

Consolidated Annual Report, Program Year 2013 - 2014 California

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

The California Community Colleges are required to implement technical skill assessments throughout their Career Technical Education (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. Faculty also implements national standards where appropriate into their curricula and assessments.

With State in-kind funding (66) Deputy Sector Navigators (DSNs) were funded statewide in 7 Regions to further Career Technical Education in advanced manufacturing, advanced transportation and renewables, life science/biotechnology, agriculture, water, and environment, health, global trade and logistics, small business, energy & utilities, and retail hospitality/tourism/learn-to-earn industry sectors. As part of this regional focus all DSNs were required to assess curricular challenges with respect to skill gaps facing their regional industry sector including the relationship between available workforce and employer need and build a regional plan to span the gaps.

Regional Consortia statewide in seven regions were funded with leadership dollars. One of the required objectives (in collaboration with Statewide Sector Navigators) was funding, prioritizing and cultivating regional collaborative communities so that practitioners and/or faculty could collaborate for the region's priority and emergent sectors which included technical skill assessment.

The Public Safety Advisory Committee was funded through leadership dollars to revise statewide criminal justice core curriculum to streamline credential and degree programs across the Community College system which included law enforcement, forensics and corrections of which assessments were included as part of the revision.

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2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

The California Community College Chancellors Office (CCCCO) uses funding to support and enhance the community college (Management Information System) MIS system in order to perform research, support data matches to ascertain employment and transfer outcomes, and receipt of public benefits.

Funding is used to support, kindergarten through sixteenth inter-segmental longitudinal studies enabled by the Cal-PASS PLUS system. This system has been upgraded to include additional data from numerous sources and has been integrated into a statewide CTE system called the LaunchBoard. The LaunchBoard addresses reporting metrics on student outcomes related to CTE program effectiveness. The LaunchBoard offers centralized information, in an online format, that provides program information and student outcomes that are grouped into categories such as enrollment, milestones, credentials, employment, and alignment with regional labor market demand. Common metrics enables colleges to upload and view information on 34 indicators used to track progress on the CCCCCO "Doing what Matters" framework. Additional tracking allows colleges to gather information on learners who participate outside the college application and enrollment process such as contract education or career fairs.

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Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

The assessment of CTE Programs in California takes many different forms.

At both the secondary and postsecondary level a review of progress on core indicators is required. Additionally California has a Joint Special Populations Advisory Committee (JSPAC) which is supported by the California Department of Education (CDE) and the CCCCO through Perkins IV Section 112(a)(2)(B) funding. The Committee's work plan calls for an annual review of core indicator data to assess the performance of special population students and how the needs of special populations are being met across the state. This data is shared at two annual statewide meetings, including the Special Populations Conference held yearly in December.

The Public Safety Advisory Committee through the CCCCO expended Leadership dollars, to complete a focused review of core indicator data for Public Safety at the postsecondary level across the state. This review led the committee to develop a five-year improvement work plan which included revising statewide curriculum in law enforcement, corrections, and forensics.

Monitoring is another form of program assessment and is a priority for recipients of Perkins dollars at both the secondary and postsecondary levels. The Career Technical Education Administration Management (CTEAM) office at the CDE annually conducts between 25 and 30 on-site Federal Program Monitoring reviews. These reviews consist of the evaluation of 10 elements including the use of funds, governance, advisory involvement and course offerings. Additionally, the CTEAM office reviews the core indicator data of all agencies receiving Perkins dollars. Those agencies not meeting one or two targets are identified as a Needs Improvement Agency and must explain the expected reasons for low performance, strategies the agency plans to implement in order to achieve the state-established performance level, and describe planned actions to be taken to improve the performance on that particular core indicator. An agency which has failed to meet three or more of the required targets of performance or has fallen below 60 percent in any one core indicator and is identified as a Priority Improvement Agency. This designation requires the agency to submit an Action Plan. Agencies on an Action Plan are subject to additional monitoring over the course of the year. This monitoring takes the form of extra technical assistance and possible on-site visits. The CCCCO performs risk management monitoring. Those community college districts deemed at risk performed self-assessments in many areas including: How the district overcame barriers that lowered access or success for special populations; provided programs that enabled special populations to meet local performance levels; and provided activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency; and ensures against their discrimination; professional development and training provided for faculty, advisors, career counselors, financial aid counselors and support services personnel and assurances that Perkins funding was used to supplement, not supplant program/activities.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Agencies that received Perkins funds at both the secondary and post-secondary level were approved to purchase technology. The CDE also allowed agencies to use the State Agriculture Incentive Grant funds to purchase technology utilized in the classroom. Training was provided to all industry sectors on the use of technology in the classroom.

The Chancellor's Office through Perkins funds allowed local districts to purchase technology and provide associated professional development. Additionally, Leadership funding was granted to a Statewide Consumer Science Advisory Committee to provide statewide professional development for faculty in early childhood education which included the use of technology to improve classroom instruction.

3. During the reporting year, what professional development programs did your state offer, 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? On what topics?

At the California Department of Education (CDE), professional development was supported in multiple ways. The CTEAM office provided statewide professional development to teachers, guidance counselors, site and district level administrators on Perkins requirements, student organizations, data, and the standards. California holds an annual conference, Educating for Careers, which brings together approximately 3,000 academic and CTE teachers and administrators. Industry Sector leads provided specific professional development.

Information and Communication Technologies (ICT) industry sector developed a leadership project, workshop design and instructional materials with the assistance of staff from the University of California, Davis. This project provided 80 teachers in the ICT field with professional development. Other industry sectors at the CDE also provided targeted professional development including auto instructor training.

Agriculture Education conducted 54 sectional, 12 regional, and one state professional development conferences affecting 750 secondary and 150 community college agriculture instructors.

Home Economics Careers and Technology (HECT) which encompasses three industry sectors (Education, Child Development, and Family Services; Fashion and Interior Design; Hospitality, Tourism, and Recreation) presented 12 statewide professional development sessions to over 1000 secondary HECT teachers. These sessions included the unwrapping of the CTE state standards for the HECT classroom, Food Safety and Sanitation, Culinary Arts and Hospitality program skills development and a HECT Leadership and Management Conference. Additionally, the industry sector leads in the HECT area conducted eight webinars for over 750 secondary HECT teachers.

Core Reforms Engaging Arts to Education California (CREATE CA) convened 200 industry leaders, educators, and employers in the Arts, Media, and Entertainment (AME) industry sector to begin implementation of the California State Superintendent of Public Instruction's Task Force Report on Creative Education to Improve Connections to Technology for the states 147,000 AME students. In addition to this convening, 150 AME teachers and administrators participated in education/industry collaboration and learning at the Courageous Creativity conference. AME teachers also received professional development training on standards based instruction with the use of California's CTE Model Curriculum Standards.

In addition to industry specific training some pathway instructors also received specialized training. An example of this is the training provided by an electric business which provided training on welding technology to welding instructors.

The Health Science Educators Institute which included 300 participants (academic teachers, CTE teachers, high school administrators, community college partners, industry representatives, middle school representatives and counselors) covered topics including the use of technology in the classroom, integration of CTE into the classroom, and work-based learning opportunities for students.

State funding was used to provide professional development for teachers in California Partnership Academies, Specialized Secondary Programs, and a Linked Learning Project. This professional development covered topics including CTE standards, use of technology in the classroom, created pathways, and the integration of academics and CTE.

The Chancellor's Office funded a comprehensive Leadership Academy that funds statewide professional development for administrators, faculty counselors and project directors twice a year in the areas of: navigating CTE and economic and workforce development programs local, state and federal; career pathways; the articulation of programs within education and connecting students to jobs and careers; an overview of the statewide Chancellor's Office "Doing What Matters Campaign," and the initiatives connected through this work; how to design a successful program with participants practicing with strategic planning tools and examining a case study; an overview of the program development and approval process for CTE and Economic and Workforce Development; building business and industry partnerships using a series of hands-on exercises to sharpen relationship and building skills; A series of strategic processes and tools used to maximize the performance and effectiveness of programs and services in a strategic portfolio management; managing Perkins funding, enrollment management; laws regulations and policies; and the development of leadership skills and strategies.

The Family and Consumer Sciences Advisory Committee 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.

The Statewide Academic Senate of the California Community Colleges was funded to provide a Curriculum Institute and Leadership training for faculty. Additionally, Early Childhood Education Advisory offered a Leadership Institute for faculty, deans, and counselors.

Therefore, a great amount of professional development occurs in the state.

4. During the reporting year, how did your state provide 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 preparation of students for nontraditional fields in current and emerging professions is a priority of the CDE and the CCCCO through the JSPAC funded by the CCCCO and the CDE with Section 112(a)(2)(B) funds and the California Community College Special Populations Collaborative project funded by Perkins Title IB State Leadership funds.

The JSPAC utilizes a multi-faceted, coordinated professional development approach that includes a multi-day conference, follow-up workshops, and continued communication through an electronic newsletter. The JSPAC is aware that high-skill, high-wage emerging occupations for women are in the areas of Science, Technology, Engineering and Math (STEM). In order to increase participation in STEM training areas, the JSPAC is an active partner in the National Science Foundation-funded STEM Equity Pipeline Project under the direction of the National Alliance for Partnerships in Equity.

The Community College Special Populations Collaborative Project placed much emphasis on Science, Technology, Engineering and Math (STEM) for females in 2013– 14. The brochure “How to Attract Women to STEM Careers” was developed that identified research-based strategies in six areas: Generating interest and confidence in females, Attracting and retaining female faculty, Enhancing classroom content, Inspiring self-efficacy, Building community and, Recruitment and retention strategies. The document is being disseminated at JSPAC-sponsored workshops and statewide/regional events and meetings.

At the secondary level, the Home Economics Careers and Technology staff provided a college and career fair at the annual FHA-HERO state leadership meeting where over 600 students participated. The Agriculture and Natural Resources industry sector staff provided workshops at the annual state Future Farmers of America (FFA) Leadership Conference that was attended by 5,000 students and teachers. Workshops were presented throughout the state by other industry sector leads, Career and College Transition Division staff, as well as CTEAM office focused on specific industry sectors and non-traditional careers. Specific areas of focus included health science and public services, engineering, mechanics, and manufacturing careers.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

In conjunction with the JSPAC, the Special Populations Collaborative Project analyzes the CCCCO's Management Information System's Core Indicator Data. Analysis of data can inform providers of where support is most needed. For example if Skill Attainment data are weak, this indicates that current classroom and instructional practices might need to be enhanced. Data has shown that increased student support assistance, such as financial aid, transportation, and textbook/material subsidy have helped special population students at risk to stay in school, consequently improving hitherto lackluster Core Indicator 2 (Completion) and/or Core Indicator 3 (Persistence) performance.

The Special Populations Collaborative Project evaluates the community college programs and services designed to prepare special population students for high skill, high wage, and high demand occupations. The primary goal of the Project is to research and identify exemplary practices, in California and nationwide, with proven success in serving CTE special population students. While its research publications are disseminated both online and in print, the Project collaborates and coordinates with other statewide networks including the regional consortia and industry sector planning groups to disseminate its products regionally and to target groups. The Project's research is also embedded in the professional development workshops conducted in cooperation with the JSPAC. In these workshops, community college staff received research-based strategies and resources that enable them to better identify and address the needs of special population.

At the secondary level, Perkins funded programs provide support for special populations through the extra assistance in the classroom and collaboration with transition plans and WorkAbility I programs for students on Individualized Education Plans. English learners are also provided extra assistance and support in the classroom. Additionally, several State funded programs also have a focus on special populations. California Partnership Academies require a majority enrollment by designated at risk students, including minority students, students of economic need, foster and homeless youth, and English language learners. California's \$500 million dollar grant program, California Career Pathway Trust, funded consortia statewide. These funded programs needed to include at risk youth in pathways that lead to high skill, high wage, high demand fields.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

In California, two education entities share in oversight and distribution of Perkins IV funds. With oversight, comes technical assistance. The agencies both provide technical assistance in the manner best suited for the agency. Types of technical assistance and ideas are shared at joint agency meetings. As well, at the local level, individuals from both agencies are encouraged to participate in any trainings and meetings to increase collaboration and articulation.

Staff at the CDE in the CTEAM office provide significant amount of technical assistance to grantees. This includes focused technical assistance related solely to a single agency or region, to statewide Webinars, trainings, and conference workshops. Topics for technical assistance include the requirements for Perkins funding as it relates to the federal legislation and regulations as well as requirements of the California State Plan for Career Technical Education, which is California's approved plan for the implementation of Perkins IV. In addition to the technical assistance provided by the CTEAM, various industry sector leads also provide technical assistance within their sector.

The ICT sector lead provided technical assistance to 1100 classroom teachers through 110 ICT sector updates using a list serve established for this purpose. Additionally the HECT and AgEd units provide technical assistance to Local Education Agencies (LEAs) at multiple regional meetings, monthly electronic updates as well as the upkeep of the informative Websites for instructors. Specific technical assistance was provided in the AME industry sector which funded four Model Demonstration sites that offered a minimum of two demonstration days for sharing high quality AME practice with local AME programs highlighting the effective use of industry advisories, sharing high quality sequential curriculum from all four sector pathways, and sharing assessment strategies that engage local industry. These Model AME programs also share best practices at statewide and regional conferences.

Chancellor's Office Staff provided a regional core indicator workshop for the Los Angeles Orange County colleges providing technical assistance in analyzing core indicators for Perkins course and program improvement.

Through the California Community Colleges Association of Occupational Educators Perkins has funded a series of workshops built into a Leadership Academy. This Academy offers a certificate upon completion. The workshop offered covered: navigating career technical education and economic and workforce development programs local, state and federal; career pathways; the articulation of programs within education and connecting students to jobs and careers; an overview of the statewide Chancellor's Office "Doing What Matters Campaign," and the initiatives connected through this work; how to design a successful program with participants practicing with strategic planning tools and examining a case study; an over view of the program development and approval process for CTE and Economic and Workforce Development; building business and industry partnerships using a series of hands-on exercises to sharpen relationship and building skills; A series of strategic processes and tools used to maximize the performance and effectiveness of programs and services in a strategic portfolio management; managing Perkins funding, and enrollment management.

Statewide Regional Consortia were funded with Leadership dollars to prioritize and cultivate regional collaborative communities so that practitioners and/or faculty could collaborate for the region's priority and emergent sectors.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

702329.76

Number of students participating in Perkins CTE programs in state correctional institutions:

6175

Describe the CTE services and activities carried out in state correctional institutions.

At the DJJ schools, CTE courses are provided in seven different industry sectors. A large portion of the ICT courses provide training and certification within the various software applications of the Microsoft Office Suite. Within the culinary arts program students earn the "serve safe" certification. Additionally, students can earn forklift certification in two of the pathways. For incarcerated adults, students are served in 261 classrooms across 35 institutions. Approximately, 4,592 industry certifications and 2,867 courses are completed. Instructors participated in professional development and the incorporation of new equipment in their programs.

Part II: State Institutions Serving Individuals with Disabilities**Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

251803.04

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

549

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

At the California School for the Blind (CSB) students run the Rocket Shop Cafe and develop skills that will lead to leadership positions and transfer to retail employment. Transition students work in a supportive environment and learn the skills needed to be successful in the work force to the best of their ability. California has two schools for deaf students. Between both schools, all 15 industry sectors are represented. The courses at the use the CTE Model Curriculum Standards. They also have a strong focus on career readiness and adaptive work environments.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

California used Perkins funds to support three charter schools.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Family and Consumer Sciences also known as HECT education in California is fully supported by Perkins. The teachers in this discipline are supported by three subject matter HECT Education Program Consultants, a Curriculum and Professional Development Project that supports FACS/HECT teachers with current resources and professional learning opportunities that will enhance their curriculum and subject matter.

The Chancellor's Office through Perkins Leadership dollars funded a statewide advisory committee for family and consumer sciences. As part of this funding a statewide conference is held to provide professional development for faculty and activities are funded for to attain statewide curriculum alignment.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

Yes

Perkins funds supported CTE programs and courses for LEAs serving adult students. Additionally, each community college uses a portion of its Perkins IV Title I-C funds to support CTE programs that serve high school dropouts and adults without a high school diploma. The programs available vary by college district and depend on local needs and resources.

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

Community colleges in California may use a portion of their Perkins funding to support programs that assist in these areas. The programs available vary by college and district and depend on local needs and resources.

The Chancellor's Office uses ten percent state set-aside via Perkins funding to focus on career technical education transitions. This allocation has been provided to all community college districts with one of the objectives being student transition to the world of work which allows support for work-based learning coordination and postsecondary-level internship/job placement coordination.

The Chancellor's Office has funded a grant which designs and maintains the Career Cafe (<http://www.cacareercafe.com>) which supports lessons on how to get a job and is connected to CalJOB listings covering thousands of private, non-profit, and public sector job opportunities. All CalJOB services are free of charge.

The Chancellor's Office, in order to overcome the problem of work-based learning and the expense of liability insurance to colleges has partnered with the California Community College Foundation's Career Pathways Program to provide work based learning placements.

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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?

The CDE used funding to provide CTE teachers with opportunities to participate in professional development activities targeting the development of integrated academic lesson planning through a variety of trainings.

The UC's California Subject Matter Projects professional development component includes new teacher workshops, a new standards and framework module called "CTE Teach," and an emerging Career Technical Education Leadership Institute.

During this reporting year, HECT Professional Development activities specifically focused on improving academics in the HECT Classroom. All materials and resources created are available to all HECT teachers electronically on the HECT Website.

State SB 1070 funds were used to provide a contract to the UC Office of the President to increase the number of UC approved CTE courses. To date, over twelve thousand CTE courses meet UC "a-g" admission requirements. In addition, the same contract funds the University of California Curriculum Integration Institute (UCCI) which is responsible for developing exemplary integrated CTE courses. Presently, the UCCI has developed over 55 model CTE courses that meet UC "a-g" admission requirements statewide.

Additional state funds supported three programs which focus on the integration of core academics and CTE. California Partnership Academies, three-year secondary programs which require a mixture of core academic and career technical education to a majority at risk clientele in some of the state's most ethnically diverse and socio-economically disadvantaged schools and communities. There are currently 70,000 students enrolled in these programs, each of which is delivered a curricula which integrates academics and career technical education.

Many of the Specialized Secondary Programs include courses or programs of study that include integrated CTE and core academic courses as the basis for their innovation.

The AB 790 Linked Learning Pilot Program (LLPP) identified 20 grantees which included 63 Local Educational Agencies that agreed to develop linked learning pathways that would provide integrated, career theme-based pathways for their students. The linked learning approach emphasizes the integration of core academic courses with CTE courses.

Targeted training continued on the CTE Model Curriculum Standards and the Common Core integration at the industry sector level.

The CDE is also administering the \$500 million (state funds) California Career Pathways Trust (CCPT), which involves the award of competitive grants (up to \$15 million per award) to education-business partnerships that commit to establishing or expanding sustainable career pathway programs that lead students from grades nine through 14 and then to high-skill, high-wage jobs in growing or emerging industry sectors. A focus of this grant is integrated academics and professional development.

The Chancellor's Office funded the Statewide Academic Senate to create a statewide framework to assist high school and college faculty to collaborate and develop programs of study that include articulation of high school coursework. Articulation agreements vary by discipline and may include alignment of course skills, concepts and sequences, advanced placement possibilities and credit by examination options (<http://www.statewidepathways.org/about.html>). The website portal provides resources for parent/student, teacher/faculty, and counselors including CTE Models and Publications.

The Chancellor's Office collaborated to develop AA-T and AS-T degrees designed to align coursework at the community college with courses offered at the California State University (CSU). These transfer majors are similar to programs of study that are created to avoid duplication of coursework. Students that complete a new AA-T or AS-T are guaranteed admission to the CSU system.

Through the California Community Colleges Association of Educators, Perkins funded a Leadership Academy containing a series of workshops. This Leadership track offers a certificate upon completion. Modules include: navigating career technical education and economic and workforce development programs local, state and federal; career pathways; the articulation of programs within education and connecting students to jobs and careers; an overview of the statewide Chancellor's Office "Doing What Matters Campaign," and the initiatives connected through this work; how to design a successful program with participants practicing with strategic planning tools and examining a case study; an over view of the program development and approval process for CTE and Economic and Workforce Development; building business and industry partnerships using a series of Hands-on exercises to sharpen relationship and building skills; A series of strategic processes and tools used to maximize the performance and effectiveness of programs and services in strategic portfolio management; managing Perkins funding, enrollment management; laws regulations and policies; and the development of leadership skills and strategies.

Statewide Regional Consortia were funded with Leadership dollars to prioritize and cultivate regional collaborative communities so that practitioners and/or faculty can collaborate for the region's priority and emergent sectors.

2. During the reporting year, how did your state support partnerships among local educational 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.

The CDE is administering the \$500 million (state funds) CCPT, which involves the award of competitive grants (up to \$15 million per award) to education-business partnerships that commit to establishing or expanding sustainable career pathway programs that lead students from grades nine through fourteen and then to high-skill, high-wage jobs in growing or emerging industry sectors. Collaboration has been a focus of both state level education institutions. Prior to this infusion of money from the California State Legislature, the annual state budget has and continues to include funding for California Partnership Academies. Each academy is required to develop an advisory committee comprised of local employers in the field of the program's career focus. In addition, state staff has developed high-level industry partnerships with a variety of critical partners in industries with excellent job growth projections, including construction, engineering, media arts and broadcasting, agriculture, and energy and utilities, as well as with the states labor unions.

Funding was used to support the development and implementation of statewide advisory committee meetings serving all industry sectors. Specific industry sectors continue to focus on collaborations between business and education.

In the Transportation Industry Sector, Skills USA and AST Tech provided technical expertise and guidance to schools, instructors, and industry advisory.

The HECT Curriculum and Professional Development Project and State Staff held a business and industry and post-secondary advisory committee meeting to review the state HECT CTE standards, learn of current industry needs, and receive feedback on current direct of the HECT program.

Agriculture Education has a state appointed Advisory Committee consisting of employers, industry representatives, K-12 educators, higher education, and parents that annually meet twice a year to review student career readiness accomplishments.

In the Health Sciences and Medical Technology industry sector, the sector lead worked with other State agencies (Workforce Investment Board) and California Hospital Association to assist in placement of students in volunteer positions in health care.

The California Community Colleges as part of its "Doing What Matters" campaign has set up regional structures with all CTE and Economic Development funding to improve the top ten economic development sectors in the state with focused attention on "moving the needle." As part of this structure, partnerships between secondary, postsecondary, adult education, workforce education boards, labor organizations, employers and intermediaries are mandatory and all project directors of these funding sources meet at Perkins Leadership funded regional consortia meetings. In addition all plans developed by these individual partnerships are coordinated through these Perkins funded regional consortia to assure no duplication of effort and the best use of these coordinated efforts for course and program improvement.

The Leadership Academy Program sponsored by the Chancellor's Office builds the core knowledge, skills, and networking essential to CTE and Economic and Workforce Development (EWD) professionals. Part of the Academy is professional development in strategic planning and partnership development.

The State funded K–12 and community college consortia to plan a regional delivery system of adult education, and mandated workforce partnership. These consortia were aligned with the Perkins funded consortia and worked to leverage resources and collaborate as they serve the many of the same students.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Perkins funds were used in a variety of ways to improve career guidance and academic counseling. California Career Resource Network (CalCRN) provides a variety of resources to support career guidance programs at all levels. The California CareerZone provides students with in depth information about the 900 occupations tracked in the O*Net system (with California Employment Development Department [EDD] providing the latest wage and outlook details) and information about postsecondary education options are drawn from the National Center for Education Statistics database. During the last program year, 661,514 unique visitors used the site. The California Career Planning Guide is a hard copy career guidance tool that leads to the development of a Career Action Plan.

AgEd and HECT teachers were provided with a Career and College Planning guide to share with their schools career guidance and academic counselors. The guides include all AgEd and HECT Career Pathways and career outlook and colleges where the coursework may be obtained for specific AgEd and HECT college majors and careers.

The Chancellor's Office used Perkins ten percent set-aside dollars to fund Career Technical Education Transitions. All the Community College Districts in the state were funded with this allocation. One of the funded objectives was improving career guidance and academic counseling with outreach and career exploration to facilitate the transition from secondary to postsecondary.

CTE Career Pathway Program funds were distributed regionally. Requirements for this funding are to accomplish regional policy changes linking pathways and course sequences from secondary to postsecondary. Two regional policy objectives are to provide matriculation services to high school seniors that have completed CTE articulated coursework and priority registration into community colleges.

The Chancellor's Office funds a grant which designs and maintains the Career Cafe which contains many outreach and guidance components for students around California's 15 Pathways (<http://www.cacareercafe.com>). The Website supports educational exploring in all 15 pathways which includes assessments, interest profile tools, education and training needed, job outlook with salary range. The site also attaches to scholarship, internship, mentors, and job opportunities.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

The Chancellor's Office used Perkins ten percent set-aside dollars to fund CTE Transitions. All the Community College Districts in the state have been funded with this allocation. Objectives within this funding source are to create new or renew existing articulation agreements, support credit by examination and concurrent enrollment mechanisms.

SB1070 CTE Career Pathway Program money has been distributed regionally. Requirements of this funding are to accomplish regional policy changes linking pathways and course sequences from secondary to postsecondary. Three regional policy objectives are to align CTE high school curriculum to improve regional articulation; regional alignment of dual enrollment/credit by exam practices; and award college credit to high school CTE articulated courses.

The Statewide Academic Senate was funded to create a statewide framework to assist high school and college faculty to collaborate and develop programs of study that include articulation of high school coursework. Articulation agreements vary by discipline and may include alignment of course skills, concepts and sequences, advanced placement possibilities and credit by examination options (<http://www.statewidepathways.org/about.html>). The Website portal holds additional resources for parent/student, teacher/faculty, and counselors as well as CTE Models and Publications.

At the secondary level specific industry sectors worked to further articulation agreements. Specifically, every agriculture program in California has an articulation agreement with their local community college to provide a seamless transition for students graduating from high school agriculture programs into the community college system. The Health Science Capacity building grantees, funded with state funds, attended workshops on how to partner with industry and postsecondary agencies and were required to include those partnerships to be eligible to qualify for state funding. Staff also provided regional meetings which included both secondary and postsecondary agencies to assist in the development and expansion of articulation.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes

Chancellor's Office Economic Development/Career Technical Education administrators have contributed to furthering CTE within the newly developed AA-T and AS-T degrees that makes transferring to the CSU baccalaureate system smoother. The newly developed AA-T and AS-T degrees are designed to align coursework at the community college with courses offered at the CSU. These transfer majors are like programs of study that are created to avoid duplication of coursework. Students that complete a new AA-T or AS-T are guaranteed admission to the CSU system.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

At the secondary level, student organizations are supported through in-kind support, state resources and Perkins Funds. Many of California Career Technical Student Organizations (CTSOs) at the high school level utilize funds to support advisor stipends, advisor travel to region and state leadership conferences and the purchase of curriculum to support their chapters. California recognizes six CTSOs with a total of 1,035 chapters throughout the state. Below are the CTSOs and the number of chapters associated with each statewide.

DECA	74
CalHosa	249
FBLA	190
FFA	317
FHAHero	69
SkillsUSA	136

The Chancellor's Office allows support for student organizations within Perkins Title I-C local applications. It is a local decision to use the funds for career and technical student organizations.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

All Community Colleges receiving Perkins funding that is to be used for curriculum development and in all industry specific skills as part of this development. In addition, CTE programs use classroom-based projects utilizing industry standards, activities that require decision-making in work-based scenarios, and learning to use tools and equipment specific to the industry. Cooperative Work Experience is also available to CTE students interested in taking their classroom learning to the next step. A large number of CTE programs work with industry partners to identify viable internships (paid or unpaid), presentations by industry leaders, visits to career conferences, and reference materials on careers are available for students and staff.

Many colleges use the Chancellor's Office funded Career Cafe Website in order to help students receive internships, mentors, and job opportunities which will help with all aspects of industry.

At the secondary level, state employees funded by Perkins developed and provided oversight and technical assistance to 479 California Partnership Academies in all 15 industry sectors recognized by the state of California, each of which endeavors to provide understanding of all aspects of their industry of focus. Additionally, in the Public Services industry sector, curriculum was developed to assist students in acquiring the necessary skills in law career options through a capstone class curriculum development project.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

In California, Perkins funding was used to support the successful development of education and business and industry partnerships leading to increased student success. Several of the partnerships from the secondary level are highlighted followed by a description of work at the post-secondary level in this area.

Through the HECT Curriculum and Professional Development Project offers online Methods Course Curriculum was created to be utilized by any college or university with a single subject program.

Through the AgEd Professional Development contract all five AgEd teacher preparation universities that produce single subject cadets are supported with Perkins funds. Each year, these five universities (UC-Davis, CSU-Fresno, CSU-Chico, California Polytechnic State University, San Luis Obispo, and California State Polytechnic University, Pomona) produce about 60 AgEd student teachers.

Health Science and Public Services met with industry and postsecondary agencies to develop partnerships, strategies for articulation through regional and statewide advicosry meetings.

The California Community Colleges as part of its "Doing What Matters" campaign has set up regional structures with all CTE and Economic Development funding to improve the top economic development sectors in that state with focused attention to "moving the needle." As part of this structure, partnerships between secondary, postsecondary, adult education, workforce education boards, labor organizations, employers and intermediaries are mandatory and all project directors of these funding sources meet at Perkins Leadership funded regional consortia meetings. In addition all plans developed by these individual partnerships are coordinated through these Perkins funded regional consortia to assure no duplication of effort and the best use of these coordinated efforts for course and program improvement.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

With a State \$500 million dollar investment in Career Pathways, secondary and postsecondary agencies in California were required to work collaboratively to improve or develop new CTE courses and pathways. Most of these will be implemented over the next several years.

Perkins funds were utilized to conduct a "Young Professionals Conference" which targets young AgEd teachers in their first three years. The primary focus of this conference is to provide young educators with the latest instructional methodologies which has increased teacher retention. Approximately, 80 young teachers are involved with this conference each year.

Public Services curriculum was developed to assist students in developing necessary skills in law career options through a capstone class curriculum development project.

The Chancellor's Office funded regional consortia statewide with leadership funding. Each region, based on the selected priority and emergent sectors, reviewed curricular challenges and determine gaps and overlaps. Based on this review the regional consortia collaborated with the Statewide Sector Navigator for each sector and prioritized and cultivated regional collaborative communities so that practitioners/faculty could close the gap with specified objects timelines and outcomes.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

Perkins funds in California supported entrepreneurship education and training at both levels. The CTE Model Curriculum Standards which are required in secondary programs included standards related to entrepreneurship in all industry sectors. Additionally, several industry sectors expanded on this education and training component. Both the HECT and AgEd industry sectors created occupational and employment information resources which were distributed at Curriculum and Professional Development Activities during the reporting year. Online entrepreneurship education opportunities were also made available to students involved in CTSOs supported with Perkins funding.

Each community college used a portion of its Perkins IV funds to support programs of this nature. The programs varied by college district and depended on local needs and resources. An example would be the funding the start-up of Allan Hancock College's Small Business Entrepreneurship Center through Title I-C Perkins funding. http://www.hancockcollege.edu/academic_departments/business/entrepreneurship/index.php

Additionally, the Chancellor's Office funded a grant which designs and maintains the Career Cafe (<http://www.cacareercafe.com>) which supports lessons on entrepreneurship.

11. During the reporting year, did your state use Perkins funds to improve 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?

Yes

The Chancellor's Office requires that each District develop a plan for improving, recruiting and retaining CTE Teachers, faculty, administrators, or career guidance and academic counselors as part of receiving Title I-C application funding. The narrative section of each application requires a description of this plan.

Through the California Community Colleges Association of Educators Perkins has funded a series of workshops into a Leadership Academy. This Leadership track offers a certificate upon completion. Navigating career technical education and economic and workforce development programs local, state and federal; career pathways; the articulation of programs within education and connecting students to jobs and careers; an overview of the statewide Chancellor's Office "Doing What Matters Campaign," and the initiatives connected through this work; how to design a successful program with participants practicing with strategic planning tools and examining a case study; an over view of the program development and approval process for CTE and Economic and Workforce Development; building business and industry partnerships using a series of hands-on exercises to sharpen relationship and building skills; A series of strategic processes and tools used to maximize the performance and effectiveness of programs and services in a strategic portfolio management; managing Perkins funding, enrollment management; laws regulations and policies; and the development of leadership skills and strategies.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

The Chancellor's Office works with the State Employment Development Department in order to provide information to document the job outlook for enrollees in community college occupational education programs. This application provides a link between the Taxonomy of Programs or the Classification of Instructional Programs (CIP) to the statewide and local area occupational projections developed by the EDD. It was built in cooperation with the California Community Colleges Chancellor's Office (CCCCO). <http://www.labormarketinfo.edd.ca.gov/CommColleges/>

The Chancellor's Office funds regional Centers for Excellence to identify regional and sector labor market demand, community college training capacity, and to provide consultation and technical assistance to community colleges or districts on the use of labor market tools and vendors.

The California Department of Education through the CalCRN California CareerZone resource is utilized by the California Employment Development Department. The CareerZone 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, job seekers, etc.

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	-9	-9	100
Postsecondary Students	-9	-9	100

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	Our research indicates that the cause of the core indicator 4P1 falling below the 90 percent level is that new staff at EDD and the Chancellor's Office used a different process to match employment data from EDD and CTE students concentrators than what had been done in previous years. Perkins IV accountability includes all students reaching a threshold level of enrollments, not just leavers and completers (students enrolling during a cohort year and successfully completing 12 units in Career Technical Education in a two-digit TOP of which one course was a Sam A-C). Inclusion into a cohort using this threshold is up to the most recent three years. Any years after that deletes out the life-long-learner. Additionally, students earning a vocational degree or certificate in the cohort year will be included in the cohort whether or not they	<ul style="list-style-type: none"> •Provide adequate training to new staff in CTE concepts, definition, data collection, reporting and matching process; •Develop a new consistent/institutionalized data matching protocol; •Engage more employers in priority CTE sectors; and •Formal review of interagency agreement. 	Robin Harrington	06-30-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>meet the 12 unit threshold requirement above so long as they were enrolled within the last three years. A cohort year begins with the summer term and ends after spring term. Students within a cohort will have met the threshold of enrollment and will not be enrolled in K-12 during the cohort year.</p>			

Local Program Improvement Plans

Secondary: 19

Postsecondary: 6