



# Santa Barbara SCHOOL DISTRICTS

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Date: April 20, 2009  
To: Dr. J. Brian Sarvis, Superintendent  
From: Cynthia White, Director of Curriculum & Categorical Programs  
Subject: Career Technical Education Annual State Funding Application 2009-2010

Consent Agenda:  X      Action Agenda: \_\_\_\_\_      Conference Item: \_\_\_\_\_

## Background

Signed into law on August 12, 2006, the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270 (Perkins IV) authorizes federal funding assistance to secondary and postsecondary career technical education (CTE) programs for the six fiscal years beginning on July 1, 2007, and ending on June 30, 2013.

In accordance with the new state guidelines, the Santa Barbara School District (LEA) submitted a five-year Career Technical Education Plan that effectively addressed the requirements of Perkins IV and the 2008-2012 California State Plan for CTE. Like the State Plan, the district CTE Plan is a "living" document that can be revised or updated as necessary, to ensure its effectiveness as a directional instrument. The annual application is part of the renewal and updating process.

## Plan

The Santa Barbara School District CTE Plan is the result of a partnership between the Santa Barbara School District (SBSD), the Santa Barbara Community College (SBCC), and the Santa Barbara County Education Office, Regional Occupation Program (ROP). It encompasses five well-developed, industry sector pathways: Arts, Media, and Entertainment; Engineering and Design, Finance and Business; Health Science and Medical Technology; and Transportation. Students in these pathways take a CTE course and/or an academic course specifically designed to incorporate CTE skills each semester of their high school careers. Emphasis in these sequential pathways is on academic and technical skills that are purposefully integrated so students learn concepts in the context of learning skills used in the workplace and skills needed for successful living in an ever-changing world. Students in these programs earn college units, career certifications, or special diplomas that indicate mastery of CTE Framework standards, All Aspects of the Industry concepts, and workplace skills.

The Santa Barbara School District offers 74 CTE courses to its students. The Santa Barbara Community College Dual Enrollment Program offers 49 sections of CTE courses on SBSD campuses; and the ROP offers 29 courses. The CTE Advisory Committee meets monthly to develop long-range goals, and to analyze, evaluate, and coordinate program offerings. Current Santa Barbara School District CTE Pathways are:

|                             |                            |                                 |                                  |                                    |
|-----------------------------|----------------------------|---------------------------------|----------------------------------|------------------------------------|
| Adams Elementary School     | Harding Elementary School  | Peabody Charter School          | Goleta Valley Junior High School | Dos Pueblos High School            |
| Cesar Chavez Charter School | McKinley Elementary School | Roosevelt Elementary School     | La Colina Junior High School     | La Cuesta Continuation High School |
| Cleveland Elementary School | Monroe Elementary School   | Santa Barbara Charter School    | La Cumbre Junior High School     | San Marcos High School             |
| Franklin Elementary School  | Open Alternative School    | Santa Barbara Community Academy | Santa Barbara Junior High School | Santa Barbara High School          |
|                             |                            | Washington Elementary School    |                                  |                                    |

| Industry Sector                                | Introductory Courses   | Concentrator Courses   | Capstone Courses   |
|--|--|--|--|
| Arts Media and Entertainment                   |  |  |  |
| Multimedia                                     | Computer Graphics I-<br>SBCC MAT 105- Survey<br>of Multimedia Applications         | Computer Graphics II-<br>SBCC MAT 131- Digital<br>Imaging 1<br>SBCC MAT 112- Digital<br>Drawing  | SBCC MAT 113-<br>Dreamweaver   |
| Video/TV Production                            | Video/TV Production 1, 2   | Video/TV Production 3,<br>4 ROP  | Advanced Theatre-<br>Video/TV Production -Live<br>Broadcast/Internship   |
| Multimedia Art &<br>Design Academy             | SBCC PHOTO 108-<br>Fundamentals of<br>Photography<br>SBCC MAT 153- Web<br>Design 1 | SBCC MAT 116-<br>Fundamentals of<br>Animation<br>SBCC FILMPRO 160-<br>TV/Studio Production   | SBCC FILMPRO 175- Film<br>& Video production<br>SBCC FILMPRO 114-<br>Non-Linear Editing<br>80 Hour Internship        |
| Engineering and<br>Design                      | Computer Science   | Engineering I, II  | First Robotics ROP SBCC<br>EA 2  |
| Finance and<br>Business/Marketing<br>and Sales | Computer Typing 1, 2   | Computer Accounting<br>ROP SBCC ACCT 110<br>Computer Business<br>Applications ROP<br>SBCC COMP 101   | Virtual Enterprise ROP<br>SBCC MKT 101-<br>Introduction to Marketing<br>E-Commerce On-line<br>Marketing SBCC MKT 164 |
| Health Science and<br>Medical Technology       | Intro to Health Careers<br>Communication<br>Psychology                             | Allied Health Careers 1,<br>2 ROP<br>Medical Terminology<br>SBCC AH 120<br>Sports Medicine ROP<br>Sports Medicine ROP<br>Community Classroom | Certified Nursing Assistant<br>SBCC CNA 101<br>CNA Internship<br>Anatomy & Physiology                                |
| Transportation                                 | Auto 1, 2  | Auto Occupations 1<br>ROP<br>Auto Body ROP   | Auto Occupations 2, ROP<br>Auto Body Adv. ROP<br>Compliance ROP  |

The Santa Barbara School District's Five-Year CTE Plan addresses students' needs to become employed, life-long learners capable of adapting to social and economic change. Long range goals include expanding CTE offering to include four additional industry sectors: Agriculture and Natural Resources; Building Trades and Construction; Education, Child Development, and Family Services; and Hospitality, Tourism and Recreation.

- Santa Barbara High School: Culinary Arts Pathway in Hospitality, Tourism and Recreation Sector  
Green Academy Pathway in Agriculture Industry Sector  
Construction CAD Pathway in Building Trades Construction Sector
- San Marcos High School: Early Childhood Education in Child Development & Family Services Sector  
Construction Pathway in Building Trades Construction Sector
- Dos Pueblos High School: Construction Pathway in Building Trades Construction Sector

Fiscal Impact and Funding Source

LEAs that receive funding from of the Carl D. Perkins Act's Title I, Part C, Sections 131 and 132 funds must have an approved Five-Year Career Technical Education Plan on file with California Department of Education, and submit an annual funding application to the California Department of Education that includes revisions or additions to the original plan. The Santa Barbara School District's 2009-2010 funding application is attached.

When the annual CTE application is approved by the California Department of Education, the Santa Barbara School District will receive an allocation of \$120,856 to supplement funding for approved Career Technical Education Pathways defined in the Santa Barbara School District's Five-Year Career Technical Education Plan.

Recommendation

Consent approval of the 2009-2010 Carl D. Perkins Career Technical Education funding application.

|                       |                                     |                            |                          |           |                          |            |                          |          |                          |            |
|-----------------------|-------------------------------------|----------------------------|--------------------------|-----------|--------------------------|------------|--------------------------|----------|--------------------------|------------|
| <b>Attachment(s)?</b> | <input checked="" type="checkbox"/> | <b>Yes</b> (please attach) | <input type="checkbox"/> | <b>No</b> | <input type="checkbox"/> | PowerPoint | <input type="checkbox"/> | Overhead | <input type="checkbox"/> | Consultant |
|-----------------------|-------------------------------------|----------------------------|--------------------------|-----------|--------------------------|------------|--------------------------|----------|--------------------------|------------|

**DUE DATE: May 1, 2009**

**CAREER TECHNICAL EDUCATION APPLICATION FOR 2009-2010 FUNDING  
 Carl D. Perkins Career & Technical Education Improvement Act of 2006**

|  |  |  |
|--|--|--|
| LOCAL EDUCATIONAL AGENCY: (LEA)<br><b>Santa Barbara School Districts</b>                                 |  | COUNTY-DISTRICT<br>(CD) CODE:<br><b>42 69286</b>   |
| ADDRESS OF LEA:<br><b>720 Santa Barbara Street<br/>Santa Barbara, CA 93103</b>                           |  | CHECK APPROPRIATE BOX:<br><input type="checkbox"/> Sec. 112 - State Institutions<br><input checked="" type="checkbox"/> Sec. 131 - Secondary<br><input type="checkbox"/> Sec. 132 - Adult/ROCP |
| NAME OF LEA SUPERINTENDENT OR CHIEF ADMINISTRATOR:<br><b>Dr. Brian Sarvis</b>                            |  |  |
| ALLOCATION AMOUNT:<br><b>\$120,856</b>   |  | BOARD APPROVAL DATE:<br><b>April 28, 2009</b>  |
| PERKINS COORDINATOR:<br><b>Dr. Cynthia White</b><br>TITLE: Director of Curriculum & Categorical Programs | Telephone Number: 805 963-4338<br>Ext:<br>FAX Number: 805-963-1877<br>Email Address: cwhite.sbsd@gmail.com |  |
| PERKINS COORDINATOR'S ADDRESS (If different from LEA address above):                                     |  |  |

**CERTIFICATION:** I hereby certify that all state and federal rules and regulations will be observed and that the assurances and certifications related to this program are accepted as the conditions in the operations of this program. The funds associated with this application will support the implementation of our 2008-2012 Local Career Technical Education Plan and provide a program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This funding will supplement state and local career technical education funds and improve, enhance, or expand our career technical education programs in the 2009-2010. I certify that to the best of my knowledge, the information contained in this application is correct and complete.

|  |                                |
|--|--------------------------------|
| PRINTED NAME OF SUPERINTENDENT OR DESIGNEE:<br><b>Dr. Brian Sarvis</b> | TITLE, If not Superintendent:  |
| SIGNATURE OF SUPERINTENDENT OR DESIGNEE:                               | DATE:<br><b>April 20, 2009</b> |

|  |       |
|--|-------|
| <b>CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY</b> |       |
| REVIEWED AND APPROVED BY:                          | DATE: |

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

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

The applicant should download the general assurances and certification from the CDE Perkins Forms and Files Web page at [www.cde.ca.gov/ci/ct/pk/forms.asp](http://www.cde.ca.gov/ci/ct/pk/forms.asp). For the complete text of program specific assurance, certification, terms and conditions, see the *Instructions, Policies, Assurances, and Certifications for the Career Technical Education Application for 2009-2010 Funding*. A signature on this page is an indication that the Superintendent or an authorized designee has reviewed the documents listed below and agrees to comply with the assurances, certifications, terms and conditions.

- California Department of Education General Assurances (CDE-100A)
- Drug Free Workplace Certification (CDE-100DF)
- U.S. Department of Education Debarment and Suspension (ED 80-0014)
- U.S. Department of Education Lobbying (ED80-0013)
- Perkins IV Assurances and Certifications (CDE 100)
- 2009-2010 Grant Conditions

As the duly authorized representative of the local education agency applying for *Carl D. Perkins Career and Technical Education Improvement Act of 2006 Career Technical Education Application for 2009-2010 Funding*, I have read the assurances, certifications, term and conditions associated with this program; and I agree to comply with all requirements as a condition of funding.

Printed Name Dr. Cynthia White Title Director of Curriculum & Categorical Programs

Signature \_\_\_\_\_ Date \_\_\_\_\_

## SECTION II

### SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

The Perkins IV Act requires local education agencies (LEA) 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, and 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/administrators responsible for the administration of each of the programs associated with the special population groups has reviewed and approved the 2009-2010 Perkins IV application for funds. Each special population category MUST be signed by the LEA's designated administrator or certificated representative responsible for that program.

#### **Economically Disadvantaged** (Title I Coordinator/Administrator)

Printed Name Cynthia White, Ph.D. Title Director of Curriculum & Categorical Programs

Signature \_\_\_\_\_ Date \_\_\_\_\_

#### **Limited English Proficient (LEP)** (English Learner Coordinator/Administrator)

Printed Name \_\_\_\_\_ Title Director of Curriculum & Categorical Programs

Signature \_\_\_\_\_ Date \_\_\_\_\_

#### **Disabled (Handicapped)** (Special Education Coordinator/Administrator)

Printed Name \_\_\_\_\_ Title Director of Special Education

Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Printed Name \_\_\_\_\_ Title Director of Curriculum & Categorical Programs

Signature \_\_\_\_\_ Date \_\_\_\_\_

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

See instructions on page 16 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.*

**Secondary: (continues onto page 5)**

| Core Indicator   | Definition  | LEA Level 2007/08                 | State Level 2007/08 | 90% or more of the State level       |
|--|---|-----------------------------------|---------------------|--------------------------------------|
| 1S1<br>Academic Attainment-<br>Reading/<br>Language Arts | <b>Numerator:</b> Number of 12 <sup>th</sup> grade CTE concentrators who have met the proficient or advanced level on the <b>reading/language arts</b> portion of the California High School Exit Exam (CAHSEE).  | 54.96%                            | 22.3%               | 20.07%                               |
|  | <b>Denominator:</b> Number of 12 <sup>th</sup> grade CTE concentrators.   |                                   |                     | X Yes<br><input type="checkbox"/> No |
| 1S2<br>Academic Attainment-<br>Mathematics               | <b>Numerator:</b> Number of 12 <sup>th</sup> grade CTE concentrators who have met the proficient or advanced level on the <b>mathematics</b> portion of the CAHSEE.   | 54.06%                            | 20.9%               | 18.81%                               |
|  | <b>Denominator:</b> Number of 12 <sup>th</sup> grade CTE concentrators.   |                                   |                     | X Yes<br><input type="checkbox"/> No |
| 2S1<br>Technical Skill Attainment                        | <b>Numerator:</b> Number of 12 <sup>th</sup> grade CTE concentrators who received a grade of “C” or better in the CTE class, or received an industry recognized certification, or passed an end of program assessment aligned with industry-recognized standards.<br><br><b>Denominator:</b> Number of 12 <sup>th</sup> grade CTE concentrators.  | 36.77%                            | Baseline            | N/A                                  |
| 3S1<br>Secondary School Completion                       | <b>Numerator:</b> Number of 12 <sup>th</sup> grade CTE concentrators who earned a high school diploma, a General Educational Development (GED) certificate, or other state recognized equivalent (including recognized alternative standards for individuals with disabilities) or a proficiency credential, certificate, or degree in conjunction with a secondary school diploma during the reporting year. | 91.88%                            | 85.0%               | 76.5%                                |
|  | <b>Denominator:</b> Number of 12 <sup>th</sup> grade CTE concentrators.   |                                   |                     | X Yes<br><input type="checkbox"/> No |
| 4S1<br>Student Graduation Rate                           | <b>Numerator:</b> Number of 12 <sup>th</sup> grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate.   | NA                                | NA                  | NA                                   |
|  | <b>Denominator:</b> Number of 12 <sup>th</sup> grade CTE concentrators.   | Data will be collected in 2010-11 |                     |                                      |

| Core Indicator                               | Definition  | LEA Level<br>2007/08 | State Level<br>2007/08 | 90% or more of the State level |
|--|---|----------------------|------------------------|--------------------------------|
| <b>5S1<br/>Secondary Placement</b>           | <b>Numerator:</b> Number of 12 <sup>th</sup> Grade CTE concentrators who left secondary education during the reporting year and entered in postsecondary education, advanced training, military service, or employment six months following the program year in which they left secondary.<br><br><b>Denominator:</b> Number of 12 <sup>th</sup> grade CTE concentrators. | <u>98.22%</u>        | 75.0%                  | 67.5%                          |
|  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No  |                      |                        |                                |
| <b>6S1<br/>Non-traditional Participation</b> | <b>Numerator:</b> Number of CTE participants from underrepresented gender groups enrolled in a program sequence that leads to employment in nontraditional fields.<br><br><b>Denominator:</b> Number of all CTE participants enrolled in a program sequence that leads to the employment in nontraditional fields.  | <u>30.83%</u>        | Baseline               | N/A                            |
| <b>6S2<br/>Non-traditional Completion</b>    | <b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program sequence that leads to employment in nontraditional fields.<br><br><b>Denominator:</b> Number of all CTE concentrators from underrepresented gender groups enrolled in a program sequence that leads to the employment in nontraditional fields.                | <u>23.5%</u>         | Baseline               | N/A                            |

## Program Improvement Form

LEAs falling below 90 percent of the State established performance level on any core indicator must submit this form. See instructions on page 17 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications*.

| Example  |   |   |  |                          |
|--|---|---|--|--------------------------|
| <b>Core Indicator</b><br>not meeting 90% level | <b>Explanation: What are the reasons why the LEA did not meet the state established performance level for this core indicator?</b><br>Example: Low numbers of female students enrolled in Automotive and Building Trades programs.              |   | <b>Funding Source to be used to cover expenses</b> | <b>Amount of funding</b> |
| 6S1  | <b>Strategy to improve performance level: Describe the strategy that will be used to improve the performance level of this core indicator.</b><br>Example: Raise awareness among students and staff about non-traditional student participation | <b>Planned activities: Describe the specific activities that will be employed to achieve the improvement strategy.</b><br>Example:<br>1. Meet with school counselors about non traditional careers and student enrollment.<br>2. Produce handouts/brochures for students. | Example:<br>Perkins IV                             | Example:<br>\$200        |
| <b>Core Indicator</b>                          | <b>Explanation:</b>   |   | <b>Funding Source to be used to cover expenses</b> | <b>Amount of Funding</b> |
|  | <b>Strategy to improve performance level</b>  | <b>Planned activities</b>   |  |                          |
| <b>Core Indicator</b>                          | <b>Explanation:</b>   |   | <b>Funding Source to be used to cover expenses</b> | <b>Amount of funding</b> |
|  | <b>Strategy to improve performance level</b>  | <b>Planned activities</b>   |  |                          |

## **Section IV: Progress Report toward Implementing the Local CTE Plan**

The implementation of each district's local CTE plan directly impacts the implementation of the State CTE Plan. Beginning in 2009-2010 through 2011-2012 local districts will report on the progress they have made toward implementation of their local CTE plan. This progress report should be viewed as an opportunity to reflect the goals outlined in the local CTE plan as well as successes and challenges that occurred during the 2008-09 school year.

Additionally, it is the time to set measurable outcomes for CTE for the 2009-2010 school year based on what has been learned and performance level data reported in Section III.

The following questions must be answered in the application:

1. Describe the progress that the district has been made toward achieving the goals established in the Local CTE Plan submitted to CDE in fall 2008.

**The Santa Barbara School District categorized its goals into three areas: program goals, leadership/in-service goals, and student goals. In accordance with its program goals, the District produced full color, CTE brochures for each school site that define and promote five existing CTE sector pathways. Working with the local Employment Development Department, the District identified three new career sectors in which it plans to develop career pathways: Hospitality, Tourism and Recreation- Food Services Careers; Building Trades and Construction- Construction and CAD Careers; and Education, Child Development, and Family Services- Early Childhood Development Careers.**

**In terms of 2008 leadership and in-service goals, the District established and held monthly meetings of its CTE Advisory Committee, a committee representing the Regional Occupation Program, Santa Barbara School Districts, Employment Development Department, Santa Barbara County School Office, Santa Barbara Community College, and the TradeArt Foundation. In addition, the District planned and is implementing a two-day in-service, June 2009, for CTE teachers that focuses on developing a standardized All Aspects of Industry Exam, collaborative lessons, and internships for SBSD CTE students.**

**In accordance with student goals for 2008, the Districts' four junior high schools regularly use COIN software for career exploration units of instruction and have it available in school libraries. Each high school hosted an open house for new students: CTE teachers shared brochures, samples of student work, application forms and information sheets with prospective students and their parents. Students had an opportunity to see CTE facilities and meet student leaders. Currently, junior high school students are meeting in small groups with high school counselors and CTE program directors to learn about career pathways and classes available at the Districts' three high schools.**

2. How has the district improved, enhanced, or expanded career technical education for students during 2008-09?

**The District expanded and enhanced career technical education in 2008-09 by providing facilities, resources, financial support, and consistent leadership for CTE programs. Three CTE programs applied for and received California Department of Education Facilities Improvement Grants: Santa Barbara High School received grants for a new cafeteria and instructional food services kitchen and for improvements to the Multimedia Art and Design Academy's instructional facilities; Dos Pueblos High School received a grant for new facilities for its Engineering Academy. The District agreed to match funds and/or support foundation groups and advisory boards in their efforts to raise additional monies from the local community for CTE programs.**

**The District provided consistent leadership for CTE Education (the Director of Curriculum and Categoricals) and student management software to empower teachers, parents, and students to monitor achievement and set future educational goals. Parents and students have on-line access to grades, attendance, CTE program information, student four-year plan information, and college resources through Aries and Naviance; and teachers have access to test data and instructional resources through Aries and Edusoft. In addition, the District participates in CALPADS, CALTIDES, and Cal-PASS data systems; and in post-secondary articulation groups with Santa Barbara Community College, the University of California at Santa Barbara, and California State University at Channel Islands.**

**In an effort to develop new CTE pathways and stimulate student interest, the District staffed and funded entry level classes in child development, wood working, drafting, food services, construction, and sports medicine. Over 300 students participated in these classes. The District continued its support of and participation in the CTE Advisory Committee. The committee actively reviewed the local plan, class offerings, enrollment data, and employment data from the EDD. It facilitated vertical teaming between junior highs, high schools, and college programs; promoted student involvement in career days, program visitations, tutoring opportunities, and internship opportunities; and helped plan and find funding for CTE teacher summer workshops.**

3. Identify at least three specific outcomes from the local CTE Plan on which the district will focus in 2009-2010.

| Year | Program Goals   | Leadership/In-Service Goals   | Student Goals  |
|------|---|---|--|
| 2009 | <p>Expand junior high school pre-nursing exploration program at La Cumbre Junior High.</p> <p>Implement a pre-multimedia career exploration program at Santa Barbara Junior High</p> <p>Implement first year classes for the Sports Medicine, and Construction/CAD career pathways.</p> | <p>Develop an All Aspects of Industry Standardized Test.</p> <p>Provide CTE staff with All Aspects of Industry posters and instructional materials.</p> <p>Explore career assessment software and on-line aptitude tests for use in high school CTE programs.</p> | <p>90% of CTE students in capstone classes will take an All Aspects of Industry test.</p> <p>CTE students participate in the Santa Barbara County School's Partners in Education Internship Program as a field test for a district internship program.</p> <p>CTE students participate in an online vocational assessment using a web portal provided by SBCC to test viability for wide-spread use.</p> |

4. How will Perkins IV funds support the implementation of the identified outcomes in 2009-2010?

Perkins funds will be used, in seven career pathways representing five industry sectors, to provide:

- Instructional materials and supplies including All Aspects of Industry classroom posters and instructional packets;
- Computer equipment, software, and multimedia technology for instructional use consistent with current industry standards and California curriculum standards;
- Release time for CTE teachers to collaborate on a standardized All Aspects of Industry Test, and to develop standards based lessons for new courses to be implemented as part of future career pathways;
- Release time for CTE teachers to work with core subject teachers to develop compressive, rigorous lessons that meet core subject standards;
- Substitutes for CTE teachers to attend CTE related conferences and workshops designed to enhance teaching skills and CTE instructional strategies;
- Stipends for counselors to meet with CTE program directors regarding the implementation of student four-year plans and necessary CTE course sequences;

- **Brochures and promotional materials so students, parents and counselors understand opportunities for students to participate in junior high school pre-CTE programs and high school CTE pathway sequences;**
- **Student transportation to college open houses and program visitations; and**
- **Direct and indirect District costs (not to exceed district's indirect rate) associated with management, financial recordkeeping, and statistical data preparation.**

**Section V: Sequence of Courses to be Funded with Perkins IV in 2009-2010.** See instructions on page 18 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications*.

**NOTE: Only sequence(s) of courses identified in the LEA's approved Local CTE Plan or submitted in Section VII, Local CTE Plan Update, in this application can receive Perkins IV funds.**

| <b>Industry Sector</b>                         | <b>Career Pathway</b>                      | <b>School site where the sequence is offered</b>           | <b>Amount of Perkins Funding Allocated to this Sequence</b> | <b>Page # in Local CTE Plan</b> |
|--|--|--|---|---------------------------------|
| <b>Arts, Media, Entertainment</b>              | <b>Multimedia</b>                          | <b>Santa Barbara High School</b>                           | <b>14,000</b>   | <b>pg 8-9</b>                   |
| <b>Arts, Media, Entertainment</b>              | <b>Video &amp; TV Production</b>           | <b>Santa Barbara High School</b>                           | <b>14,000</b>   | <b>pg 8-9</b>                   |
| <b>Arts, Media, Entertainment</b>              | <b>Multimedia Art &amp; Design Academy</b> | <b>Santa Barbara High School</b>                           | <b>1,028</b>  | <b>pg 8-9</b>                   |
| <b>Engineering and Design</b>                  | <b>Engineering Academy</b>                 | <b>Dos Pueblos High School</b>                             | <b>15,000</b>   | <b>pg 8-9</b>                   |
| <b>Finance, Business, Marketing, and Sales</b> | <b>Business</b>                            | <b>San Marcos High School</b>                              | <b>6,140</b>  | <b>pg 8-9</b>                   |
| <b>Health Science and Medical Technology</b>   | <b>Health Careers Academy</b>              | <b>San Marcos High School</b>                              | <b>15,500</b>   | <b>pg 8-9</b>                   |
| <b>Transportation</b>                          | <b>Auto Occupations</b>                    | <b>San Marco High School<br/>Santa Barbara High School</b> | <b>6,000</b>  | <b>pg 8-9</b>                   |
| <b>Arts, Media, Entertainment</b>              | <b>Video &amp; TV Production</b>           | <b>Dos Pueblos High School</b>                             | <b>15,000</b>   | <b>Pg 8-9</b>                   |

**Section VI**  
**Program Year 2009-2010**  
**BUDGET AND EXPENDITURE SCHEDULE**

Local Educational Agency (LEA): Santa Barbara School District CD Code: 42 69286

Authorized Signature: \_\_\_\_\_

**Total Allocation:** 120,856  
**Indirect Cost Rate (percent):**

**Select One**  
 ORIGINAL BUDGET  
 REVISION DATE: \_\_\_\_\_  
 END-OF-YEAR CLAIM

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

| Object Code and Budget Category          |                       | (A)<br>Instruction<br>(Including Career Technical Student Organizations) | (B)<br>Professional Development | (C)<br>Curriculum Development | (D)<br>Transportation & Child Care For Economically Disadvantaged Participants | (E)<br>Special Populations Services | (F)<br>Research Evaluation & Data Development | (G)<br>Guidance & Counseling | (H)<br>Administration or Indirect Costs | (I)<br>Total |
|--|-----------------------|--|---------------------------------|-------------------------------|--|-------------------------------------|---|------------------------------|---|--------------|
| Percentage of grant expenditures allowed |                       | At least 85% of the grant must be spent in these areas                   |                                 |                               |  |                                     | No more than 10% may be spent in these areas  |                              | Not to exceed 5% of total expenditure   |              |
| 1000                                     | Certificated Salaries | 4,000  | 3240                            | 5,500                         |  |                                     | 5000  |                              |   | 17,740       |
| 2000                                     | Classified Salaries   |  |                                 |                               |  |                                     |   |                              |   |              |
| 3000                                     | Employee Benefits     | 520  | 421                             | 715                           |  |                                     | 650   |                              |   | 2306         |
| 4000                                     | Books/ Supplies       | 89,768   |                                 |                               |  |                                     |   |                              |   | 89,768       |
| 5000                                     | Services/ Operating   |  | 5,000                           |                               |  |                                     |   |                              |   | 5,000        |
| 6000                                     | Capital Outlay        |  |                                 |                               |  |                                     |   |                              |   |              |
| 7000                                     | Indirect Costs        |  |                                 |                               |  |                                     |   |                              | 6,042                                   | 6,042        |
|  | <b>Total</b>          | 93,490   | 9,133                           | 7,191                         |  |                                     | 5000  |                              | 6,042                                   | 120.856      |

See instructions on page 19 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.*



|      |  |                  |
|------|--|------------------|
|      | <b>Non-capitalized Equipment for CTE Programs as indicated in Section III of this application.</b>   |                  |
|      | Multimedia- SBHS<br>10 computers with Office software  | \$ 10,000        |
|      | TV/Video Production- SBHS<br>3 video cameras, 2 computers, 2 tripods, 2 camera cases   | \$12,000         |
|      | TV/Video Production- DPHS<br>Adobe software licenses   | \$15,000         |
|      | Multimedia and Design Academy SBHS<br>Transportation to Art Museum   | \$ 1,028         |
|      | Health Academy- SMHS<br>Transportation to Connecting to Success Conference and<br>UCLA Medical Center  | \$ 2,000         |
|      | First Aid supplies, 5 First Aid modules, 10 Goniometers, 35<br>HIPPA for medical personnel supplementary books   | \$ 7,000         |
|      | Equipment for expanding Health careers Academy to<br>incoming junior high school students  | \$ 1,500         |
|      | Engineering Academy- DPHS<br>Robotics equipment kits   | \$ 5,000         |
|      | Transportation and competition fees for Robotics<br>Robotics system  | \$ 5,000         |
|      | Auto Occupations Transportation SMHS<br>Assorted Snap-On tools   | \$ 6,000         |
|      | Business- SMHS<br>HP Printer, 10 MS Office Workbooks, 35 MS Office site<br>licenses, 40 no-peek keyboard covers, Mavis Beacon site<br>license (20 users), Communication Video series | \$6,140          |
|      | <b>Subtotal for 4000 category</b>  | <b>\$ 89,768</b> |
| 5000 | Services and other operating expenditures:<br><br>Travel and Conferences<br>Travel and lodging to attend state and local CTE<br>Conferences  | \$ 5,000         |
|      | <b>Subtotal for 5000 category</b>  | <b>\$ 5,000</b>  |
| 6000 | Capital Outlay (list items below)  |                  |
|      | <b>Subtotal for 6000 category</b>  |                  |
| 7000 | Indirect @ % (minus capital outlay )   | \$ 6,042         |
|      | <b>GRAND TOTAL</b>   | <b>\$120,856</b> |

## Section VII: Local CTE Plan Update

Required Update: Due to an omission by CDE in the template for the Local CTE Plan in 2008, each local district must complete one additional requirement of the Local CTE Plan. Responding to this question is required of all LEAs receiving Perkins IV funding.

The question that must be answered is:

Describe efforts to improve:

- a. the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teacher profession; and
- b. the transition to teaching from business and industry.  
*{Perkins IV, section 122(c)(3)(A) and (B)}*

**The SBSB recruits new teachers and counselors regularly by advertising job openings, participating in college career fairs, and collaborating with local business professionals and college administrators. The personnel office participates in outreach hiring programs to gain exposure to under-represented groups in the teaching profession, and recruits from the local business and educational communities whenever possible. Partners in Education, a long-standing group of local business leaders and professionals, works with the Santa Barbara County Schools Office to provide support to local career technical education programs. Annually, they partner with the District in recognizing outstanding career technical education teachers, students, and support staff. Partners in Education serves as a liaison linking teachers and business professionals with potential CTE teachers. When principals have an experienced business professional interested in teaching, they partner with the Santa Barbara County Schools and the Regional Occupation Program (ROP) to assist the individual with credentialing requirements and support services: education classes, workshops, and in-services for new teachers. Locally the University of California, the SBCC, and the County Schools Office offer teacher training courses, often at reduced fees.**

**As indicated in the CTE local plan course sequences, many SBSB CTE career pathways include SBCC Dual Enrollment classes or ROP classes. The SBSB is able to staff its CTE pathways with qualified, experienced teachers because of the long-standing partnerships it has formed with ROP and SBCC. Administrators and teachers from all three programs formed a dedicated advisory committee that welcomes new teachers into CTE programs. The SBSB, SBCC and ROP partnership facilitates staffing and encourages the cost effective use of human resources, grants, and state funding. It further provides SBSB CTE students with a comprehensive education plan that includes continuing education opportunities at the community college level. About 50% of SBCC dual enrollment courses are taught by college instructors; the other 50% are taught by high school teachers who possess master's degrees and/or community college credentials.**

Optional Update: Applicants may update their local plans, if necessary. This is a good time to review local CTE plan benchmarks and make adjustments to reflect progress and/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

If Perkins IV funds will be used to support any new industry sectors and/or courses not included in the original Local CTE Plan, a new sequence of courses worksheet must be completed. Go to the CDE Perkins Forms and Files Web page at [www.cde.ca.gov/ci/ct/pk/forms.asp](http://www.cde.ca.gov/ci/ct/pk/forms.asp) and download the Sequence of Courses Worksheet from

the Local CTE Plan Forms.

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.

**As indicated in Section IV, the SBSB has added several measurable outcomes to its local plan for 2009-2010. School sites are in the process of planning second year courses for proposed pathways, and plan to implement the courses in Spring of 2010.**

**The CTE Advisory Committee is examining program models that would provide SBSB CTE students with online aptitude assessments and career internship opportunities with local businesses. Several small groups of students are exploring the usefulness of available, online aptitude tests. Additional CTE students are participating in an Internship Program sponsored by Partners in Education and the Santa Barbara County Education Office to determine its viability for more widespread use.**

**No new courses or industry sectors pathways were added in 2008-2009; however, the Video/TV Production pathway was expanded to a second school site, Dos Pueblos High School. 2009-2010 CTE funds will be used to support this industry sector pathway at two school sites.**