

**MEMORANDUM OF UNDERSTANDING
FOR A CONSORTIUM ESTABLISHED TO PARTICIPATE IN THE CARL D. PERKINS CAREER AND
TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006 SECTION 132 (ADULT) FUNDS**

Names of Consortium's Participating Local Educational Agencies (LEAs):

Mount Diablo Unified School District - Adult
 Liberty Union High School District - Adult
 Martinez Unified School District - Adult
 Pittsburg Unified School District - Adult

1. This consortium was established for the purpose of meeting the minimum grant (\$50,000) eligibility requirement of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 Section 132 (adult) funds. The consortium is comprised of the LEAs listed above. This agreement will become effective upon receipt of signatures of the Superintendent or Authorized Designee from each of the consortium's participating LEAs and will extend through the duration of the 2006 Act funding, or until revised or disbanded by the participating LEAs.
2. As the administrative agency for the consortium, Martinez Adult Education will receive and administer the consortium's allocated funds, and submit the necessary plans, applications, and all fiscal claims to the California Department of Education (CDE). **Each of the LEAs participating in the consortium will cooperate in the development of these documents and will provide timely responses to the consortium fiscal agent's request for information and data.**
3. **Each member of the consortium will submit all annual accountability reports as required of all LEAs participating in the Perkins funds: (a) the E-1 report which provides enrollment, academic and skill attainment (program completion), and school completion data on all Career Technical Education programs conducted by the LEA; and (b) the E-2 report which provides employment and/or postsecondary education placement data on the program completers reported on the E-1 report. The CDE will aggregate the report data submitted by individual consortium members into a single report for the consortium. (C) Both CDE 20 and 21 will be submitted separately by each consortium member as required by the Perkins Grant.**
4. In accordance with Section 132(a)(3) of the 2006 Perkins Act, the consortium's annual allocated funds will be used only for purposes and programs that are: (a) mutually beneficial to all members of the consortium; and (b) only for the program improvement and student support activities presented in the consortium's 2008-12 local plan and annual applications approved by the CDE. No funds will be redistributed to individual members of the consortium for purposes or programs that are not available to all members of the consortium.
5. Martinez Adult Education will retain up to the indirect amount (at the annual state rate) of the consortium's annual Section 132 allocation for costs incurred in administering the annual grant award.

As evidenced by the accompanying Superintendent or Authorized Designee signatures, each of the consortium's participating LEAs agrees to the conditions set forth in this Memorandum of Understanding:

Print name	Signature	Date
Liberty Union High School District	Authorized Signature	Date
Martinez Unified School District	Authorized Signature	Date
Mount Diablo Unified School District	Authorized Signature	Date
Pittsburg Unified School District	Authorized Signature	Date

Perkins 132 Adult Funding Assurances - Please check your site below and return to
LEA Fiscal Manager, Suzanne Murphy, Martinez Adult Education

- Martinez Adult
- Mt. Diablo Adult
- Pittsburg Adult
- Liberty Adult

In signing below, the district indicated above assures that all items below will be followed:

A. 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]

Mt. Diablo Adult Education (LEA NAME 132 - Adult/ROCP)

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.

B. Teacher Qualification

All CTE courses must be taught by an appropriately credentialed teacher as determined by the California Commission on Teacher Credentialing. The following are required for a teacher to be considered appropriately credentialed CTE teacher:

- Possesses a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which s/he is assigned, (a Single Subject, Designated Subject, Single Subject with Subject matter Authorization, New Career Technical Education Credential by industry sector)
- Has employment experience, outside of education, in the career pathway addressed by the CTE program or other evidence of equivalent proficiency. [CTE State Plan]

All teachers in my LEA are appropriately credentialed CTE teachers; the CTE teacher matrix for 2019-20 is completed and attached.

C. Assurances and Certifications (6-page document)

I have read will abide by the assurances and certifications for use of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, as defined in the 6-page document prepared by the CDE.

Signature of District Representative

Date

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

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

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

7. The eligible recipient will ensure that students who are economically disadvantaged, students of limited English proficiency, and students with special needs are assisted to succeed with support services such as counseling, English-language instruction, child care, and special aids. (CFR 403.190[A][2][1][b])
8. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.

Use of Perkins IV funds

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

Consortia Requirements

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

Requirements of Local CTE Programs Assisted with Perkins funds

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

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

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

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

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

Curriculum, Instruction, and Assessment

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

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

Leadership and Citizenship Development

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

Practical Application of Occupation Skills

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

Qualified and Competent Personnel

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

Facilities, Equipment, and Materials

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

Community, Business, and Industry Involvement

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

Career Guidance

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

Program Promotion

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

Student Support Services

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

Program Accountability and Planning

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