

Consolidated Annual Report, Program Year 2015 - 2016 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 (CCC) are required to incorporate technical skill assessments throughout the development of Career Technical Education (CTE) curricula and programs. CTE faculty and staff work with state-required local advisory committees to align standards, create curricula, and use technical skill assessments to ensure that instruction continues to meet the needs of both established local businesses and emerging industries across the state. CTE faculty also use industry-recognized national standards and their embedded technical skills assessments where appropriate to shape curricula.

Seven Regional Consortia (RC) were funded with leadership dollars. The objectives of the RCs included were funding, prioritizing and cultivating regional collaborative communities so that practitioners and/or faculty could collaborate around the region's priority and emergent sectors in order to create improved, regionally focused technical skill assessments.

Funds were also used to develop technical skills assessments and supporting curricula for Early Childhood Education (ECE) state-wide.

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 CCCCO used funding to support and enhance the community college Management Information System (MIS) in order to perform research, support data matches to determine employment and transfer outcomes and other measures critical to the analysis and understanding of secondary and post-secondary education and career success.

Funding was used to support kindergarten through sixteenth inter-segmental longitudinal studies enabled by the Cal-PASS PLUS system. This system continued to be upgraded to include additional data from numerous sources and was further integrated into the LaunchBoard statewide CTE information system. The LaunchBoard addresses reporting metrics on student outcomes related to CTE program effectiveness and offers centralized information, in an online format, on program information and student outcomes grouped into categories such as enrollment, milestones, credentials, employment, and alignment with regional labor market demand. Common metrics enabled colleges to upload and view information on 34 indicators used to track progress on the CCCCO "Doing what Matters" effort. Additional tracking allowed colleges to gather information on learners who participate outside regular college application and enrollment process (such as those who are served through contract education).

In addition, funds were used for the Data Omnibus, a statewide accountability mechanism for the management of workforce and economic development grants. The project provides technical assistance to colleges and how to use and develop related tools. The Data Omnibus is an access tool to analyze labor market needs for employment in college areas and provides important data useful to the improvement of programmatic and fiscal decision-making.

Funds were also used for an interactive, multi-layered Geographic Information System (GIS) map of the state which allowed stakeholders from Districts and Colleges, employers and government to get a clearer picture of investments, resources, collaborations and strategic alignments and how they were related and impacted regional academic and employment trends.

Consolidated Annual Report, Program Year 2015 - 2016 California

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?

Monitoring is the major 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-line or on-site Federal Program Monitoring reviews. These reviews consist of the evaluation of 9 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 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 on-going, selective risk management monitoring. Those community college districts deemed at risk are required to perform self-assessments in areas such as: ways in which the district overcame barriers that lowered access or success for special populations; what programs were provided that enabled special populations to meet local performance levels and what were developed 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 was also made available to faculty, advisors, career counselors, financial aid counselors and support services.

At both the secondary and postsecondary level reviews of progress on core indicators is required. For example, the Joint Special Populations Advisory Committee's (JSPAC) work plan calls for an annual review of core indicator data to assess the performance of special population students and how their needs are being met across the state. This data is shared at two annual statewide meetings, including the Special Populations Conference held yearly in December.

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.

California's Senate Bill 852 established the Career Technical Education (CTE) Enhancement Fund which allocated (on a one time basis) \$50 million in the 2014-15 budget year and in its second year (2015-16) continued to expand, enhance, and improve CTE programs statewide. This funding helped community college's CTE programs purchase equipment, align and develop curriculum associated with that new technology, and provide professional development trainings to better meet the employment needs of the regional economy in each of seven macro-economic regions.

Each Regional Consortia received allocations to increase capacity to develop effective strategies to utilize the Fund. The focus of the use of these coordinated efforts is on occupations and sectors that are demonstrated to be in-demand in the regional labor market and on occupations for which regional production of employees is insufficient to meet labor market demand.

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?

The various offices in the Career and College Transition Division at the CDE provide comprehensive professional development programs for CTE teachers, faculty, administrators, and counselors. Topics included the use of Perkins funds, grant requirements, data reporting and evaluation, Federal Program Monitoring, Career Technical Student Organizations (CTSO), thinking ahead to Perkins reauthorization, programs of study including articulation agreements and/or dual enrollment, advisory board development, and using technology. CTEAM staff conducted regional meetings which focused on many of the above topics as well as those related to the region. Training for new Perkins administrators is conducted annually as well as training on the annual application process. The leads of the 15 industry sectors provide trainings which are industry focused on the CTE Model Curriculum Standards, curriculum development, CTOSs, and business partnerships. CTE TEACH, is California's statewide program for new CTE teacher induction and veteran teacher training. New CTE Teachers are trained in the California Standards for the Teaching Profession. Additional topics include work based learning, working with middle school students, and instructional technology. The California Leadership Development Institute provides training for aspiring and new CTE administrators.

The Chancellor's Office funded a comprehensive Leadership Academy that supports 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; career pathways; articulation of programs within education; and connecting students to jobs and careers. Additional profession development was provided which included an overview of the statewide Chancellor's Office "Doing What Matters Campaign," and the initiatives connected through this work. A series of strategic processes and tools were provided to maximize the performance and effectiveness of programs and services; managing Perkins funding, enrollment management; laws regulations and policies; and the development of leadership skills and strategies.

The Chancellor's Office provided core indicator workshops, managing Perkins funds workshop and technical assistance workshops for at-risk districts in Los Angeles, Orange County, Central Region, Desert Region and the Bay Area.

The Statewide Academic Senate of the California Community Colleges was funded to provide a Curriculum Institute and Leadership training for faculty and in addition held a Career Technical Education Institute event that provided CTE faculty with the opportunity to engage in key policy conversations through their interaction with representatives of the task force, by learning about the implications of policy decisions on local programs and courses, and in participating in breakout sessions to better understand the college processes including topics on leadership, curriculum design, course repetition, and effective program advocacy.

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?

Joint Special Populations Advisory Committee (JSPAC) accesses labor market information from California's Employment Development Department (EDD), as well as other workforce data, provided by the Chancellor's Office Workforce & Economic Development Division. The Community Colleges remain current on the state's employment trends, particularly in priority hiring sectors, including allied health and the construction industry. As new occupational fields emerge, especially in the areas of STEM, JSPAC encourages CTE program administrators to actively engage in the recruitment, participation, and retention of females and individuals from other special population groups.

In conjunction with the JSPAC, the Special Populations Collaborative Project analyzes the CCCCCO's Management Information System's Core Indicator Data.

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. 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.

At the secondary level, the various CTSOs conduct career fairs at their state leadership meetings. Workshops were presented throughout the state by other industry sector leads as well as CTEAM office focused on specific industry sectors and non-traditional careers.

School districts and colleges were encouraged to attend the JSPAC annual conference as well as the NAPE National Summit on Education Equity both of which offer resources for working with non-traditional and special population students. California is a state member of NAPE and encourages schools and colleges to join NAPE and to take advantage of the multitude of resources offered with membership.

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?

School districts and colleges were encouraged to attend the JSPAC annual conference as well as the NAPE National Summit on Education Equity both of which offer resources for working with non-traditional and special population students. As stated earlier, California is a state member of NAPE and encourages schools and colleges to join NAPE and to take advantage of the multitude of resources offered with membership as a way to support local efforts with special populations.

Perkins funded programs at the secondary level 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.

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 is 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 that are special population students at risk to stay in school, consequently improving 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.

In addition, funds were used to sponsor evaluations of the equity of services provided to special and underrepresented populations. Further funds were allocated for detailed research into the development of CTE programs and outreach to Hispanic communities.

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

In California, two education entities (CDE and Chancellor's office) 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, the industry sector leads for the CDE also provide technical assistance within their sector in the same manner as CTEAM staff.

Chancellor's Office Staff provided multiple regional core indicator workshops within the state and a core indicator workshop at the Statewide Special Populations conference providing technical assistance in analyzing core indicators for Perkins course and program improvement. The CCCCCO also used funds to provide updates on the impact of changing requirements and compliance.

The CCCCCO provided funding to the California Community Colleges Association of Occupational Educators (CCCAOE) to conduct a series of workshops as part of a comprehensive Leadership Academy.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

597428.63

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

9936

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

The Office of Correctional Education's Career Technical Education (CTE) program delivery system consists of 283 programs providing instruction in 19 distinct occupational fields. Programs for incarcerated adults included the areas of manufacturing, business, cosmetology, welding, and construction.

The California Education Authority (CEA) offers CTE programs in the following industry sectors; Agriculture and Natural Resources, Information Technology, Hospitality, Tourism, and Recreation and Building Trades and Construction.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

313308.39

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

331

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

California has three state special schools which serve students with disabilities. Two of these schools are for deaf students and one serves students who are blind or visually impaired. These schools serve students until age 22.

These schools offer programs that provide standards based instruction to students in a variety of industry sectors.

The School for the Deaf in Riverside, California has a culinary program titled Food Education and Service Training (FEAST). Their program is a member of American Culinary Federation (ACF) and FCCLA. Last March the FEAST program competed in the 5th annual Culinary Bowl competition at Art Institute in San Bernardino, CA and won 2nd place. FEAST invites a variety of local cuisine chefs to our program in order to model techniques, share industry information and make connections with their restaurant for future career opportunities. The Auto Technology teacher and students visited several different auto shops and shows such as West Coast Customs & Los Angeles Car Show. The teacher took some advanced classes to update the program. Auto Technology program is articulated with Riverside Community College. In the Building and Construction Trades industry sector, students participate in regional competitions with 12 other schools. Students in the Arts, Media, and Entertainment industry sector have an onsite multimedia gallery, enter work in various competitions and provide the school with a weekly video news show.

The School for the Deaf in Fremont, California also has the FEAST program as well as construction, digital media and graphics technology. In addition to these common programs, they offer additional course sequences in biotechnology, auto body, engineering, and woodworking.

Students at the School for the Blind participate in pathways in the Agriculture and Natural Resources, Hospitality, and Marketing, Sales and Services industry sectors. Students are provided work based learning opportunities and internships.

Staff at all three schools attend various professional development offered regionally and at the state level.

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

Yes

Perkins funds are used to support public charter schools in California.

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.

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 which help students to complete their secondary school education. 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 CCCCO's CTE Transitions projects were funded through the "10% Reserve" set-aside. CTE Transitions focused on five objectives: outreach/career exploration, articulation, concurrent enrollment, credit by exam, and work-based learning. CTE Transitions requires designated community colleges to fund activities related to CTE Transitions objectives with the goal of helping Career Technical Education students' transition from secondary to postsecondary education and on to the world of work.

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

placements through their Launchpath portal/platform. Additionally, the statewide professional organization, CIWEA (California Internships and Work Experience Association), comprised of professionals from community colleges, CDE, high schools and 4-year colleges, provides professional development and networking.

Consolidated Annual Report, Program Year 2015 - 2016 California

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 integration of academics into CTE programs is a consistent focus of workshops both regionally and at statewide trainings. At the secondary level works continues to integrate the computer science standards into our Information Communication Technology industry sector. 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).

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.

California has had a focus on regional partnerships and has supported this focus with various categories of state funding. As part of this focused funding, the CCCCCO, as part of its "Doing What Matters" framework, has facilitated regional collaboratives to improve the top ten economic development sectors in the state. 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.

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.

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.

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.

Title I-B Statewide Leadership funding was used for Purchase of CATEMA™ System (Career and Technology Education Management Application) license for statewide implementation. CATEMA is a data management and reporting tool for educational entities that provide high school to college course articulation opportunities. The system includes a hosted web based software application along with technical services, training and support. System processes include registration of qualified teachers, student enrollment, student competence rating, recommendation and recording of advanced credit for college courses. STATco provides technical support, web hosting, client customization, and software updates as needed.

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. To date, transfer model curricula have been developed in 36 disciplines, representing the vast majority of disciplines in which students transfer. As of December 2016, there are 2227 active ADTs throughout the CCC system.

SB850 authorized the Board of Governors of the California Community Colleges (BOG), in consultation with representatives of the California State University (CSU) and University of California (UC), to establish a statewide Baccalaureate Degree Pilot Program at no more than 15 California Community Colleges. These pilots (for CTE programs) were competitively chosen as of March 2015 in areas of Dental Hygiene, Mortuary Science Airframe Manufacturing, Equine Industry, Health Information Management, Industrial Automation, Respiratory Therapy, Emergency Services, Occupational Studies, Respiratory Care, Automotive Technology, Interaction Design, and Bio-manufacturing.

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.

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

Both institutions worked with sub-grantees to ensure that CTE programs offered students experiences in all aspects of industry. Course instructors used their own industry experience as well as placement of students in work based learning situations to provide students with all aspects of their specific industry.

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.

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.

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. Industry sector leads and sector navigators coordinated and facilitated statewide business advisory meetings. As part of its "Doing What Matters" framework, the California Community Colleges convened regional collaboratives with CTE and Economic Development stakeholders to improve the top economic development sectors in that state. 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

Through both Perkins and state funding, several new CTE courses were developed and added to the online depository, CTE-OnLine.

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 Standard,s 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. The, Business and Finance, 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. One of the ten top sectors for the community colleges is Small Business.

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.

The CCCCOC provided funding to the California Community Colleges Association of Occupational Educators (CCCAOE) to conduct a series of workshops as part of a comprehensive Leadership Academy.

The CDE staff worked closely with the California Commission on Teacher Credentialing to address the CTE teacher shortage in the California. Work continues in this venue as we look to attract individuals with industry experience to the field of teaching. The working groups also looked at ideas of growing our own and working with community college instructors to become credentialed teachers.

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

Yes

The CDE and the Chancellor's office have been working over time to develop an MOU related to data sharing. This work will continue in the next fiscal year.

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 Centers of Excellence (COE) support the community colleges by providing customized data on high-growth, emerging, and economically-critical industries and occupations and their related workforce needs. These seven Centers, located strategically to study the regional economies of California, produce industry-validated environmental scan reports designed to enable community colleges to remain relevant and responsive in their offerings. The COE inform community colleges through real-time regional and local labor market research and data validated by industry partners. They also connect business and industry with CTE faculty, community college stakeholders, and workforce and economic development professionals in order to provide a wide range of occupational and employment information for use at the local and regional levels.

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.