Date _____

Displaced Homemaker (Title IX Coordinator/Administrator)

Note: Required only on Section 132 (Adult) applications

Printed Name Gay Todd Title Superintendent
Signature _____ Date _____

General Education Provisions Act

Requirement for applicants for new federally funded grants under U.S. Department of Education, enacted as part of Improving America's Schools Act of 1994 (Public Law 103-382).

Notice to Applicants for Federal Funds

Section 427 of the General Education Provisions Act (GEPA) affects all local educational agencies submitting applications for federal funding. This section requires each applicant for federal funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

The following examples may help illustrate how an applicant may comply with Section 427.

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
4. An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and the efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

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

Grantees Other Than Individuals

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

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace
 - 2. The grantee's policy of maintaining a drug-free workplace
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement
 - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

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

Marysville High School, 12 E 18th Street, Yuba County, Marysville, CA 95901

Lindhurst High School, 4446 Olive Avenue, Yuba County, Olivehurst, CA 95901

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

Grantees Who Are Individuals

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

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

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

Name of Applicant: Marysville Joint Unified School District

Name of Program: Career Technical Education

Printed Name and Title of Authorized Representative: Gay Todd, Ed.D., Superintendent

Signature: _____ Date: 04/25/17

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

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


Last Reviewed: Friday, January 15, 2016

Lobbying

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

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

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

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Lobbying Activities"  (DOC), in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

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

Name of Applicant:

Marysville Joint Unified School District

Name of Program:

Career Technical Education

Printed Name and Title of Authorized Representative:

Gay Todd, Ed.D., Superintendent

Signature: _____

Date: 04/25/2017

General Assurances 2016-17

General assurances and certifications required for grants supported by state or federal funds in 2016-17.

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR)
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 2 CFR 200.333)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.

13. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
18. The LEA will participate in the Smarter Balanced Assessment Consortium program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of *EC* Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §62002)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
7. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

Debarment and Suspension

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

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

Instructions for Certification

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

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

Certification

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

Name of Applicant:

Marysville Joint Unified School District

Name of Program:

Career Technical Education

Printed Name and Title of Authorized Representative:

Gay Todd, Ed.D., Superintendent

Signature: _____

Date: 04/25/2017