

PART B: STUDENT DEFINITIONS

1. Secondary Level

Participant – A secondary career technical education (CTE) participant is a student who has completed the equivalent of a conventional 50-minute class taken five times per week for 180 school days or approximately 150 hours of instruction in a state-recognized CTE sequence or program.

Concentrators – A secondary CTE concentrator is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single, state-recognized, multi-hour course and is enrolled in the second half of that course.

2. Adult Level (Adult Schools and Regional Occupational Centers and Programs)

Participant – An adult CTE participant is a student who has completed the equivalent of a conventional 50-minute class taken five times per week for 180 schools days or approximately 150 hours of instruction in a state-recognized CTE sequence or program.

Concentrators – An adult CTE concentrator is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single, state-recognized, multi-hour course and is enrolled in the second half of that course.

3. Postsecondary Level (Community Colleges)

Concentrator – For Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) accountability purposes, a higher education CTE program “Concentrator” is defined as a student who has, within the previous three years, completed a minimum threshold of 12 or more units of related coursework in a CTE program area (defined as a two-digit TOP1 code) with at least one of those courses teaching job-specific skills.

While this criteria can be used to establish a minimum level of student participation in a program, the state has focused its analyses on different subsets of that student population for different measures to allow evaluation of outcomes within appropriate populations. This subset methodology allows community colleges to address both system-wide performance goals and requirements of the Act by measuring success against an appropriate population.

The criterion used for inclusion in each of the measures is provided in detail in the Community College measures section of chapter four of the 2008–12 California State Plan for CTE (State Plan).

**PART B: NARRATIVE PERFORMANCE INFORMATION
CALIFORNIA DEPARTMENT OF EDUCATION REPORT**

1. Implementation of State Leadership Activities for Secondary Programs and Adult Programs Administered by Adult Education Agencies and Regional Occupational Centers and Programs

During the 2011–12 program year the California Department of Education (CDE) utilized Perkins IV State Leadership funds, California Partnership Academy funds, and Governor’s Career Technical Education Initiative (Senate Bill 70) funds to conduct the following CTE state leadership activities as required and permitted in Sections 124(b) and 124(c) of the Act:

a. Required Uses of State Leadership Funds

Assessment of the CTE programs funded under Perkins IV

- Three hundred secondary agriculture education pathway programs offered through two hundred twenty districts were assessed against 15 state-adopted agriculture education program quality standards to determine their eligibility and funding allocation for the 2011–12 State Agriculture Education Incentive Grant funds.
- An Arts, Media, and Entertainment (AME) program self-assessment rubric was developed to determine high quality AME programs and identify model programs in three regions of our state. The identified programs will be provided funding to disseminate best practices in AME pathway instruction. This tool will be utilized by AME focused California Partnership Academies (CPA) and Link Learning districts to help ensure that participating schools have a clear understanding of the high expectations set for quality AME programs.
- The Home Economics Careers and Technology (HECT) quality criteria and process used to assess the effectiveness of secondary pathway programs were presented at each of the professional development activities conducted during the program year by state HECT staff. The assessment process requires the use of student follow-up surveys to obtain information and suggestions for program improvement, thereby ensuring that the instruction program meets the needs of student completers and the employing industries. Programs certified as meeting the criteria are recognized as “Programs of Excellence.” In 2011–12, a Webinar was developed and presented to HECT teachers and administrators to increase statewide awareness of the “Programs of Excellence” recognition process. This assessment instrument was updated so teachers and administrators can access this tool electronically. Five secondary HECT programs were recognized during the 2011–12 program year.
- The Health Science and Medical Technology and Public Services industry sectors provided local educational agencies (LEAs) with an evaluation tool,

survey, and student assessment to determine yearly progress and student achievement. This tool was used in an effort to identify needs for ongoing technical assistance to programs statewide.

- All industry sectors continued to utilize regional, state, and national career technical student organization (CTSO) competitive activities as a measure of the effectiveness of the respective programs to provide students with the leadership, career, and academic skills needed for careers and college. (See comments under Supporting CTSOs.)

Developing, Improving, or Expanding the Use of Technology in Career Technical Education

- Agriculture and Natural Science pathway educators were provided with hands-on professional development activities on advances in technology related to agriscience and agriculture mechanics that focused on the development of proficiency in the use of the technology and its utilization in the classroom.
- The Agriculture and Natural Resources Web site for teachers and students was expanded utilizing a Web-based open architecture management system allowing for wider input and utilization. Site use has dramatically increased the amount and timeliness of information shared, streamlined accuracy of applications and registrations, and expedited processing applications and claims.
- Selected Health Science and Public Services pathways received technical assistance on the implementation of a Tele-office computer suite that will enable school sites to conduct video conferences and live communications with sites throughout California and with the CDE program office. Several video conferences were conducted. This technology was implemented in an effort to eliminate travel cost and promote more effective use of staff time.
- The Finance and Business, Information Technology, and Marketing, Sales, and Services pathways utilized the Napa County Office of Education (COE) Business Education Leadership Project, Webinars, and hands-on training to provide sector educators with information, resources, and instructional expertise on a variety of the latest advances in sector technology.
- HECT teachers in the Education, Child Development, and Human Services; Fashion and Interior Design; and Hospitality, Tourism, and Recreation pathways were provided with hands-on professional development activities on technology and advances in the classroom. Teachers attended sessions on the use of Google documents, inexpensive technology tools, and current technological practices in the classroom.
- The HECT Web site is continually updated to be more user-friendly and to provide more resources for teachers in 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 Interior Design; and Hospitality, Tourism, and Recreation. Advisors, teachers, and students utilized the career information, forms, and resources provided on the Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) Web site.

- Core Reforms Engaging Arts to Educate California (CREATE CA) has convened 200 industry leaders, educators, and employers in the media design and graphics industry to provide input on work ready outcomes for students in the creative industries.
- The Web-based CTE Online system administered by Butte COE continues to provide teachers and administrators with ready access to CTE model curriculum aligned with CTE and Academic Standards. The site enables CTE and academic instructors and curriculum development specialists to develop model lesson plans aligned with the standards. In 2011–12, over 180 educators participated in CTE Online Institute(s) for seven industry sectors: Art, Media, and Entertainment; Building Trades and Construction; Transportation; Marketing, Sales, and Services; Agriculture and Natural Resources; and Fashion and Interior Design. The 800 plus model lesson plans aligned instructional units, and related lessons developed through these institutes can be downloaded and used by educational institutions throughout the state to evaluate and develop their own curricula.
- The new California Career Center launched in May 2012. This new Web portal serves as a “virtual counselor” for students and their families to help them navigate secondary education and develop plans for options after high school. The California CareerZone added a free account feature that allows students to save assessment results, flagged/rated content, and create journals. Students can now develop plans for career exploration, college attendance, and job hunting. These CareerZone tools assist students in identifying careers of interest and provide them with background information on all the occupations tracked by the Federal O*Net system. The California Reality Check provides a budgeting exercise to assist students in understanding the link between occupations, education, and lifestyle choices, leading them to explore careers on the CareerZone.

Professional Development Programs and Activities, Including Providing Comprehensive Professional Development (including initial teacher preparation) for Career Technical Education Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors at the Secondary and Postsecondary Levels.

- Fifty-nine prospective agriculture sector teacher candidates completed pre-service training at five colleges/universities. Seventy-seven agriculture sector educators in their first three years of teaching completed an intensive two-day professional development program designed to assist young professionals to cope with the challenges faced by new teachers. Over 680 agriculture sector 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.

- Major professional development opportunities made available to Health Science and Public Services pathway educators in 2011–12 include the Educating for Careers Conference in March, 2012, which provided 12 workshops in the Health Science strand, and the Health Science and Public Services Educators' Institute in June, 2012, which provided 25 workshops for over 450 attendees.
- The AME sector teachers and administrators were provided numerous professional development opportunities during 2011–12. One hundred-fifty AME teachers and administrators participated in education/industry collaboration and learning at the Courageous Creativity conference co-hosted by the Disney Corporation.
- The California Arts Project provided professional development for AME teachers around standards based instruction and participated in the California CTE Model Curriculum Standards (CTE Standards) revision process. The CREATE CA initiative brought AME educators and creative industry leaders together to write the Blueprint for Creative Schools, focused on a career-ready creative workforce.
- The 2011–12 Napa COE State Leadership contract provided Finance and Business, Information Technology, and Marketing, Sales, and Services pathway educators with a variety of professional development activities, including workshops on how to use CTE Online to align course outlines; multiple Webinars that provided sources of information and teacher resources; and a Summer Training Conference in Sacramento that provided resources, information, and hands-on training for approximately 125 attendees. Additionally, a large number of teachers in the three pathways participated in the Educating for Careers Conference in March 2012.
- CDE staff prepared and distributed reports about information technology jobs and salaries to inform CTE teachers and administrators of current and projected career opportunities in the field of Information and Communication Technologies (ICT).
- A 2011–12 interagency agreement with the Child, Family, and Consumer Sciences Department at California State University Fresno, enabled the CDE HECT staff to involve over 1,000 current and future teachers, counselors, administrators, and industry representatives in HECT workshops, region and state meetings, statewide conferences, and other professional development activities, including Webinars, 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 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.

- The Butte COE CTE Online system, funded in part with State Leadership funds, offered professional development for the state's CTE teachers through its curriculum institutes (tiers 1, 2, and 3 training programs, and the tier 4 curriculum development institutes.) The institutes provide direct and online support in the development of curriculum, identifying instructional units and related resources.
- Professional development activities conducted for the California Industrial Technology Educators included presentations on Industry Certifications, best practices, and technologies in the building trades and construction industry.
- Over 150 LEAs automotive instructors participated in one of the 10 week-long statewide training sessions provided by automobile manufacturers and related automotive agencies. These sessions were designed to update the instructors on the latest technologies in automotive manufacturing and networking opportunities with other instructors, automobile manufactures, and tool and equipment vendors.
- Senate Bill 70 funded CTE TEACH, a professional development program specifically designed to serve and support new and veteran CTE teachers throughout the state of California. In its first year, six online modules meeting the California Commission on Teacher Credentials (CCTC) Early Orientation Requirement and six online modules for professional development were posted on CTE Online. In addition, 19 CTE TEACH Site Administrators, 35 Certificated Project Leaders (mentor teachers), 116 new teachers, and 459 veteran teachers were trained utilizing the CTE TEACH Curriculum. Overall, 5,734 training hours were delivered through 13 CTE TEACH sites throughout the state (10 regional occupational centers and programs and 3 school districts).

Supporting Career Technical Education Programs that Improve the Academic and Career Technical Skills of Students through the Integration of Academics with Career Technical Education to Ensure Achievement of the Core Academic Subjects

- Agriculture and Natural Resources Pathway Workshops conducted at six locations and attended by 552 agriculture science educators focused on integrated instruction in the areas of earth science in agriculture, agricultural biology, and agricultural economics to improve the relevance of the instruction provided in the agriculture science pathway programs. Additionally, integrated agricultural education courses were developed that meet the University of California (UC) and California State University (CSU) system a-g entrance requirements in laboratory science, fine arts, and economics. Almost 1,000 the state's current high school agricultural education courses now meet these requirements.

- HECT workshops and technical assistance activities were utilized to increase the statewide number of HECT courses approved to meet the UC and CSU (a-g) entrance requirements to 268 (192 courses in Education, Child Development, and Family Services; 52 courses in Fashion and Interior Design; and 24 courses in Hospitality, Tourism, and Recreation). The UC is in the process of reviewing additional HECT courses for statewide approval.
- Health Science and Public Services pathway educators were provided with information and mentoring on CTE and academic core integration through a variety of workshops, Health Occupations Students of America (HOSA) activities and resource mailings on curriculum articles, integrated CTE and academic curriculum best practices, and pathway implementation. Approximately 450 of these teachers and administrators attended a summer workshop.
- At the UC Curriculum Institute in May 2011, a cadre of secondary Finance and Business educators developed two new course outlines that meet UC approval for mathematics. Additionally, a crosswalk of the California CTE Standards to nationally recognized standards will be available online at the Marketing and Business Administration Research and Curriculum Center State's Connection Web page at <http://statesconnection.mbaresearch.org/> for the Accounting Services, Banking and Related Services, Business Financial Management, E-Commerce, Entrepreneurship, International Trade, and Professional Sales and Marketing pathways.
- AME teachers and curriculum leaders were provided with academic and CTE integration workshops at the California Partnership Academy Institutes and at the Educating for Careers Conferences. Additionally, the AME industry sector convened state leaders from arts, advocacy, and education agencies at the National Education Leadership Institute to strengthen the connection of the CTE and academic Art content.
- Approximately 30 Transportation sector teachers participated in CTE/academic skill integration workshops conducted at the annual Educating for Career Conference.

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

- The joint CDE/California Community Colleges Chancellors Office (CCCCO) use of the \$150,000 State Leadership funds budgeted for nontraditional training and employment funds continued to support the efforts of the Joint Special Populations Statewide Advisory Committee (JSPAC). Please refer to the CCCCCO narrative for detailed information on the JSPAC organizational structure, focus, and conducted activities.

Supporting Partnerships Among Local Educational Agencies, Institutions of Higher Education, Adult Education Providers, and Other Entities as Appropriate, to Enable Students to Achieve State Academic Standards, and

Career and Technical Skills, or Complete Career Technical Education Programs of Study

- Three hundred Agriculture and Natural Resources education programs have operational advisory committees predominantly comprised of business and industry representatives and other pathway stakeholders who recommend program improvement strategies, evaluate program performance against state adopted program standards, and assist in securing program resources to enhance program quality and options for students. Additionally, the long-standing interagency agreements established with five state colleges and universities provided statewide professional development (preservice and inservice) and curriculum development for teachers in the Agriculture and Natural Resources pathways. This year 45 new teachers were trained and certified through preservice programs and over 680 teachers participated in inservice sessions and workshops.
- Health Science and Medical Technology developed a number of strong partnerships with the Healthcare industry. The California Hospital Association provided program support, advisory and ongoing communication with the CDE program office. Partnerships were formed with the two statewide consortia focusing on recruitment and education in healthcare diversity. There is an increase in the statewide reported number of local partnerships. The CDE Health Science program office represented the State Superintendent of Public Instruction on three separate state-level committees for the improvement of healthcare programs.
- State-funded CTE Health Science Capacity-Building Grants for grades seven through fourteen continued to provide statewide professional development conferences, technical assistance, mentors, resources, and workshops for the Health Science and Public Services pathway educators.
- CTE program-industry partnerships were prevalent in the administration, conduct, and support of the 2011–12 CTSO instructional activities and conferences. Examples: (1) Transportation sector students and instructors were supported at many automotive and robotic competitions where students were able to demonstrate their skills and abilities, and put into practice what they are learning in the classroom through competitions within SkillsUSA, Ford/AAA Student Auto Challenge, National Hot Rod Association (NHRA) engine rebuild competitions, robotics competitions and other contests. (2) California Distributive Education Clubs of America (DECA) launched two new partnerships with business and industry in 2011–12, one with the Fashion Institute of Design and Merchandising (FIDM) and AEG to host DECA University chapter officer training in San Francisco and Los Angeles with nearly 300 student leaders in attendance, and another with LA LIVE and NBC to conduct a Sports, Entertainment, and Fashion conference with more than 100 students and educators in attendance.
- Industry partnerships, internships, and mentoring are mandated for the 469 state-funded, career-themed Partnership Academies. Though not required, career themes are also evident in a high percent of the state-funded

Specialized Secondary Programs. All of these programs have partnerships with businesses in their local communities.

- Industrial and Technology Education projects focusing on industry sectors such as Building and Construction Trades, Manufacturing and Product Development, and Engineering and Design conducted a variety of activities throughout 2011–12 to strengthen business, industry, and education linkages and partnerships.
- Industrial and Technology Education partnerships with registered apprenticeship programs continued to strengthen business, industry, and education linkages and partnerships. Additionally, a member of the Career Technical Education Leadership and Instructional Support (CTELIS) unit, within the CDE, met regularly during the year with representatives of the Department of Industrial Relations, Division of Apprenticeship Standards, CCCCCO, and California Apprenticeship Council.
- The CTTELIS unit maintained its interagency agreements with the California Workforce Investment Board for workforce development activities, with the Department of Developmental Services to oversee delivery of curriculum for Direct Support Professionals throughout the state, and with the Department of Social Services for the delivery of education services to California's CalWORKs welfare recipients.
- Industry advisory committees continued to guide curriculum decisions and assist in the instruction and evaluation of local programs as well as in the planning and conduct of SkillsUSA competitive events. The continued recognition, prizes, and scholarships awarded to student winners of the competitive events are a special bonus.

Serving Individuals in State Institutions, such as State Correctional Institutions and Institutions that Serve Individuals with Disabilities

- Over 25,000 secondary and adult students were served in 2011–12 CTE programs administered by the Department of Corrections and Rehabilitation (CDCR), and three state special schools (School for the Deaf, Fremont; School for the Blind, Fremont; and School for the Blind, Riverside).

Supporting Programs for Special Populations that Lead to High Skill, High Wage, and High Demand Occupations

In 2011–12, \$33,659,908 in state Senate Bill 70, Proposition 98, and Assembly Bill 519 funds were directed to 481 CPAs serving almost 55,000 students, over 30,000 of who were determined to be at-risk students. These programs combine a three-year sequenced program of study with rigorous academic courses, industry partnerships, mentorships, internships, job shadowing, and project-based learning. These programs have statistically shown to have higher graduation rates and rates of postsecondary preparation despite their required enrollment of over 50 percent at-risk students and predominate placement schools testing in the lowest 40 percentile.

FHA-HERO involved, supported, and accommodated special population student participation in regional and state competitions to enhance the potential success of these students in the HECT pathways.

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 these funds in 2011–12. Assistance was provided through workshops, meetings, on-site visits, and voice and written mediums designed 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 are used by sector staff members to provide assistance on the myriad of program-related issues including, but not limited to, leadership, curriculum, instruction, and evaluation.

Also in 2011–12, 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 311 LEA agriculture programs; The HECT, Health Science, Public Services, Business and Marketing, and Industrial and Technology Education staffs utilized the same mediums to provide technical assistance to their respective programs. The HECT staff is also providing monthly Webinars to LEAs.

b. Permissible Uses of State Leadership Funds

Improving career guidance and academic counseling programs:

- Career planning guides were included as part of an electronic recordkeeping system utilized annually by approximately 70,000 students enrolled in the Agriculture Education pathways. The guides provide pertinent information on academic and technical coursework, supervised agricultural experience projects, and leadership and interpersonal skills development activities and events.
- Agriculture Education hosted over 62 counselors at six regional meetings to provide the counselors with pertinent information on the Agriculture Education academic and technical coursework, supervised agricultural experience projects, and leadership and interpersonal skill development activities and events.
- Four major career guidance efforts were distributed statewide by the HECT program: The College and Career Planning Guide provides current labor market data, education, and salary information on HECT-related industry sectors; HECT Careers reflects new and emerging careers and assures consistency with the state's Career Technical Education Model Curriculum Framework; and a resource that indicates salary ranges for careers in each of the nine career pathways. The new 2012 FHA-HERO leadership brochure, poster, and Pocket Marketing Guide Public Relations folder and materials were also included in the HECT public relations kit.

- Thirty-five counselors participated in workshops provided at the June, 2012, Health Science and Public Services Educators' Institute for members of school site teams.
- The California Career Resource Network (CalCRN) established with Perkins IV Section 118 funds is now funded with a combination of state and Perkins IV State Leadership dollars. CalCRN continues to develop resources and provide workshops to facilitate the delivery of career guidance services. Additionally, CalCRN continued the implementation of The Real Game California, California's version of the internationally popular career development curriculum.

Establishing Agreements, Including Articulation Agreements, Between Secondary School and Postsecondary Career Technical Education Programs in Order to Provide Postsecondary Education and Training Opportunities for Students

- Though state leadership funds were not specifically directed to this activity, articulation agreements between secondary and postsecondary CTE providers continued to be a requirement of all programs assisted with Section 131 and 132 funds and a primary focus of the CDE staff's technical assistance effort.
- HECT staff attended meetings of the California Community Colleges Family and Consumer Sciences Advisory Committee where the need for increased articulation between the secondary and community college level instruction was discussed and relationships fostered.

Supporting Career and Technical Student Organizations

The state continues to emphasize the use of student organizations to develop the leadership and interpersonal skills essential to today's workplace. Each of the participating industry sector program units provides extensive inservice and technical assistance on the importance, development, and operation of the CTSOs, with major staff, program, and funding commitments being made to DECA—An association of Marketing students, Future Business Leaders of America (FBLA), Future Farmers of America (FFA), FHA-HERO, HOSA, and SkillsUSA. Over 89,240 students participated in these organizations in 2011–12, with significant growth occurring in each organization. The California HOSA membership has grown to over 4,000 members in the 2011–12 school year and over 2,000 student and advisors attended the State conference. The California DECA and FHA-HERO organizations received the "greatest membership increase in the nation" awards at their respective 2011 National Conferences. California FBLA experienced a 16 percent growth in student membership and a 24 percent increase in chapters. SkillsUSA California was recognized for the second year in a row for achieving the highest percentage of growth for a state association by the national SkillsUSA office.

Support for Public Charter Schools Operating Career Technical Education Programs

Charter schools conducting CTE programs were invited and encouraged to participate in the 2011–12 regional and statewide CTE professional development activities and technical assistance conducted or assisted with the Perkins IV funds. The five charter schools receiving Perkins IV funds were invited to participate in workshops conducted by CTE staff on the local administration and use of the funds.

Support for Career Technical Education Programs that Offer Experience in, and Understanding of, All Aspects of an Industry for which Students are Preparing to Enter

As was noted in the response to articulation agreements, though state leadership funds are not specifically directed to this activity, the CDE continues to ensure that all LEA programs assisted with Section 131 and 132 funds are offering assistance in, and understanding of, all aspects of the industries targeted by the supported programs. Extensive professional development is provided through the annual application and subject matter program workshops and conferences. The degree to which the programs are providing this instruction is monitored through the annual applications and site reviews of the local programs.

Support for Family and Consumer Sciences Programs

During 2011–12, the HECT unit hosted a task force meeting with business, industry, and education representatives 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; undated and cross-referenced outlines for each of the CFS foundations seven content area concentration courses to the CTE Standards.

Content specific workshops were held for teachers at the annual Leadership and Management conference for HECT teachers. The several sessions focused specifically on Consumer and Family Studies.

Supporting Partnerships Between Education and Business or Business Intermediaries, Including Cooperative Education and Adjunct Faculty Arrangements at the Secondary and Postsecondary Levels

- The establishment of industry advisory groups to guide and support the respective instructional programs continued to be a major focus of the CDE industry sector leads. This effort was perhaps best demonstrated by the Health Science sector which held three advisory meetings during the year, and implementation a plan for industry partner activities.
- Business and industry involvement in all of the state CTSOs remains 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.

- Agriculture education developed a system which utilizes over 100 business and industry representatives in the application evaluation and interview activities established to assess and rank over 200 student finalists for state proficiencies awards for entrepreneurial or workplace projects or scholarships.

Support to Improve or Develop New Career Technical Education Courses and Initiatives, Including Career Clusters, Career Academies, and Distance Education

During the 2011–12 program year, the CDE with assistance from more than 300 representatives from business, industry, postsecondary, and secondary education have worked to revise the CTE Standards. The new CTE Standards, aligned with the Common Core representing fifteen industry sectors, are designed to assist California schools in developing high quality curriculum and instruction to ensure all students are career and college ready and to prepare them for future careers.

Providing Activities to Support Entrepreneurship Education and Training

- Agriculture education programs developed and measured student proficiency in entrepreneurial agricultural experience student projects in agriscience, animal science, plant science, ornamental horticulture, agricultural business, forestry and natural resources, and agricultural mechanics involved approximately 48,000 student projects in 2011–12.
- HECT programs have been implemented for teaching and assessing student proficiency in entrepreneurial home economics programs in three industry sectors: Education, Child Development, and Family Services; Fashion and Interior Design; and Hospitality, Tourism, and Recreation.

Developing and Enhancing Data Systems to Collect and Analyze Data on Secondary and Postsecondary Academic and Employment Outcomes

- Agricultural education utilized an electronic Web-based data collection system to provide the teacher, student, and program data needed to comply with state and federal requirements. The collected data provides reports on student ethnicity and race, pathway enrollment and retention, and graduate follow-up on career entry and postsecondary enrollment. Additionally, Agriculture Education students all participate in the state and national organizations of the FFA (Future Farmers of America) where they utilize a system to create program, teacher, and student profiles in a Web-based data system called the Agricultural Career Network (ACN). This system keeps track of data for student career and course planning, student accomplishments, and connects students to award, scholarship, and internship/employment opportunities.
- CDE staff maintains an established database to collect and analyze data on the various HECT programs statewide to increase communication and collaboration.

- The online, student-based CTE reporting system developed and implemented by the Career Technical Education Administration and Management Office to collect the required program accountability data continued to provide more complete and accurate reporting of the size, scope, and effectiveness of the State's secondary and adult CTE programs.

Developing Valid and Reliable Assessments of Technical Skills

- Agriculture education developed question banks to be utilized in creating on-line assessments to measure student understanding and mastery of state skill standards in all Agriculture and Natural Resource industry sector pathways.
- HECT utilized its Technology Model Programs and Assessment Project to implement industry-recognized certification instruments for local 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.

Improving the Recruitment and Retention of Career Technical Education Teachers, Faculty, Administrators, or Career Guidance and Academic Counselors and the Transition to Teaching from Business and Industry, Including Small Business

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 attended by 84 teachers in the first through third year of their teaching careers 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 Home Economics at the secondary level. Scholarships are available to students pursuing careers in Home Economics related occupations, including teaching.

Support for Occupational and Employment Information Resources

CalCRN continued to provide support for career guidance and academic counseling programs designed to promote improved career and education decision-making. CalCRN operates the California Career Zone and provides training to state and local educators regarding the use of CalCRN career development resources. The Career Zone is California's first comprehensive state-level Web based career information delivery system and can be used by every California resident, student, parent, LEA, state staff, etc.

2. Progress in Developing and Implementing Technical Skill Assessments

As noted in the State Plan, "all CTE courses and programs have developed or adopted technical skill assessments based on industry standards as determined from alignment with the CA CTE Model Curriculum Standards and Framework or statewide industry advisory determination." Also, as stated in the validity section of the technical skill assessment

indicator in question number three, 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 2011–12 in the development and implementation of new technical skill assessments, significant efforts continued to be 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, 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

As evidenced by the attached accountability data for secondary programs, California exceeded 90 percent of each of the core indicator performance level targets negotiated for 2011–12.

4. Implementation of Local Program Improvement Plans

Appendix K of the State Plan provides a detailed description of the accountability system developed to group LEAs 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 2011–12 secondary program accountability reports:

- Sixty eight percent (253/374) 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;
- Twelve percent (46/374) of the state’s secondary programs were determined to be “Needs Improvement Agencies,” meaning they failed to meet 90 percent of at least one of the adjusted levels of performance;
- Fourteen percent (52/374) of the state’s secondary programs were determined to be “Priority Improvement Agencies,” meaning 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
- Six percent (23/374) of the state secondary programs were determined to be “Monitoring Agencies,” meaning 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 IV 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 JACCTE.

Seventy-five agencies were identified as Perkins Priority Improvement (Priority Improvement and Monitored) Agencies. This process is referred to as Perkins Program Monitoring. The CDE conducted workshops across the state in understanding and interpreting Perkins IV data elements. The workshop trained LEA staff on how to identify the Core Indicator issues. The LEAs also complete a detailed action plan that documents the issue and describes a plan for resolving the problem in addition to submitting course and program level data to support the findings.

A detailed breakdown of each core indicator by LEA is as follows.

Number of LEAs meeting Core Indicator Levels								
	1S1	1S2	2S1	3S1	4S1	5S1	6S1	6S2
90% and Above	310	351	354	333	338	313	324	295
80% – 90%	22	3	0	12	8	8	13	9
70% – 80%	14	2	1	3	2	5	6	9
60% – 70%	2	1	0	2	2	3	6	6
Below 60%	14	17	19	24	36	45	25	55

An analysis of the LEAs that did not meet the targets for 6S1 and 6S2 indicated that they are small LEAs who participate in the Perkins IV funds as a member of a Section 131 consortium or with a state-approved waiver of the consortium requirement. Most of these LEAs have only one or two programs that may or may not be considered non-traditional. One LEA participating in a consortium had only 35 students in the high school and while 30 of them participated in CTE, none of the "non-traditional" gender students were enrolled in the concentration course. This situation might be extreme, but it is representative of the LEAs who fell below the 90 percent for 6S2 because of low student enrollment. It is noteworthy that California was able to make the performance target as a whole.

An analysis of the 5S1 placement found that some LEAs mistakenly reported students that could not be contacted as "not placed". The CDE was able to work with these LEAs to correct their report data. The start of the economic downturn and the overcrowding in the Community Colleges and CSU/UC system were factors in students not being able to find work or continue their education/training.

An analysis of the 3S1/4S1 graduation rate found that some LEAs continued to implement remediation programs. Some students return after their senior year to complete high school and graduate. Since they are in twelfth grade and are not eligible to graduate, they do count in the LEA graduation percentage. The good news is that they are able to participate in CTE and LEA report that this is a motivator for students to come back and finish.

5. Tech Prep Grant Award Information

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

6. Consortia Accountability Data

All 21 of the state's Section 131 consortia met at least 90 percent of the state's adjusted level of performance for each of the core indicators.

**PART B: NARRATIVE PERFORMANCE INFORMATION
CALIFORNIA COMMUNITY COLLEGES CHANCELLORS OFFICE REPORT**

1. Implementation of State Leadership Activities for Community Colleges

The CCCCO used Perkins IV State Leadership funds to improve CTE programs and services for all segments of the population, and to improve access for individuals who are inadequately served or under represented. Additionally, the CCCCO funded statewide collaborates 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 activities are consistent with Perkins IV provisions (Public Law 109 -270) and the CTE policies adopted by the Board of Governors of the California Community Colleges.

The CCCCO also used Perkins IV IB funds to address the CTE required and permissive state leadership activities listed below.

a. Required Uses of State Leadership Funds

Assessment of the Vocational and Technical Education Programs Funded Under Perkins IV

Assessment of program performance was included throughout the scope of activities funded with 2011–12 Perkins IV State Leadership funds. In addition to review, analysis and interpretation of core indicators within local programs or across discipline areas, various activities were conducted to identify innovative or best practices in career technical education. Dissemination of effective practices was accomplished through monthly regional consortia meetings or twice-annual statewide conferences of California Community College CTE practitioners.

The JSPAC is supported by the CDE and the CCCCO Perkins IV Section 112(a)(2)(B) funding. The Committee’s work plan calls for an annual review of MIS Core Indicator data to assess the performance of special population students and how the needs of special populations are being met.

The JSPAC identified effective practices for meeting the needs of special populations and closing gaps in achievement. These effective practices are posted on their Web site and are summarized in the JSPAC-developed document “Effective Practices/Models for Serving Students from Special Populations” and a companion document “Curriculum Resources for Students from Special Populations.” The Collaborative project also identified effective practices and can be found on the California Community College Special Populations Collaborative Web site at <http://www.cccspecialpopulations.org>.

The separately-funded Special Populations Collaborative Project works in concert with the JSPAC to provide community college faculty and staff, administrators, and counselors statewide professional development opportunities and customized core indicator research and analysis to improve services and programs for students who are members of special populations.

Developing, Improving, or Expanding the Use of Technology in Career Technical Education

Six statewide industry advisory committees were funded to provide advice on the improvement of CTE programs and instruction in the specific industry sector they represent. Seven associated, but independent statewide industry collaborates were also funded to carry out program improvement activities. The discipline/industry collaborates expended Perkins IV Title 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 CTE is implemented. Two major themes are covered: the use of technology in the occupational areas as well as the use of technology in the delivery of CTE. Additionally, the state now supports a collaborative that focuses on ICT.

Offering Professional Development Programs and Activities, Including Providing Comprehensive Professional Development (Including Initial Teacher Preparation) for Career Technical Education Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors at the Secondary and Postsecondary Levels

- Funds were used to promote statewide innovation and improvement in teaching, teaming, and coaching. Comprehensive professional development is handled through multi-day presentations organized around “themes” which permit full exploration of topics, and multiple perspectives for individuals to customize applications to local circumstances.
- The Business Education Collaborative partnered with the Business Advisory Committee to sponsor a two-day conference that focused on keeping faculty current on new and innovative technology issues related to Business Education.
- The Family and Consumer Sciences Collaborative held a series of statewide professional development seminars on subjects such as gerontology and geriatrics, culinary arts, hospitality, food and beverage trends, and early childhood development training.

Providing Support for Career Technical Education Programs that Improve the Academic and Career and Technical Skills of Students Through the Integration of Academics with Career Technical Education

The CCCCO used Perkins IV Title IB funds to fund 10 statewide advisory committees. The purpose of the funds was to develop the academic, career, and technical skills of secondary students enrolled in CTE programs. Funded activities included:

- continued development of challenging academic standards at the CCCCCO 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 CTE; and
- assisting with a review of student outcomes in subject area disciplines.

Additional funds are provided to support an annual conference conducted under the direction 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 CTE.

The Family and Consumer Sciences Collaborative held two student specific leadership events. The first was a Fashion Symposium that included student competition judged by industry. The second was a Culinary Arts and Hospitality Symposium that included student competitions and workshops.

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)

To prepare students for nontraditional fields in current and emerging professions is also a priority of the JSPAC. The Committee offered a multi-faceted, coordinated approach that includes a multi-day conference consisting of 30 workshops attended by 236 individuals and ongoing professional development through an electronic newsletter entitled "New You Can Use."

The JSPAC and the Special Populations Collaborative Project co-sponsored 29 workshops statewide in 2011–12 that involved a total of 1,065 participants from secondary and postsecondary institutions, COEs, and other organizations. Workshop topics ranged from effective hands-on strategies to reduce academic and workforce barriers to using core indicator data to improve programs and services for nontraditional and special population students.

To aid community college CTE faculty and administrators, the Project developed 23 Effective Practices for Special Populations and posted them to their Web site. To date, 263 Effective Practices specific to special population students have been identified. This information is online at the California Community College Special Populations Collaborative Publications Web page at <http://www.cccspecialpopulations.org>.

The Project provided assistance in the development of the CCCCO Perkins IV Title IC Diagnostic Study Guidelines to help colleges meet focused improvement accountability requirements. The Project demonstrated how analysis of special population groups might be used to provide a more insightful look into the data and strategies for improving student success and offered links to resources describing strategies to help overcome barriers for each of the indicators and special population groups.

The Project reissued an informational brief entitled: “Use Core Indicators to Track the Success of Special Populations in Career and Technical Education.” The brochure is posted on the California Community College Special Populations Collaborative Web site at <http://www.cccspecialpopulations.org>, as well as the Industrial and Technical Education Collaborative and the JSPAC Web sites.

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 Technical Skills, or complete Career Technical Education Programs of Study

The CCCCO used \$1,500,000 of Perkins IV Title IB funds to fund seven regional consortia groups; three art double regions. These consortia include all 10 community college regions and meet as a statewide group at least three times a year. 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.

One example of a result of such partnerships is the California Community College regional response to funding data collection that provides metrics on CTE student retention, completion and the employment of former CTE students. In the pilot year, 15 community college districts participated in this collaborative effort to inform local program improvement efforts.

Serving Individuals in State Institutions

The CCCCO again entered into an Interagency Agreement (IA) Contract with the CDCR for 2011–12. As the nation’s largest system of correction, the CDCR

institutions provide a full complement of occupational preparation activities for individuals within their institutions.

CDCR issued a large number of nationally recognized certifications to students in their programs. Some examples – 338 computer technician certifications, 218 Microsoft Office Specialist certifications, 1,082 C-Tech Cabling Certifications and 20 EPA HVAC certifications.

CTE staff works with the Department of Developmental Services (DDS) to explore ways to train and support DDS populations with “job ready” skills and connections to employers.

Providing Support for Programs for Special Populations that Lead to High Skill, High Wage and High Demand Occupations

The JSPAC work plans contain coordinated activities that support the continued participation of the CDE and CCCCCO (as joint state representatives) in the National Alliance for Partnerships in Equity, Science Technology Engineering and Mathematics (STEM) Equity Pipeline Project funded by the National Science Foundation more information can be found at the STEM Equity Pipeline Web site at <http://www.stemequitypipeline.org/>.

In addition to the JSPAC, the Project collaborates with the Family and Consumer Science, Health Occupations, Research and Accountability, Public and Protective Services, Agriculture and Natural Resources, and Industrial and Technical Education Advisory Committees by offering customized core indicator data analysis and providing instructional strategies that (1) emphasize high wage, high skill or high demand nontraditional careers and/or (2) increase access and retention of females and students from special population groups in these programs.

Offering Technical Assistance for Eligible Recipients

The CCCCCO’s CTE unit is composed of 10 professional staff, 2 support staff, and a Dean who supervises the unit. Each of the 10 project monitors has responsibility over an assigned region of the state. The responsibilities of these staffers include project management, project monitoring, and technical assistance.

Staff participated in twice annual statewide conferences focused on CTE, which also aids in the delivery of technical assistance, further information is available at the California Community College Association for Occupational Education Web site at <http://cccaoe.org/>. Staff also participated in numerous ad hoc local meetings as well as other targeted events for the delivery of technical assistance. Examples of such events include regional CTE coordinator meetings, regional Cooperative Work Experience Education meetings, collaborative and advisory committee meetings, and regional “same-discipline” meetings.

All the collaborative and advisory committees chairs and directors joined staff in a statewide meeting to share best practices and to provide technical support in various areas.

b. Permissible Activities

Improving career guidance and academic counseling programs

Three advisory committees and associated statewide discipline/industry collaborates 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.

The Career Development Collaborative and Advisory Committee provided statewide professional development workshops on effective career advising practice models and emerging vocational, technical, and clean/green careers. The advisory developed and updated two Web sites to support community college CTE faculty, staff, students and administrators; the California Career Café Web site, <http://www.CACareerCafe.com>, and the Career Briefs Web site, <http://www.CareerBriefs.com>.

Establishing Agreements, Including Articulation Agreements, Between Secondary School and Postsecondary Career Technical Education Programs to Provide Postsecondary Education and Training Opportunities for Students

Community college districts have established partnerships with 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. All community colleges participate in state-funded career pathways work, which include robust support for 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 resources are maintained at the California Statewide Career Pathways Web site at <http://www.statewidepathways.org/>.

Supporting Initiatives to Facilitate the Transition of Sub Baccalaureate Career Technical Education Students into Baccalaureate Programs

State CTE funds were leveraged to support a research project which delved into the transition of sub baccalaureate career and technical education students into baccalaureate programs. The ongoing results of the research are available at the Research and Planning Group Web site at <http://rpgroup.org/css/CTETransfer.html>.

CTE staff from community college districts, CSU system, and the CCCCCO participated in a statewide effort to develop community college degrees that allow students to transfer as juniors directly into the CSU system, and graduate after taking only 60 additional units at a CSU.

Supporting Career and Technical Student Organizations

When available and appropriate, Perkins IV State Leadership-supported projects include career and technical student organizations. For example, there are ongoing activities with the statewide collaborates for business and agriculture.

Supporting public charter schools operating career and technical education programs.

- In California charter schools fall under the secondary system purview.

Supporting Career Technical Education Programs that Offer Experience in, and Understanding of, All Aspects of an Industry for which Students are Preparing to Enter

Several projects offer activities and experience in, and provide an understanding of all aspects of an industry for which students are preparing to enter. Particular accolades belong to the advisory committee and associated statewide discipline/industry collaborative for work-based learning and placement. Its many resources are maintained on the California Career Briefs Web site at <http://cacareerbriefs.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 IV State Leadership funds. Its many resources are maintained on the California Community Colleges Family and Consumer Sciences Web site 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 Business Education Collaborative holds an annual statewide conference where business groups work with and partner with full and adjunct faculty to improve business education.
- Each of the statewide program area advisory committee's membership is composed of half business and industry, and half community college faculty and staff. They meet at least three times a year to discuss the changing needs of business and to partner with faculty on ways to update curriculum in order to include recent trends in these industries.
- The ICT Collaborative holds a series of meetings annually in which industry and faculty work to develop partnerships with the goal of training students to meet the ongoing needs of these businesses. These efforts all come together in a two-day Industry and Educator Conference in January of each year.

Supporting the Improvement or Development of New Career Technical Education Courses and Initiatives, Including Career Clusters, Career Academies, and Distance Education

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

Providing Activities to Support Entrepreneurship Education and Training

The Business Education Collaborative provides support and training for college faculty to setup and improve entrepreneurship programs on their campuses. More information can be found on the Business Education Statewide Advisory Committee Web site at <http://www.calbusinessed.org/default.aspx>.

Providing Career Technical Education Programs for Adults and School Dropouts to Complete their Secondary School Education

Each college uses a portion of its Perkins IV funds to support programs of this nature. The programs available vary by college district and depend on local needs and resources.

Providing Assistance to Individuals who have Participated in Perkins-Assisted Services and Activities in Continuing their Education or Training or Finding appropriate Jobs

Colleges may use a portion of their Perkins/CTE funds to support programs that assist in these areas. The programs available vary by college and district and depend on local needs and resources.

Developing Valid and Reliable Assessments of Technical Skills

The California Community Colleges have technical skill assessments implemented throughout their CTE curricula. CTE program faculty and staff work with state required local advisory committees to align standards, curricula, and technical skill assessments that meet the needs of both local business and industry and emerging industries in the state. Faculties also implement national standards where appropriate into their curricula and assessments. Additionally, the seven statewide discipline/industry collaborates work with business, industry and faculty to integrate new standards and advancements into existing curricula and assessments and the development of 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 support data matches to ascertain employment and transfer outcomes and receipt of public benefits. Additionally, kindergarten through sixteenth inter segmental longitudinal studies are enabled by the Cal-PASS system, further information can be found on the Cal-PASS Web site at <http://www.cal-pass.org/>.

Although Cal-PASS is supported by general state funds, community college Perkins IV State Leadership supported projects leverage the resource in their work.

Improving the Recruitment and Retention of Career Technical Education Teachers, Faculty, Administrators, or Career Guidance and Academic Counselors, and the Transition to Teaching from Business and Industry, Including Small Business

Funds were used to promote professional development of CTE 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.

The Career Development Advisory creates and maintains a virtual career center with resources to be utilized by community college students, faculty and career professionals, further information can be found on the California Career Café Web site at www.CACareerCafe.com. Students are encouraged to navigate the Web site and then meet with a career counselor during each step of the career process, including job search and connecting to professional associations. The Career Development Advisory hosts a NING social network to connect community college counselors and career professionals statewide to share ideas, questions, resources and materials. The Advisory sponsors quarterly meetings and regional workshops with professional development topics that enhance the skills and retention of career professionals.

Supporting Occupational and Employment Information Resources

CTE staff meets quarterly with Labor Market Information (LMI) Advisory for pertinent LMI on jobs, occupations, and industries. Meeting minutes and education resources are available by college program area on the State of California Employment Development Department Web page at <http://www.labormarketinfo.edd.ca.gov/CommColleges/>.

2. Progress in Developing and Implementing Technical Skill Assessments

California postsecondary continues to assert, as noted in the State Plan, that all CTE courses and programs have developed or adopted technical skill assessments based on industry standards as determined from alignment with the CTE Standards and Framework or statewide industry advisory determination. As mentioned in the validity section of the technical skill assessment indicator in question number three 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 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 implemented national standards and emerging state standards where appropriate into their curricula and assessments. Additionally, the seven statewide discipline/industry collaborates; 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 percent of the negotiated target on all core indicators for the 2011–12 program year.

4. Implementation of Local Program Improvement Plans

Targets were negotiated in late spring 2011 and performance of all 72 California districts evaluated in spring 2012. Six districts did not meet at 90 percent of one or more targets in 2011–12 and five had two successive years of not meeting 90 percent of the same indicator target. Four of five did not improve performance in the second year. Although Local Improvement Plans are required annually from all California Community College districts to receive Perkins IV funds, the six districts not meet one or more targets had to complete an additional section of the improvement plan where they described the activities designed to specifically address the performance gaps. Additionally, any program funded within the district must address individual program performance gaps and strategies that address program performance gaps must be included in their program narratives. The four districts not improving performance in the year after not meeting a target are required to do a diagnostic study in 2012-13 to determine root causes and develop strategies for improving performance.

For more information, see the accountability framework on the California Community Colleges Chancellor's Office Core Indicator Web page at http://www.cccco.edu/Portals/4/EWD/CTE/core_indicator/Accountability_Framework_Perkins_IV-June_2010.doc.

5. Tech Prep Grant Award Information

When 2011-12 Tech Prep Funds were eliminated in the federal budget, California submitted a state plan amendment to roll Tech Prep into the Title I, Part C, section 132. Unspent Tech Prep funds from prior years were combined with Title I, Part C, section 132 funds.

The CCCCCO staff produced an accountability handbook and gave technical assistance to the field on setting minimum levels of performance for spring 2012. However, before minimum levels could be set, CCCCCO was alerted that the Federal Government was defunding Title II Tech Prep from the Perkins IV Program, and as a result the state eliminated the existing Tech Prep program for 2011-12. With the elimination of Tech Prep Consortia, no local data reports were developed or performance levels were set. While there are no consortia to negotiate targets, the statewide data will continue to be reported for program years funded. The Tech Prep Accountability handbook is available on the California Community Colleges Chancellor's Office Tech Prep Web page at http://www.cccco.edu/Portals/4/EWD/CTE/CTE%20Programs/techprep/CA_TP_Accountabilityhandbook_final.doc.

With the elimination of the Tech Prep consortia no local data reports were created, and no consortia were found not meeting targets. The CCCCCO did require the districts taking CTE Transitions funds to focus on certain pathways projects and to submit a written report explaining how the goals of these projects were met. The CCCCCO believes that this program was successful and plans to fund it for another fiscal year.