

CONSOLIDATED ANNUAL  
PERFORMANCE, ACCOUNTABILITY,  
AND FINANCIAL STATUS REPORT  
(CAR) FOR THE CAREER  
TECHNICAL EDUCATION  
PROGRAMS ADMINISTERED BY THE  
STATE OF CALIFORNIA  
IN PY 2008-2009

**PART A: COVER PAGE FOR THE CONSOLIDATED ANNUAL REPORT  
UNDER THE CARL D. PERKINS CAREER AND  
TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)**

**State Name:** California

**Program Year Covered by this Report:** 07-01-08 06-30-09  
From (MM/DD/YY) To (MM/DD/YY)

**PR/Award Numbers:**

Title I (State Basic Grant): VO48A080005

Title II (Tech Prep Grant): V243A080005

**Title II Consolidation (check one):**

- The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.
- The State has consolidated all, or a portion, its Title II grant with its Title I grant during the program year covered by this report.

**State Career and Technical Education (CTE) Director Information:**

Name: Patrick Ainsworth Ed.D.

Title/Agency: Assistant Superintendent and Director  
Secondary, Career, and Adult Learning Division  
California Department of Education

Telephone: (916) 445-2652 E-mail: painsworth@cde.ca.gov

**CERTIFICATION:** I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)\*, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in section 123(a)(1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

\_\_\_\_\_  
State CTE Director Signature or PIN

\_\_\_\_\_  
Date

\***Note:** The FSRs contained in this report must be separately certified and signed by the State official authorized by State law to perform these functions on behalf of the State. This official may use a separate PIN supplied to the State by the Department to certify and submit the FSRs.

### Lead Individuals Completing This Report

Sections of the Report		
Narrative Performance Information	Financial Status Reports	Performance Report
Place a check (✓) in the box for any section where the lead individual is the same as the State CTE director listed on the previous page.		
□	□	□
Provide the following information for any section where the lead individual is different than the State CTE director listed on the previous page.		
<b>Name</b> Lee Murdock	<b>Name</b> Hilary Steinmetz	<b>Name</b> Russell Weikle
<b>Title</b> Education Programs Consultant	<b>Title</b> Education Programs Consultant	<b>Title</b> Manager, Program and Administrative Support Office
<b>Agency</b> CA Department of Education	<b>Agency</b> CA Department of Education	<b>Agency</b> CA Department of Education

#### Lead Individual Who May Be Contacted to Answer Questions about this Report

- Check (✓) this box if the lead contact for this report is the same as the State CTE director listed on the previous page.

Provide the following information if the lead contact for this report is different than the State CTE director listed on the previous page.

**Name:** Russell Weikle

**Title/Agency:** Manager, Program and Administrative Support Office

**Telephone:** (916) 324-5676

**E-mail:** rweikle@cde.ca.gov

## **GENERAL INFORMATION ON THE ADMINISTRATION AND DISTRIBUTION OF THE 2008-2009 FUNDS**

The 2008-2009 Consolidated Annual Performance, Accountability, and Financial Status Report (CAR) for State Basic Grant and Tech Prep Grant Programs authorized by the Carl D. Perkins Vocational and Technical Education Improvement Act of 2006—Public Law 109-270 (hereafter referred to as Perkins IV) incorporates the accountability reporting requirements mandated under Sections 113(c) and 205 of the Act and the reporting requirement mandated under the Education Department General Administrative Regulations [34 CFR, Part 80.40-Monitoring and Reporting Program Performance and Part 80.41-Financial Reporting].

This document is intended to serve two purposes: One, to respond to the U. S. Department of Education's (USDE) request for narrative and data on the implementation of required state leadership activities, progress in developing and implementing technical skills assessments, implementation of state and local program improvement plans, interim and final financial status reports, student enrollment, and CTE student performance levels; and two, to provide interested California populations with descriptions of the state's CTE governance structure for administering the Perkins IV funds, the fiscal control system utilized to monitor the receipt and distribution of the funds, the in-state distribution of the 2008-2009 funds, and the organization of the State's Career Technical Education (CTE) program. The information provided reflects the joint administration of the funds by the California Department of Education (CDE) and the California Community Colleges Chancellor's Office (CCCCO). Separate Section B narratives are provided for the CDE and CCCCCO to more clearly describe the unique leadership activities and administrative functions conducted by the two agencies.

### **1. State Administration and Governance Structure**

California Education Code Section 12053 designates the State Board of Education (SBE) as the sole state agency responsible for the administration of the State's CTE program as defined in Section 3(12) of Perkins IV. The Board of Governors of the California Community Colleges (BOG) cooperates with the SBE in the administration of the Perkins III funds through an interagency agreement and a Memorandum of Understanding (MOU) approved by both boards.

The Joint Advisory Committee on Career Technical Education (JACCTE) is an advisory committee created by the Education Code Section and MOU to ensure shared SBE and BOG planning and coordination of CTE in California and to provide a forum for the discussion of policies and procedures related to the federal CTE funds. The committee consists of three members of the SBE and three members of the BOG appointed annually by their respective board presidents. The committee's chair and vice-chair assignments rotate each year between SBE and BOG members. The offices of the Superintendent of Public Instruction and the Chancellor of the California Community Colleges provide staff support for the committee. The State Plan calls for quarterly JACCTE meetings. The functions of the JACCTE are as follows:

- ✓ Encourage coordination in the planning, development, and implementation of the State Plan and/or amendments to the Plan;
- ✓ Distribute shared federal funds between the SBE and the BOG in accordance with the State Plan, MOU, and Perkins III;
- ✓ Ensure compliance with the State Plan and federal requirements in regard to the evaluation of programs and services, data collection, and fiscal and performance reports;
- ✓ Provide a forum for discussion of issues and concerns on CTE programs and services supported by the shared federal funds by secondary school and community college districts, local educational agencies, and other interested parties;

- ✓ Encourage program improvement, integrated academics, research, exemplary and innovative programs, curriculum development, personnel training, guidance and counseling, gender equity, technical preparation, and other special projects and areas determined to be of mutual interest and concern;
- ✓ Encourage long-range planning to meet the education and employment needs of California, including emerging occupations and applications of new technologies; and
- ✓ Support efforts required to ensure special population access to, and success in, CTE programs.

The **Assistant Superintendent and Director of the Secondary, Career, and Adult Learning Division and State Director of Vocational Education, CDE** provides overall leadership for the administration of the Perkins funds and for the coordination and articulation of CTE programs provided by the State's secondary schools, regional occupational centers and programs (ROCP), and adult education agencies.

The **Vice-Chancellor of the Economic Development and Workforce Preparation Division, CCCCCO** is responsible for the administration of the Perkins funds distributed to the community colleges, and for the administration, coordination and accountability of Economic Development, Vocational and Technical Education and Workforce Preparation programs in the California Community Colleges.

## **2. Fiscal Control**

Five agencies are involved in the control of federal CTE funds received by the State: State Treasurer's Office, State Controller's Office, Department of Finance, the CDE, and the CCCCCO.

All federal funds are deposited by the State Treasurer's Office and reported to the State Controller's Office where the receipts are recorded by Federal Catalog Number and cross-posted to appropriations where payments are recorded.

All federal funds disbursed by the State Controller's Office are recorded against appropriations approved by the Department of Finance.

The California State Accounting and Reporting System is the state approved accounting system for the CDE.

The CDE Accounting Office assigns project cost account numbers (PCAs) and project account numbers (PAs) to each grant to track administrative and local agency costs.

CDE personnel assign PCAs to documents that are then used to charge the appropriate project number/grant.

In addition to the CDE Accounting Office's level of control, a quarterly reconciliation between Accounting Office records and the Secondary, Postsecondary, and Adult Leadership Division records is conducted to ensure accuracy in reporting expenditures on the annual Financial Status Report.

Requests by the CCCCCO for reimbursement of CTE funds are billed to the CDE. Once processed by the CDE, these requests are released to the State Controller's Office.

### 3. Instate Distribution of the 2008-09 Perkins IV Basic Grant and Tech Prep Funds

#### Title I, Basic Grant (\$128,508,264)

Part A, Section 112(a)(3)—State Administration (5%) \$6,475,413

CDE	64%	\$4,112,264
CCCCO	36%	\$2,313,149

Part A, Section 112(a)(2)—State Leadership (8.883%) \$11,415,744

CDE	51%	\$5,822,029
CCCCO	49%	\$5,593,715

Part A, Section 112(a)(2)(A)—State Institutions (1%) \$1,285,083

CDE	50%	\$642,541	[Allocated to State Special Schools and the CA Department of Corrections and Rehabilitation (CDCR) for Secondary Programs]
CCCCO	50%	\$642,542	[Allocated to the CA Department of Corrections and Rehabilitation (CDCR) for Adult Programs]

CDE administered funds allocated to the three State Special Schools (School for the Deaf, Fremont; School for the Blind, Fremont; and School for the Blind, Riverside) and CDCR were used to improve secondary CTE programs administered by those agencies. Major uses of these funds continue to include improved and expanded technology equipment and instruction, upgraded classroom equipment, professional development activities for staff, and support services for special population students.

Please see the CCCCCO section of this report for a description of the funds distributed by that agency to improve the CDCR CTE programs for incarcerated adults.

Part A, Section 112(a)(2)(B)—Nontraditional Training and Employment (0.117%)

\$150,000		
CDE	0%	0
CCCCO	100%	\$150,000

Part C, Section 131 and 132—Local Assistance (85%) \$119,232,024

As determined by the Joint Advisory Committee on Career Technical Education, these funds were distributed between Section 131 (secondary) and 132 (postsecondary) programs based on the 43.09 percent secondary/56.91 percent postsecondary division of funds formula derived from a comparison of the CTE enrollments at the two levels in the Fall Semester of 2005. Secondary school programs conducted by unified and union high school districts, public charter schools, and county offices of education received Section 131 allocations totaling \$47,071,470. Postsecondary programs administered by adult schools, ROCPs, and community colleges received Section 132 allocations totaling \$62,160,554.

Section 131 (secondary program) funds—Distribution and Participation

Distributed among the eligible recipients of these funds in accordance with the allocation formula established in Perkins IV, in which thirty percent of each LEA's allocation was based on its proportional share of the State's students, ages 5-17, who resided in the area served by the LEA during the previous year; and seventy percent of each LEA's allocation was based on its proportional share of the State's

students, ages 5-17, from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with Section 673(2) of the Community Services Block Grant Act), that resided in the area served by the LEA during the previous year.

Four hundred eighty three (483) LEAs were notified of their eligibility to receive Section 131 allocations. The 385 electing to participate in the funding included 360 unified and union high school districts, 5 public charter schools, and 20 county offices of education. The 98 that chose to release their funds included 57 unified and union high school districts, 6 public charter schools, and 35 county offices of education.

A total of 356 Section 131 applications were received, 337 from LEAs filing separately and 19 from consortiums representing 57 LEAs.

A total of 39 LEAs with allocations of less than \$15,000 received State Board of Education waivers which allowed them to participate in the Section 131 funding as independent applicants.

#### Section 132 (Postsecondary) Funds—Distribution and Participation

Pursuant to the approved waiver request submitted with the 2008-2012 CA State Plan for CTE, these funds were distributed among adult school agencies, regional ROCPs, and community college districts based on the number of economically disadvantaged adults enrolled in CTE programs conducted by these agencies during the 2006-07 program year.

Forty-nine (49) ROCPs and seventy-six (76) adult school agencies received Section 132 allocations totaling \$14,078,864. Seventy-two community college districts received Section 132 allocations totaling \$48,081,690.

Forty-seven (47) applications were received from ROCPs and adult schools filing separately. Twenty-four (24) applications were received from consortiums representing 78 ROCPs and adult schools.

All 71 of the State's community college districts participated in the funds. Sixty-nine applications were received from single districts. Two (2) applications were received from community college district consortiums representing 4 districts.

#### Title II, Tech Prep (\$11,251,821)

Ninety-two percent (\$10,351,676) of these funds was allocated local tech prep consortia. The CCCCO distributed sixty-nine percent (\$7,142,656) of the allocated funds to local tech prep consortia facilitate the improvement and expansion of tech prep programs. The CDE distributed the remaining thirty-one percent (\$3,209,020) to local tech prep consortia to conduct a variety of tech prep improvement activities.

Eight percent (\$900,145) of the total Tech Prep grant award was retained by the CDE and CCCCO for State Administration activities.

## Actions Taken to Ensure Local Educational Agency (LEA) Compliance with the Administration and Use of the Funds

Statewide workshops and technical assistance activities were provided to inform the LEAs of the intent and requirements of Perkins IV and to assist them with the development of the 2008-2012 local plan for the use of the funds, 2008-09 application for funds, and required fiscal and accountability reports. Each of the submitted materials was reviewed by assigned members of the CDE and CCCCO Perkins staffs to ensure compliance with the Perkins IV, Section 134 and 135 requirements and the state-established quality criteria and quality indicator requirements of programs assisted with the funds.

Twenty-five (25) LEAs received on-site Categorical Program Monitoring (CPM) reviews during the 2008-09 program year that were designed to determine compliance with Office of Civil Rights and Perkins IV requirements, particularly those related to special populations.

### **4. Organization of State's CTE Program**

California's CTE programs are based on the State's 15 highest employing or potentially highest employing industry sectors. Each sector has an identifiable industry connection, offers at least 100 individual job titles, has a core content of at least 7 standards, offers high employment opportunity, has a high growth potential, and provides for work-based learning opportunities. The fifty-eight career pathways identified for the 15 sectors are the focus of the local programs. Model CTE and Academic Curriculum Standards and Framework have been developed and approved for the pathways. Each pathway combines rigorous academic and CTE courses directed to the preparation of students for immediate job placement and advanced education or training leading to a technical certificate, associate or advanced degree, or apprenticeship.

## **PART B: NARRATIVE PERFORMANCE INFORMATION—CDE REPORT**

### **1. Implementation of State Leadership Activities for Secondary Programs and Adult Programs Administered by Adult Education Agencies and ROCs**

The CDE used Perkins IV State Leadership funds, California Partnership Academy funds, and Governor's Career Technical Education Initiative (Senate Bill 70) funds during the 2008-09 program year to conduct the required and permitted Perkins IV, Sections 124(b) and 124(c) CTE state leadership activities. It is important to note that the following list of the "major" state leadership activities conducted in 2008-09 was developed by the state staff members responsible for providing leadership and oversight of the respective 15 industry sectors. It is also important to note that the list is inclusive of some activities that, because of their importance to the state's established program improvement program, are conducted annually, while others describe updates or improvements in systems developed or established in prior years.

#### **a. Required Uses of the Perkins IV State Leadership funds**

Conducting an assessment of the vocational and technical education programs funded under Perkins IV;

- Secondary agriculture education programs were assessed against 15 state-adopted Agriculture Education program quality standards to determine their eligibility and funding allocation for the 2008-09 State Agriculture Education Incentive Grant funds.

- The online business education core standards assessment program (BECAP) was updated to incorporate the 2008 state CTE foundation standards. Online standards assessment instruments were developed for the career pathways in Finance and Business, Information Technology, and Marketing, Sales, and Service.
- Forty-eight Health Science and Medical Technology programs completed an assessment of their progress toward the implementation of a grades 7-12 pathway. The assessment was based on OVAE's critical component pathway assessment. Additionally, these schools completed a work plan for continued pathway implementation based on the data collected from the assessment. Additionally, a Cal-HOSA chapter assessment tool and training was provided to over 100 state advisors to assess chapter implementation and success and build strategic work plan results.
- The quality criteria and process used to assess the effectiveness of secondary Home Economics Careers and Technology (HECT) programs were presented at each of the professional development activities conducted during the program year by State HECT staff. Four sites with HECT programs, assessed based upon the established quality criteria, were certified and recognized as Programs of Excellence for 2008-09. Each site was recognized for both outstanding programs in Consumer and Family Studies and at least one Home Economics Related Occupations (HERO) Career Pathway. Sample student follow-up surveys were shared with HECT instructors as a means of evaluating program effectiveness. Model HECT program sites, funded through the Model Program and Assessment Project conducted in cooperation with CSU, Fresno, were required to use student follow-up surveys to obtain information and suggestions for program improvement, thereby ensuring that the instructional program meets the needs of student completers and the employing industries.
- All new and second-year Regional Occupation Center/Program courses were certified or recertified based on established criteria.

Developing, improving, or expanding the use of technology in career and technical education;

- The Virtual Enterprise program was upgraded to include online training for the virtual banking component, improved communication among the Virtual Enterprise coordinators, and increased online access to Virtual Enterprise curriculum and assessments. Additionally, curriculum units, including lesson plans, assessments, and rubrics, available to CTE teachers on the Web site were updated to reflect the CTE Curriculum Standards.
- A membership with "Constant Contact" was established and preliminary training acquired to create an electronic newsletter and surveys which will be disseminated monthly to the state's Business Educators as a primary tool for disseminated information and resources. In addition, a membership with Cisco's "WebEx" has been established and training has begun with the use of online conferencing and webinars for efficient, cost-effective collaboration for program participants in remote locations and for those who cannot attend workshops or training sessions.
- The Health Science Web site was revised to provide better teacher access to issues affecting classroom and career preparation activities. A survey completed by the state's Health Science and Medical Technology teachers will provide the basis for the development of a strategic plan for improving the use of technology in collegial networking of this group, statewide.
- The HECT Website was updated and redesigned to be more user-friendly and to provide more resources for teachers. Resources and updates were provided for each of the content areas of Consumer and Family Studies as well as the nine Home Economics Related career pathways encompassed by the three industry sectors:

- Education, Child Development, and Human Services; Fashion and Interiors; and Hospitality, Tourism, and Recreation. Additionally, the FHA-HERO Website was redesigned to include more career information, forms and resources for students.
- The CA Career Resource Network (CalCRN) Web sites were updated. The home page now provides separate entry points for students and educators. Workbooks were developed for the California Career Zone (over 300,000 users in 2008-09) and California Reality Check (over 190,000 users in 2008-09) and posted on the CalCRN Web site.
  - The web-based CTE Online system developed in 2006-07 and expanded in 2007-08 to include the CTE Standards, enables CTE instructors, academic instructors and curriculum development specialists to identify course elements aligned with the CTE standards, support academic standards and improve student ability to pass the CAHSEE, and promote improved standardized test scores. In 2008-09, the system resources at [www.cteonline.org](http://www.cteonline.org) were extended to all local CTE agencies throughout the state. The Course Outline Builder was updated to allow agencies to access an automated course outline template with all required elements set forth by the CDE, while still allowing individual agencies to add extra components to their local course outlines that they deem crucial. Three features were added to the process: (1) consistency in format and curricular elements; (2) promoting and making access to exemplary course outlines; and (3) warehousing a searchable directory of approved course outlines.

Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels;

- Fifty-two prospective new agriculture education teacher candidates completed pre-service training at five colleges/universities. Over 600 agriculture educators, statewide, participated in professional development workshops designed to improve technical skills, program management skills, integrate academic and technical education, and instruction and evaluation strategies. Forty-five agriculture education completed an intensive five-day professional development program (“Delta”) which focuses on the development of high quality, student-centered instruction and provides instruction, evaluation, coaching, and ongoing feedback to enhance the development and utilization of this instructional approach.
- Eight school teams comprised of business educators, core academic teachers, and administrators completed the July, 2008 Business Education Institute which focused on an understanding of the CTE curriculum standards for the three industry sectors addressed in the Business Education and the strategies needed to implement site-level programs to deliver the standards-based instruction. Additionally, the spring, 2009 Business Education Workshop focused on the development of instructional resources aligned with the CTE standards and Framework and techniques to align and integrate the standards and framework in the classroom. Finally, the Leadership Project at the Napa Office of Education provided a number of presentations and workshops throughout the state to support of the entrepreneurship pathway.
- An interagency agreement with the Child, Family and Consumer Sciences Department at CSU, Fresno, enabled the CDE HECT staff and educational programs to serve over 600 current and future teachers, counselors, administrators and industry representatives in HECT workshops, region and state meetings, statewide conferences, and other professional development activities designed to keep these audiences current with trends, employment opportunities, employee expectations,

and new technology related to the nine HERO career pathways and Consumer and Family Studies foundation program. Statewide program improvement efforts were enhanced and supported by the increased involvement of business and industry in on advisory committees and task forces, in reviewing foundation and career pathway model curriculum standards, as presenters at professional development activities, in reviewing resources and providing industry internships.

- Over 800 teachers, counselors, administrators and industry representatives participated in a variety of local, regional and statewide professional development activities in Health Science and Medical Technology that emphasized curriculum alignment, getting courses approved to meet the a – g requirements, reading across the curriculum, career pathway development, and Cal-HOSA.

Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education;

- Laboratory exercises were developed and disseminated in the areas of agricultural biology and agricultural earth science to improve the industry-relevance of the instruction provided in the agriculture science pathway programs. Additionally, integrated agricultural education courses were developed that meet the UC and CSU system entrance requirements in laboratory science, fine arts, and economics. Almost 900 of the state's current high school agriculture education courses now meet the university entrance academic (a – g) requirements.
- Health Science and Medical Technology supported 48 Health Science Capacity Building sites, 56 CA Partnership Academies; 9 Specialized Secondary Programs in technical assistance and professional development activities. Additionally, Cal-HOSA supported 77 chapters with the integration of CTE and academic instruction through classroom activities, competitive events medical math, terminology, extemporaneous writing and speech, career health displays, HOSA Bowl, medical reading, health education, knowledge tests, leadership, teamwork, character building, critical thinking, decision making, election process and voting, and 2 state officer trainings.
- CDE staff developed and monitored a contract with the UC Office of the President that provides funding for a career and technical pathways initiative and a UC curriculum integration institute. Both of these contract activities are intended to improve the academic and career and technical skills of high school students through the integration of academics with CTE. This objective is accomplished through a contract-funded grant program for teams of academic and CTE teachers to develop CTE high school courses that meet the UC's course standards for inclusion on the "a to g" list of college preparatory high school courses that students can complete for university admission purposes.
- CDE staff assisted the State Superintendent of Public Instruction in completing a legislatively mandated report that explores the feasibility of establishing and expanding additional multiple pathway programs in California. These multiple pathway programs are multi-year, comprehensive high school programs of integrated academic and technical study organized around a broad theme, interest area, or industry sector. These programs deliver college preparatory academics and CTE through the use of project-based learning and other engaging instructional strategies, and provide students with work-based learning opportunities and support services.
- CalCRN resources were aligned with the state's academic content and CTE standards.
- The Manufacturing and Product Development Sector programs were aligned with the CA CTE Model Curriculum Standards.

Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable;

- Cal-HOSA's encouragement and support of non-traditional enrollment and participation is evidenced by the almost 50/50 gender balance of the 2008-08 teachers/advisors and male/female student participation in the nursing, EMT, and medical/dental-assisting competitive events and organizational leadership.

Supporting partnerships among local education agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study;

- California Virtual Enterprise (VE) continued its partnership with the CDE, county superintendent of schools offices, CA school-to-career consortiums, tech prep consortiums, and Junior Achievement. Sponsorships for VE include Wells Fargo bank and Merrill Lynch. VE collaborates with coordinators in the development of all regional and online VE student training workshops, regional competitions and trade shows throughout the state.
- Health Science and Medical Technology utilized consortium memberships, steering committee assignments, K-12 liaisons, and Cal-HOSA representatives to develop effective working partnerships with the CA Secretary of Education's Office, Health Professions Consortium, Allied Health Steering Committee, Cedars Sinai Health, and John Muir Health. Additionally, Cal-HOSA partners actively with over 10 health care organizations, 77 chapters located at secondary schools, 1 university and 3 community colleges.
- In addition to planning and conducting professional development activities, the HECT partnership with CSU, Fresno also enabled the continuation and expansion of the Model Program and Assessment Project which funded school sites for the purpose of identifying resources, technical assistance, and support needed by secondary school sites to develop model programs in HECT; reinstated the Home Economics Single-subject Credential program at CSU, Fresno; and identified and developed student assessments that would be recognized by industry.
- CDE staff assigned as leads for the state's 15 industry sectors are active participants in this initial year (2008-09) of a the state's multi-year effort to develop model programs of study for no less than 48 career pathways. Fifteen model programs of study were developed in the initial year (2008-09) in an effort that involved high school, ROCP, and community college staff as well as representatives of the industries served by the respective programs.
- Senate Bill 70 funds totaling approximately \$1.5 million were utilized to create career pathways and instructional systems to serve the middle schools, high schools, ROCPs, and community colleges.

Serving individuals in State institutions;

- CDCR purchased copies of CalCRN's The Real Game California for use with juvenile offenders.

Providing support for programs for special populations that lead to high skill, high wage and high demand occupations; and

- Adherence to this Perkins IV, Section 135(c)(9) requirement is provided through the process adopted by the state for approving local plans, applications, and accountability reports and related monitoring activities. The local plan must include a description of the activities to be conducted to prepare the special population groups for high skill, high wage, or high demand occupations that lead to self-sufficiency. Approval of the CTE programs submitted by the local educational agency on its annual applications for funds is dependent on the provision of multiple elements, including evidence that the programs are preparing students for high skill, high wage, or high demand occupations and that equitable access and needed support services are being provided to all students enrolled in the programs, including those who are members of special populations. Finally, each local agency's annual accountability report is reviewed to determine if the special population enrollment, achievement, and placement rates are far enough below the state's final adjusted performance rates to merit an onsite monitoring/technical assistance visit.
- The 2008-09 CA Partnership Academy program effectively served over 28,000 at-risk students (one-half of the approximately 56,000 enrolled in the program) through a small-learning community approach that utilizes team teaching, tutoring, counseling, mentoring and a variety of other resources to integrate CTE and academic core skill instruction.
- CalHOSA involved, supported and accommodated special population student participation in regional and state competitions to ensure their success.
- CDE staff oversaw the distribution and the use of funds that support the implementation of AVID (Advancement Via Individual Determination) in the state's middle schools and high schools. AVID is a college preparatory, academic support program that helps disadvantaged and underachieving students without a college-going family tradition to complete the courses required for university admission purposes and to apply for admission to colleges and universities.
- CalCRN staff worked with the California Foster Youth Services College and Career task group to ensure utilization of CalCRN by foster youth, care givers, schools, and community support agencies.

**Offering technical assistance for eligible recipients.**

- Technical assistance activities for eligible recipients of the Perkins IV funds continued to be a high priority for the State's administration of the Perkins IV funds in 2008-09. The assistance was provided through workshops, meetings, onsite visits, and voice and written mediums to provide LEAs with the information and guidance needed to ensure that they fully understand the mandates and guidelines for the administration and use of the funds. These same mediums were used by State CTE instructional program area staff to provide assistance on the myriad of program-related issues including, but not limited to, leadership, curriculum, instruction, and evaluation. Example: CDE Agricultural education staff utilized on-site visits, e-mail, fax, telephone, web-based information, and specialized consultations with education or industry experts to provide technical assistance to 315 LEA agriculture programs in 2008-09.
- CDE staff provided technical assistance to AVID regional center grantees (11 county offices of education), and two contractors—the AVID Center, a San Diego-based non-profit organization; and the UC Office of the President.

**b. Permissive Uses of the Perkins IV State Leadership funds**

Improving career guidance and academic counseling programs;

- Career planning guides developed for use by the approximately 65,000 students annually enrolled Agriculture education include planned academic and technical coursework, supervised agricultural experience projects, and leadership and interpersonal skills development activities and events.
- Career information in the health science occupations developed by Health Careers was presented to 100 teachers at the 2009 Health Science Educators' Institute.
- Both of the contract activities involved in the afore-cited CDE staff-developed and monitored contract with the UC Office of the President, that provides funding for a career and technical pathways initiative and a UC curriculum integration institute, involve planning for and delivering professional development for career guidance and academic counselors at the secondary level that is designed to improve the operation of career guidance and academic counseling programs in the state's secondary schools.
- The HECT program completed three major career guidance efforts in 2008-09: The *College and Career Planning Guide*, developed for use with the HECT-related industry sectors, was updated and reprinted to provide current labor market data, education and salary information; the resource, *HECT Careers*, was updated to reflect new and emerging careers as well as to ensure consistency with the state's *Career Technical Education Model Curriculum Framework*; a new resource that indicates salary ranges for careers in each of the nine career pathways was developed and inserted into the HECT public relations kit.
- CalCRN's support of state and local efforts to improve career and education decision-making was evidenced throughout the year by the development of an online version of *The Real Game California* and the provision of CA CareerZone, CA Reality Check, and the CA Career Planning Guide as well as the training needed to effectively utilize each of these resources. CalCRN also conducted an online survey, with over 600 respondents, to determine counselor awareness and use of CalCRN resources and current unmet resource needs.

Establishing agreements, including articulation agreements, between secondary school training opportunities for students;

- Health Careers supported the development of 60-70 articulation agreements and dual credit strategies as a requirement for pathway implementation for over 48 high schools participating in the Health Science Capacity Building grant.
- HECT staff attended meetings of the CCCCO Family and Consumer Sciences Advisory Committee where the need for increased articulation between the secondary and community college level instruction was discussed.
- All CDE CTE staff with subject-matter assignments participated in articulation meetings and activities specific to their respective assignment.

Supporting career and technical student organizations;

- The CTE program units continued to emphasize the use of student organizations to develop the leadership and interpersonal skills essential to today's workplace. Major staff, program, and funding commitments were made to DECA—An association of Marketing students, Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), Health Occupations Students of America (HOSA), and SkillsUSA. Over 79,517 students participated in these organizations in 2008-09, an increase of approximately 1,000 from 2007-08. As evidenced in the activities described in the professional development subheading, each of the subject-matter

program units provided and supported extensive in-service, technical assistance, and leadership conferences on the importance, development, and operation of the CTSOs.

Supporting public charter schools operating career and technical education programs;

- The charter schools receiving Perkins IV Section 131 funds were invited and encouraged to participate in the 2008-09 professional development opportunities and technical assistance extended to all recipients of these funds by the Program Administrative Support Office Unit and the subject-matter program units. Evidence of the subject-matter support is provided by the Agriculture Education staff's development of two new charter school programs in agriculture with FFA components and the three charter schools in attendance at the 4<sup>th</sup> annual Health Science Educators' Institute.

Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;

- Experience in, and understanding of, all aspect of an industry in which students are preparing to enter continued to be integral to the professional development activities conducted for the local administrators of the Perkins Section 131 and 132 funds by the CDE Program and Administrative Support Unit and by the professional development activities conducted for teachers and local administrators by the CTE subject-matter units. Example: Four hundred fifty teachers in attendance at the Health Science Educators' Institute assessed and developed strategic plans for implementing all aspect of industry instruction at forty-eight grade 7-14 sites.

Supporting family and consumer sciences programs;

- During 2008-09, the HECT Unit:
  - ✓ hosted a task force meeting to revalidate the Consumer and Family Studies (CFS) content areas as the bases for CFS foundation and concentration courses and the relationship to the nine HERO pathways;
  - ✓ updated and cross-referenced outlines for each of the CFS foundation seven content area concentration courses to the CA Model Career Technical Education Standards; and
  - ✓ revised the CFS Food Science course that satisfies the a-g entrance requirements for CSU and UC;

Supporting partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;

- Though local businesses continued to be involved in providing work-related experiences for students through program such as Work Experience Education, Cooperative Career Technical Education, and Community Classroom Education, state and local agency focus on the development of programs of study, combined with the state-imposed requirement that local agency CTE programs have an occupational advisory committees as a condition of approval for assistance with the Perkins Section 131 and 132 funds, significantly increased business and industry involvement in the determination, design, instruction, and evaluation in the 2008-09 program year. As evidenced by the 2008-09 local agency applications for funds budgets, many of the local agencies took advantage of the option provided in Section 135(c)(1) to use allocated Section 131 or 132 funds to support the industry involvement.

- Business and industry support of all of the state's CTE student organizations (CTSOs) remained strong, as evidenced by the more than 800 business and industry representatives who were involved in the FHA-HERO leadership and competitive career development activities as judges and/or in providing financial support for awards.

Providing activities to support entrepreneurship education and training;

- Agriculture education programs conducted for developing and measuring student proficiency in entrepreneurial agricultural experience programs in animal science, plant science, ornamental horticulture, agricultural business, forestry and natural resources, and agricultural mechanics involved approximately 30,000 student projects in 2008-09.

Developing valid and reliable assessments of technical skills;

- An on-line assessment system was developed and implemented for measuring student attainment of standards in agriculture and natural resources industry sector pathway programs. Assessments are aligned to state adopted content standards and can be administered on local and statewide levels to measure student attainment.
- HECT utilized its Technology Model Programs and Assessment Project to identify and purchase industry-recognized certification instruments for local agency use in assessing student skill attainment in the career paths of Food Service and Hospitality, Child Development and Guidance, and the Consumer and Family Studies foundation program.
- CDE provided oversight on a research project conducted by East San Gabriel ROP Technical Center to document the overall educational value and effectiveness of California's CTE programs by comparing students who have been enrolled in high school and ROCP CTE instruction with a demographically comparable group of students who have not participated in this instruction. This information will be a resource for high school and ROCPs use in demonstrating the educational viability of their CTE programs. The information should also provide the CDE with effective strategies for boosting high school graduation rates, improving academic achievement, reducing the drop-out rate, and improving the achievement gap.

Developing and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

- Several refinements were made to the state's student-based CTE data system: (1) The accountability section of the annual CAR was changed to provide same-year CTE enrollment and placement data; (2) A statement attesting to the completeness and accuracy of the data was added to the online accountability reports submitted by the LEAs; (3) Procedures were adopted to validate the data reported by the LEAs; and (4) Program Administration and Support Office staff has met regularly with the CDE CalPADS (California Longitudinal Pupil Achievement Data System) staff to coordinate the inclusion of CTE data in the eventual migration of secondary school data being gathered by CalPADS.
- Health Careers developed a data collection survey and system to collect student level on students enrolled in Health Science and Medical Technology pathways. Two thousand students and 45 teachers responded to the survey. Health Careers also participated in the development of a comprehensive teacher networking survey to assess teacher collegiality and professional development needs.

Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business; and

- o CTE teacher promotion, recruitment and retention efforts were conducted in several subject-matter program areas. Examples: Agriculture education developed and conducted a web-based campaign called “Teach Ag” to identify, inform and recruit individuals interested in pursuing an agriculture teaching career, and a “new professions” conference focused on helping new teachers to succeed. HECT conducted special sessions at the FHA-HERO State Leadership Meeting to encourage members to consider a teaching career in secondary Home Economics Careers and Technology Education. HECT also conducted a survey of selected Central California counties to identify the need for HECT teachers for Consumer Family Science and the nine HERO career pathway programs, and invited and encouraged university students enrolled in HECT teacher preparation programs to participate in both HECT professional development and FHA-HERO development activities.

## **2. Progress in Developing and Implementing Technical Skill Assessments**

As noted in the 2008-2012 CA State Plan for CTE, “all CTE courses and programs have developed or adopted technical skill assessments based on industry standards as determined from alignment with the California CTE Model Curriculum Standards and Framework or statewide industry advisory determination. As mentioned in the validity section of the technical skill assessment indicator in question #3, the state considers the most valid form of technical skill assessment to be a comprehensive and cumulative assessment of technical skill attainment, aligned to industry standards and course and program content as measured by the tests; papers; projects; activities; demonstrations of competency, critical thinking, and problem solving; and other evaluative activities by local instructors, and reported in course grades of students to ensure that students have mastered the necessary academic and career and technical skills before they move into more advanced courses or complete their postsecondary education. Where applicable, programs may also adopt the more general industry certification assessments or more specific industry certificates to provide for enhanced employment opportunities for students completing the course.

All students who meet the CTE concentrator threshold criteria will have been assessed within their individual CTE courses. All CTE student concentrators who complete CTE programs will have completed an end-of-program assessment where available and applicable.”

Though no major changes were made during 2007-08 in the development and implementation of new technical skill assessments, significant efforts were undertaken to ensure that the technical skill assessment used by the LEAs are aligned with the State’s industry-validated Model Curriculum Standards and are validated by statewide or local industry advisory committees. Additionally, the model programs of study being developed for the State’s 58 career pathways will include industry certification criteria.

## **3. Implementation of State Program Improvement Plans**

Note: This section of the CAR addresses achieved secondary performance levels, only. The achieved postsecondary performance levels are reported in the CCCCO section.

As evidenced by the attached 2007-08 accountability data for secondary programs, California achievement of the State-adjusted level of performance for the core indicators was as follows:

- 1S1 Academic Attainment—Reading/Language Arts
  - ✓ State and all of the sub groups met at least 90 percent of the adjusted level of performance.
- 1S2 Academic Attainment—Mathematics
  - ✓ State and all of the sub groups met at least 90 percent of the adjusted level of performance.
- 2S1 Technical Skill Attainment
  - ✓ State and all of the sub groups met at least 90 percent of the adjusted level of performance.
- 3S1 School Graduation
- 4S1 Graduation
  - ✓ State met at least 90 percent of the adjusted level of performance.
  - ✓ Two ethnic sub groups (Black or African American and Hispanic/Latino) failed to meet at least 90 percent of the adjusted level of performance by less than 3 percentage points.
  - ✓ Five of the special population sub groups (economically disadvantaged, students with disabilities, single parents, limited English proficient and migrant) failed to meet at least 90 percent of the adjusted level of performance by less than 4 percentage points. CDE staff investigation of the deficient percentages for each set of sub groups has linked the problem to causes: first time collection of CA High School Exit Examination data and the reports of 13 local agencies who reported less graduation rates of less than 50 percent. One of the larger agencies reported a graduation rate of 11.18 percent. Actions are already underway to correct both of these causes.
- 5S1 Placement
  - ✓ State met at least 90 percent of the adjusted level of performance.
  - ✓ Three special population sub groups (students with disabilities, limited English proficient, and non-traditional students) failed to meet at least 90 percent of the adjusted level of performance
- 6S1 Non-Traditional Participation
  - ✓ State met at least 90 percent of the adjusted level of performance. However, the level of male participation in non-traditional programs failed to meet at least 90 percent of the adjusted level of performance for this core indicator.
- 6S2 Non-Traditional Completion
  - ✓ State met at least 90 percent of the adjusted level of performance. Again, however, male completion in non-traditional programs failed to meet at least 90 percent of the adjusted level of performance for this core indicator.

#### **4. Implementation of Local Program Improvement Plans**

Appendix K of the 2008-2012 CA State Plan for CTE details the accountability system developed by the State to group local educational agencies according to the degree to which they achieve agreed upon levels of performance for the Perkins IV core indicators. The following data reflects the grouping determined from the 2007-2008 secondary program accountability reports:

- 59 percent (224/389) of the state’s secondary programs were determined to be “Compliant Agencies,” meaning they met at least 90 percent of all of the adjusted levels of performance;
- 17.2 percent (67/389) of the state’s secondary programs were determined to be “Needs Improvement Agencies,” meaning that they failed to meet 90 percent of at least one of the adjusted levels of performance;
- 19.8 percent (77/389) of the state’s secondary programs were determined to be “Priority Improvement Agencies,” meaning that they failed to meet 90 percent of three or more of the adjusted levels of performance, or below 60 percent on any one of the adjusted levels of performance; and
- 5.3 percent (21/389) of the state secondary programs were determined to be “Monitoring Agencies,” meaning that they scored in the lowest percentage of overall performance as determined by a composite ranking of all of the performance-level measures.

In accordance with state plan policy:

- “Compliant Agencies” will be exempted from formal program improvement plans or monitoring but will continue to be subject to state and local fiscal audit requirements;
- “Needs Improvement Agencies” will be required to submit a program improvement form which describes the planned strategies and activities to be employed during the upcoming year to bring performance levels to the 90 percent compliance mark;
- “Priority Improvement Agencies” will be required to submit a detailed action plan for either the agency or school site that is not achieving the required levels. The action plan must include a diagnosis of the causes of the low performance, strategies for moving the agency to 90 percent performance within two years, expected outcomes, and the Perkins and agency funding to be committed to each strategy; and
- “Monitored Agencies” will be subject to a Perkins Program Monitoring as specified by the state’s Joint Advisory Committee for Career Technical Education.

## 5. Tech Prep Grant Award Information

Please refer to response provided in the CCCCCO section of this report.

### **PART B: NARRATIVE PERFORMANCE INFORMATION—CCCCO REPORT**

#### **1. Implementation of State Leadership Activities for Community Colleges**

The California Community College Chancellor’s Office (CCCCO) used Perkins IV State Leadership funds to improve career and technical education programs and services for all segments of the population, improve access for individuals who are inadequately served or under represented. Additionally, the CCCCCO funded statewide collaboratives and partnerships to foster program improvement. Activities focused on developing best practice models for implementation by districts/colleges at the local level. Activities were funded strictly for program improvement projects with statewide impact and/or scope. The following CTE state leadership activities were conducted with the funds: The activities are consistent with Perkins IV provisions (Public Law 109-270 and the career education policies adopted by the Board of Governors of the California Community Colleges.

The CCCCCO also used Perkins IV IB funds to address the Career and Technical Education (CTE) required state leadership activities listed below.

##### **a. Required Uses of the Perkins IV State Leadership funds**

#### Assessment of the career technical education programs funded under Perkins IV

- Throughout the scope of activities funded with 2008-09 Perkins State Leadership funds, assessment of program performance was included. In addition to review, analysis and interpretation of core measures within local programs or across discipline areas, various activities were conducted to identify innovative or best practices in the career technical education. Such findings were often the focus of monthly regional consortia meetings or twice-annual statewide conferences of California Community College Career Technical Education practitioners.

#### Developing, improving, or expanding the use of technology in career technical education

- Six statewide discipline/industry advisory committees were funded to advise in the improvement of CTE programs and instruction in the specific discipline or industry cluster they represent. Six associated, but independent statewide discipline/industry collaboratives were also funded to carry out program improvement activities. The discipline/industry collaboratives expended Perkins IV IB funds in these five areas:
  - ✓ performance accountability;
  - ✓ curriculum development and improvement;
  - ✓ professional development;
  - ✓ student support structures; and
  - ✓ partnership development and improvement.Within all these areas the use of technology in career and technical education occurs. Two major themes are covered: the use of technology in the occupational areas as well as the use of technology in the delivery of career technical education.

#### Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels;

- In the community college system, as mentioned in prior responses, funds were used to promote statewide innovation and improvement in teaching, teaming, and coaching. Activities were aimed at ensuring that instructors are current in all aspects of the industry and the use of educational technology. Additionally advisory committees and associated statewide discipline/industry collaboratives were funded in the areas of 1) career development 2) work-based learning and placement. Those areas particularly involved administrators, and career guidance and academic counselors.

#### Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education;

- Funds were used to promote statewide student leadership activities, counseling, and other support services that relate to career and technical programs and enhance classroom and work-based instruction.
- CCCCO used \$380,000 of its Perkins IV Title IB funds to fund ten statewide advisory committees. The purpose of the funds was to develop the academic, career, and technical skills of secondary students enrolled in career and technical education programs. Funded activities included:
  - ✓ continued development of challenging academic standards at the COCCC and colleges;

- ✓ promotion of services and activities that integrate academic, career, and technical instruction and link secondary and postsecondary education;
- ✓ coordination and collaboration with the state's education reform and workforce preparation efforts;
- ✓ increasing state and local flexibility to provide services and activities designed to develop, implement, and improve career and technical education, including Tech-Prep; and
- ✓ assisting with a review of student outcomes in subject area disciplines.
- Additional funds are provided to support an annual conference conducted under the auspices of the statewide academic senate of the California Community Colleges faculty. The Vocational Education Leadership Institute is a faculty-focused event that promotes the integration of academics with career and technical education.

Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable;

- Through the Joint Special Populations Advisory Committee (JSPAC) and the Special Populations Collaborative Project, California has implemented a coordinated system of professional development designed to enhance awareness and preparation for nontraditional fields in current and emerging professions. In 2008-09, 205 secondary and postsecondary educators were trained during the Committee's annual two-day conference, "Planting for the Future: Improving Access & Opportunities Using Career Pathways." Following the conference, first-time attendees were added to the JSPAC statewide electronic list serve bringing the total to nearly 2,000 contacts. The list serve provides continuing professional development through a quarterly newsletter, "News You Can Use," and announcements of follow-up training opportunities throughout the state. In 2008-09, 17 follow-up training sessions were held.
- Careers in Science Technology Engineer and Mathematics (STEM) fields are among the fastest growing current and emerging professions. California actively participates in the STEM Equity Pipeline Project, funded by the National Science Foundation. For the past three years, the STEM Equity Pipeline Project, in collaboration with the JSPAC and the Special Populations Collaborative Project, provided training to California educators in the research-based 5-Step Process to increase participation and completion of females, including those from special populations, in STEM education.

Supporting partnerships among local education agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study;

- The COCCC used \$1,680,000 of Perkins IV Title IB funds to fund seven regional consortia. The funds supported the expansion and improvement of a regional network infrastructure designed to improve educational and economic development services that:
  - ✓ promoted regional responses to the training and economic development needs of industry, government, and the community;
  - ✓ used marketing strategies to improve public awareness of college's career and

technical education and economic development programs and services;

- ✓ used technology to develop and improve electronic networks between colleges, business, and industry to promote regional and statewide collaboration; and
- ✓ promoted partnership development between colleges, business, and industry.

An example of a result of such partnership support has been the California Community College regional response to workforce needs in the emerging area of "Clean, Green Energy." The 26 community colleges of the greater San Francisco Bay area have coordinated a response, with individual colleges specializing in various aspects of the industry sector, as informed by external sources regarding labor market requirements and other factors. This model is being further replicated in the greater Los Angeles / Orange County region.

Serving individuals in State institutions;

- The CCCCO entered into an Interagency Agreement (IA) Contract with the California Department of Corrections and Rehabilitation (CDCR). As the nation's largest system of corrections, the CDCR maintains a full complement of occupational preparation activities for individuals assigned to the various institutions.

Providing support for programs for special populations that lead to high skill, high wage and high demand occupations; and

- California supports data-driven program planning that uses student performance analysis to identify gaps and develop strategies to enhance success. To this end, the Perkins IV core indicators of performance for each special population group are analyzed and this information is conveyed to local educators. The data are shared with the statewide advisory committees, the regional consortia, and at workshops held throughout the state.
- Support for programs is also provided through two key websites: [www.jspac.org](http://www.jspac.org) and [www.cccspecialpopulations.org](http://www.cccspecialpopulations.org). Both sites list project-developed documents and other identified resources to support programs for special populations that lead to high skill, high wage and high demand occupations. Products developed in 2008-2009 by these projects include:
  - ✓ "California Community College Programs Classified as Nontraditional." This document identifies the California community college training programs that are classified as "nontraditional" based on national employment data and the California Community Colleges Chancellor's Office Management Information System core indicators 5P1 and 5P2 data.
  - ✓ "Women in Non Traditional Careers: Tools for Success." The JSPAC and the Special Collaborative Project supported the production and distribution of this document, and feature it on their websites. It is designed to help recruit and retain more women in traditionally male fields and contains a list of the "Top 10 Hands-On Things You Can Do."
  - ✓ "Curriculum Resources for Students from Special Populations." This is a "living" document that will be updated as new resources emerge. It contains curriculum resources for all students and for specific special population groups.
  - ✓ "Effective Practices/Models for Students from Special Populations." This document contains both national and California effective practice models.
  - ✓ A survey to assess how schools and colleges statewide and nationally are meeting the student support needs of special population students and nontraditional program participants.
- The special population collaborative project and advisory committee also work with the Perkins State Leadership funded industry-specific advisory committees. The

advisory committees are apprised of the performance of special population students, particularly nontraditional students, in their respective training areas. The objective is to seek effective strategies to enable special population students to be competitive in achieving industry skill standards.

Offering technical assistance for eligible recipients.

- The CCCCO's CTE Unit is composed of seven professional staff. The staffers in the CTE unit have statewide responsibility over an assigned region. The responsibilities of these staffers include project management, project monitoring, and technical assistance.
- Staff participated in monthly regional consortia meetings for the delivery of technical assistance.
- Staff participated in twice annual statewide conferences (<http://cccaoe.org/>) focused on Career Technical Education for the delivery of technical assistance.
- Staff participated in ad hoc local meetings as well as other targeted events participated for the delivery of technical assistance. Examples of such events include regional Tech Prep coordinator meetings, regional Cooperative Work Experience Education meetings, and regional "same-discipline" meetings.

**b. Permissive Uses of the Perkins IV State Leadership funds**

Improving career guidance and academic counseling programs;

- Three advisory committees and associated statewide discipline/industry collaboratives were funded in the areas of 1) career development 2) work-based learning and placement and 3) special populations. Those areas particularly involved career guidance and academic counselors. The Community College Districts provide career guidance and academic counseling by allocating Perkins IV funds across vocational programs, thus permitting the involvement of local practitioners in statewide events.
- Outcomes include regional professional development meetings, resource materials and websites, and an annual conference focused on the needs of special populations

Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students;

- Community College Districts have established partnerships with its local partners that offer Tech Prep programs at the secondary, postsecondary, and four year institutions. These partnerships facilitate the coordination and development of articulation agreements and transition into four year institutions. Moreover, all community colleges participate in state-funded career pathways work, which include robust support of establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students. Related dedicated resources are maintained at <http://www.statewidepathways.org/>

Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs;

- Community College Districts have established partnerships with its local partners that offer Tech Prep programs at the secondary, postsecondary, and four year institutions. These partnerships facilitate the coordination and development of articulation agreements and transition into four year institutions.

Supporting career and technical student organizations;

- When available and appropriate, Perkins State Leadership supported projects include career technical education student organizations. For example, some activities are ongoing with the agriculture statewide discipline/industry collaborative.

Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;

- Although the infusion of activities which offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter exists in many projects funded from Perkins State Leadership, particular accolades belong to the advisory committee and associated statewide discipline/industry collaborative for work-based learning and placement. Its many resources are maintained at <http://www.wblconnections.com/>.

Supporting family and consumer sciences programs;

- A system wide advisory committee and associated statewide discipline/industry for family and consumer science is supported through Perkins State Leadership funds. Its many resources are maintained at <http://cccfcs.com/>

Supporting partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;

- The Community College System uses Perkins Leadership funds to participate in the California Council on Science and Technology. CCST is a nonpartisan, impartial, not-for-profit 501(c)(3) corporation established via Assembly Concurrent Resolution (ACR 162) in 1988 by a unanimous vote of the California Legislature. It is designed to offer expert advice to the state government and to recommend solutions to science and technology-related policy issues. CCST is governed by a Board of Directors composed of representatives from its sponsoring academic institutions, from the corporate and business community, as well as from the philanthropic community. The CCST Board is assisted by a larger CCST Council, an assembly of corporate CEOs, academicians, scientists, and scholars of the highest distinction, and by the CCST Senior Fellows, a larger group that provides advice in their areas of expertise. Currently, seventy-eight members and fellows are also members of the National Academies, five are Nobel laureates, eight are National Medal of Science recipients and two are recipients of the National Medal of Technology.

Supporting the improvement or development of new career technical education courses and initiatives, including career clusters, career academies, and distance learning;

- These goals are shared by much of the California Community College CTE Perkins State Leadership infrastructure: )1 advisory committees and associated statewide discipline/industry collaboratives, 2) regional consortia, and 3) targeted projects.

Developing valid and reliable assessments of technical skills;

- The California Community Colleges have technical skill assessments implemented throughout their CTE curricula. CTE program faculty work with state required local advisory committees to align standards, curricula, and technical skill assessments that meet the needs of local business and industry. Faculty also implements national standards where appropriate into their curricula and assessments. Additionally, the six statewide discipline/industry collaboratives, supported by CCCCCO with state

leadership funds, work with business and industry and faculty to integrate new standards and advancements into existing curricula and assessments and development model curricula and assessments in emerging areas.

Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

- Funds are used to support and enhance the community college MIS system, perform research, and supporting data matches to ascertain employment outcomes. Additionally, k-16 intersegmental longitudinal studies are enabled by the Cal-Pass system (<http://www.cal-pass.org/>). Although Cal-Pass is supported by general state funds, community college Perkins State Leadership supported projects leverage the resource in their work

Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business; and

- Funds were used to promote professional development of career and technical education teachers and faculty. Some regional consortia now offer teaching methods and training for new faculty transitioning from business into teaching. Additionally, the California Community Colleges Association of Educators in its conference has included a string of workshops which aim at recruiting and retaining career technical education staff from instructors to administrators.

Supporting occupational and employment information resources.

- Labor market information on jobs, occupations, and industry is made available on the web by college program area. That information can be accessed at: <http://www.labormarketinfo.edd.ca.gov/CommColleges/>

**2. Progress in Developing and Implementing Technical Skill Assessments**

The CCCCO continues to assert, as noted in the 2008-2012 CA State Plan for CTE, that “all CTE courses and programs have developed or adopted technical skill assessments based on industry standards as determined from alignment with the California CTE Model Curriculum Standards and Framework or statewide industry advisory determination. As mentioned in the validity section of the technical skill assessment indicator in question #3 of the state plan response, the state considers the most valid form of technical skill assessment to be a comprehensive and cumulative assessment of technical skill attainment, aligned to industry standards and course and program content as measured by the tests; papers; projects; activities; demonstrations of competency, critical thinking, and problem solving; and other evaluative activities by local instructors, and reported in course grades of students to ensure that students have mastered the necessary academic and career and technical skills before they move into more advanced courses or complete their postsecondary education. Where applicable, programs may also adopt the more general industry certification assessments or more narrow industry or manufacturer specific skill certificates to provide for enhanced employment opportunities for students completing CTE courses.

All students who meet the CTE concentrator threshold criteria have been assessed within their individual CTE courses as required by the California education code. All CTE student concentrators who complete CTE programs will have completed an end-of-program assessment where available and applicable.”

The California Community Colleges have technical skill assessments implemented throughout their CTE curricula. CTE program faculty work with state required local advisory committees to align standards, curricula, and technical skill assessments that meet the needs of local business and industry. Faculty also implements national standards, where appropriate, into their curricula and assessments. Additionally, the six statewide discipline/industry collaboratives, supported by CCCCCO with state leadership funds, work with business and industry and faculty to integrate new standards and advancements into existing curricula and assessments and development model curricula and assessments in emerging areas.

### **3. Implementation of State Program Improvement Plans**

California postsecondary was above 90% of the negotiated target for all core indicators for the 2008-2009 program year.

### **4. Implementation of Local Program Improvement Plans**

Although targets were negotiated in spring 2008, numerous coding errors were found and corrected in the program that generated the core indicator reports on which those targets were based. Coding errors were fixed in October of 2008, January, 2009, and May, 2009. With each correction of the programming, negotiated targets became less and less meaningful as the numbers on which they were based changed dramatically. Additionally, the final correction occurred only one week before local districts had to negotiate performance targets for 2009-2010 and two weeks before local applications were due. Local Improvement Plans are required from all California Community College LEAs annually to receive Perkins funds. The application for funds includes a local improvement plan. So, regardless of whether colleges meet their negotiated performance or not they must submit an improvement plan.

Because the data on which negotiated targets was no longer valid, and formats outcomes for the 2008-2009 program year were now published on the web, California postsecondary did not use the negotiated targets based on invalid data to determine whether colleges had missed their targets for the 2008-2009 year or not. As was done with the Federal negotiators targets, new baselines were set for local districts and each district was determined to be in compliance of meeting the 90% level.

### **5. Tech Prep Grant Award Information**

The CCCCCO awards Tech Prep Funds (69% of Title II) through consortia led by a community college district office or county office of education and includes the local community colleges working in collaboration with K-12 districts, schools, adult schools, ROCPs, and local business partners. California chose to distribute this money by formula rather than on a competitive basis. The formula is based on a per community college within the consortium basis (total allocation – administration ÷ 109 community colleges x community colleges within consortium = allocation).

As specified in the approved 2008-2012 California State Plan for Career Technical Education (p.170), "Each eligible recipient of Perkins IV Section 131 funds desiring to participate in a Tech Prep consortium must join the (Cal-PASS) system in the 2008-09 program year. A one year exemption to this requirement is available (see page 219) for local agencies that cannot join this system because of staff time commitment to the implementation of CALPADS. All eligible recipients of Section 131 and 132 funds must have the Cal-PASS system in place by

the 2011–12 program year as a condition of funding. Upon request, the CDE and CCCCCO staff will assist the eligible recipients with the implementation and use of the system."

**PART C: FINANCIAL STATUS REPORTS (FSR)**

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**PART D: PERFORMANCE REPORT**

**(See attached Student Enrollment, Tech Prep Enrollment, and Core Indicator Performance Reports)**