

Consolidated Annual Report, Program Year 2017 - 2018 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 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.

Using State in-kind funds, the California Community Colleges Chancellor's Office (CCCCO) provided ongoing support for the "Doing What Matters" (DWM) framework. DWM offered a network of resources to enhance technical skills assessment across the State. Sector Navigators (SNs), subject matter experts in a specific industry sector, operate with a multi-region (or statewide) scope while coordinating work plans and communications across a network of regional Deputy Sector Navigators (see below). SNs partner with Regional Consortia and Technical Assistance Providers to sustain sector partnerships and collaborative communities of practice that align community college and other workforce development resources, including appropriate assessments, with the needs of industry sectors and occupational clusters. They help identify and help disseminate CTE curriculum models and effective practices and facilitate engagement between businesses and colleges.

DWM also funded sixty-six Deputy Sector Navigators (DSNs) statewide in seven different regions to further Career Technical Education in priority industries such as 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 their combined regional and industry focus, all DSNs helped assess curricular challenges including identifying the skill gaps facing their regional industry sectors, the mismatch between the needs of employers and the availability of a trained workforce available workforce and how to best plan regionally for the evolving needs of both students and employers. The results of these efforts were made available as requested to faculty, deans, administrators, employers and other stakeholders.

The California Department of Education (CDE) supported Seven Regional Consortia (RC) with a combination of State and federal funds, using Perkins leadership dollars. The objectives of the RCs included prioritizing and cultivating regional collaborative communities to support practitioners and/or faculty collaboration around regional priorities and emergent sectors in order to create improved, regionally focused technical skill assessments.

The CDE also used Perkins leadership funds, through a contract with CTE Consortium of States (CTECS), to develop technical skill and knowledge pathway assessments in three industry sectors: Advanced Manufacturing, Marketing and Sales, and Education. The CDE is planning to continue this contract to develop assessments in other industry sectors and an assessment to measure student work readiness. 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 California Department of Education (CDE) used funding to support the transition from two data reporting systems to a single reporting system. The CTE Leadership Office in collaboration with the CALPADS staff conducted several workshops throughout the state to provide training for local users.

The California Longitudinal Pupil Achievement Data System (CALPADS) has been in place since 2009 to collect student data. The CDE established a goal to include Perkins data collection, previously collected through a separate system, into the CALPADS statewide data collection. The original plan, established in 2014 was to collect Perkins data in both systems for at least one year to ensure reliability and validity between the systems. The original goal was threefold, collect CTE data from all LEAs regardless of funding source, relieve the burden of LEAs having to enter data by hand, and make the transition between the data systems relatively seamless.

However, during 2015-16 the CDE experienced problems with the original Perkins data collection system and the system was retired for data collection purposes. This prevented the CDE from running a parallel data collection to check reliability of the new system. In addition, there were challenges with the transition to the CALPADS system which caused delays and data extraction issues. The CDE data presented in this report represents the data collected through the statewide CALPADS system and represents the most accurate data the CDE was able to collect for this reporting year. The CDE has resolved the data issues and does not anticipate any issues in reporting the required data for Perkins V.

The CCCCOC used funding to support and enhance the community college Management Information System (MIS) system 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 grade sixteen 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 CCCCOC's "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. Additionally, 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 to further develop 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 they impacted regional academic and employment trends.

The CDE and the CCCCOC worked jointly to address issues of data across the two systems. This is a work in progress which will continue into the next year.

Consolidated Annual Report, Program Year 2017 - 2018 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?

Risk management 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 Leadership Office (CTELO) office at the CDE conducts document reviews of all Perkins funded LEAs annually. In addition, the CTELO conducts between 25 and 30 on-site Federal Program Monitoring reviews based on identified risk factors. These reviews consist of the evaluation of several elements including the use of funds, governance, advisory involvement and course offerings. In addition to onsite monitoring visits CTELO staff review annual applications, data reports, and fiscal records from all applicants for accuracy and compliance.

Perkins recipients not meeting one or two performance targets are identified as a 'Needs Improvement Agency' and must provide a narrative including, the expected reasons for low performance, strategies the agency plans to implement in order to achieve the state-established performance level, and describe the planned actions to be taken to improve the performance. 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 a Program Improvement 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 activities were made available 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 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?

Both the CDE and the CCCCO allow local districts and institutions to use Perkins funds to purchase technology and provide associated professional development.

To develop more workforce opportunity and lift low-wage workers into living-wage jobs, California took a bold step in 2016 to create one million more middle-skill workers. At the recommendation of the California Community College Board of Governors, the Governor and Legislature approved the Strong Workforce Program, adding a new annual recurring investment of \$240 million to spur career technical education (CTE) in the nation's largest workforce development system of 114 colleges. This funding is distributed 60% local and 40% regional statewide and is aligned with existing CTE efforts for programs that, close labor market gaps. This funding is allowed to purchase technology.

Agencies that received Perkins funds at both the secondary and post-secondary level are encouraged to use Perkins funds to ensure that the equipment and technology that students are using in the classroom align to industry standards. Training was provided to all industry sectors on the use of technology in the classroom through conference presentations by staff as well as in regional meetings. LEAs also use state funds to enhance the technology used in the CTE classroom for CTE.

The Information and Communication Technologies (ICT) industry sector lead at the CDE collaborated with computer science advocates from local education agencies, several of California's institutions of higher education, Code.Org and Google to refine career pathways for students interested in careers in the ICT field. The state developed and approved standards in Computer Science Principles. These standards were drawn from and compliment the current CTE standards in ICT. The new Computer Science Principles are made available for LEAs throughout the state and taught across the curriculum.

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?

Annual professional development provided by CDE staff include:

Health Science and Public Safety Educators' Institute which is an intensive three-day professional development workshop to provide guidance and resources to create and revise program curriculum and pathways.

All Industry Sector Leads (ISL) and Career Technical Education Leadership Office (CTELO) staff present on multiple topics at the annual conferences throughout the year. Topics include those that are industry focused to general information related to Perkins requirements. CDE staff have a major presence at the annual CTE conference held in Sacramento which draws over 3000 attendees.

CTELO staff and ISL regularly used webinars and conference calls as methods to provide training and disseminate information throughout the state.

CTE TEACH, California's statewide program for new CTE teacher induction and veteran teacher training was provided at 17 sites and to date has served over 800 New CTE Teachers and over 2,000 veteran CTE Teachers. New CTE Teachers are trained in the California Standards for the Teaching Profession.

The CTE Leadership Development Institute provided professional leadership training to new and aspiring CTE Administrators. This program provides over 200 hours of professional development in leadership, instructional practices, assessment, programs of study, fiscal management, CTE student organizations, and work-based learning.

The CDE, through a contract with High Tech High, provided extensive training in project based teaching to teams of CTE and academic teachers through a "Train the Trainer" model. Teams received classroom instruction and were provided a coach to provide guidance throughout the year. In addition, wide variety of other trainings were organized and presented in each of the fifteen industry sectors.

The Chancellor's Office funded a comprehensive Leadership Academy that funds statewide professional development for administrators, faculty counselors and project directors in June 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 Chancellor's Office provided core indicator workshops, managing Perkins funds workshop and technical assistance workshops for at-risk districts in Los Angeles, Orange County, Desert Region and the Bay Area. In addition the Chancellor's Office did statewide presenting for managing Perkins at the Leadership Academy and the statewide conference for Career Technical Education CCCAOE.

The Joint Special Population Advisory Group (JSPAC) funded through Perkin Title I-B holds an annual statewide conference in December for Equity and Access of all Perkins Special Populations. In addition, webinars were held during the year in the areas of Women in Non-Traditional Employment Roles, Working with Millennials, Special Populations 101, Soft Skills, STEM and STE@M, Using Social Media in Schools and Trauma Informed Educational Practices.

The Chancellor's Office funded "More & Better CTE" workshops through CCCAOE and supported by the CCCCO Doing What Matters to empower local CCC CTE professionals to strengthen their programs through access to state and regional resources. This included involve all CTE stakeholders, including CIO's, CTE faculty and deans, CTE committee members, CSSO's, local Academic Senate representatives, and others. Forum Objectives Participants will leave with a better understanding of: The Doing What Matters framework and how it can help the local colleges and regions; funding for programs: local share and regional share; the role of the Sector Navigators, DSNs, Regional Advisory Committees, Industry Connections; CTE Data Unlocked and data collection resources; and aligning with WIOA to strengthen partnerships.

Program administrators from both the CCCCO and CDE serve as board members of the California Community College Association for Occupational Education which provides professional development for community college educators and is striving to bring in high school CTE educators to increase articulation between secondary and post-secondary education.

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 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.

The JSPAC also provides related activities and services to support individuals enrolled in non-traditional training programs. An annual statewide leadership training conference and regional workshops provide specific information to support special populations. The JSPAC provides information and make recommendations and policy recommendations to facilitate statewide planning as well as training to educators to assist special population students meet or exceed state-adjusted levels of performance.

Secondary, Adult, and postsecondary systems partner with the National Alliance for Partnership in Equity to ensure our practices at the state level are inclusive of all special population students

In conjunction with the JSPAC, the Special Populations Collaborative Project analyzes the CCCCO'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.

Through collaborative regional consortia of K-12, adult schools, and community colleges created out of the state funded California Career Pathways Trust (CCPT) and the state Adult Education Program legislation and funding, there have been strategic partnerships between education and regional industry to expand career technical education and work-based learning opportunities for all populations. Additionally the requirements of the federal Workforce Innovation and Opportunity Act (WIOA) also emphasizes the strategic coordination of employment and training for WIOA eligible youth and adults, particularly special populations.

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.

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. The annual JSPAC conference provides professional development for K-12 and community college practitioners, as well as professionals who work closely with our special populations, to share best practices, and conversations regarding future support, including funding, resources and consultation for educators. The JSPAC work plan was aligned with CCCCO's Doing What Matters™ initiatives and Strong Workforce recommendations.

At the secondary level statewide professional development included the California Model Curriculum Standards as well as the development of Professional Learning Modules to assist secondary CTE teachers in working with Special Population students using both the CTE Model Curriculum Standards and the aligned academic standards. Various Industry Sectors also focused on academic integration. In addition, the CDE works closely with the Special education Division to certify local practices ensure equal access to CTE programs and student are provided with Individualized Training Plans and appropriate accommodations when necessary.

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

Both the CDE and the CCCCO provide oversight of Perkins IV funds. Each agency provides a variety of technical assistance through a wide array of methods. The administrative staff from both the CDE and the CCCCO meet regularly to discuss technical assistance and CTE programs.

Staff at the CDE in the CTELO provide a significant amount of technical assistance to grantees. This includes focused technical assistance related solely to a single agency or region, statewide Webinars, onsite 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. The CDE also provides assistance focused on preparing LEAs for Federal Program Monitoring visits. Using the common findings obtained during monitoring visits, the CTELO staff develops and delivers statewide training to ensure all LEAs understand federal and state compliance requirements. In addition to the technical assistance provided by the CTELO, each industry sector lead provides specific technical assistance within each of the fifteen industry sector.

Additionally the CDE staff provide technical assistance to Local Education Agencies (LEAs) at multiple regional meetings, monthly electronic updates as well as through informative Websites for instructors.

The Community College Chancellor's 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 CCCCO also used funds to provide updates on the impact of changing requirements and compliance.

The CCCCO coordinates with the California Community Colleges Association of Occupational Educators (CCCAOE) to conduct a series of workshops as part of a comprehensive Leadership Academy. The workshop covers topics such as: navigating career technical education and economic and workforce development programs; local, state and federal laws; career pathways; the articulation of programs within education and connecting students to jobs and careers; CCCCO's Strong Workforce Program, the Guided pathways Framework, and related initiatives; designing successful CTE programs; the program development and approval process for CTE; building business and industry partnerships.

The Academy offered a certificate upon completion.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

647815

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

9045

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

At the California Department of Corrections and Rehabilitation (CDCR), funds were used to provide staff training and professional development; support for student participation and testing; the development of curricula related to changing CTE requirements and opportunities; assistance to students with disabilities; and new technology in support of on-site training.

The CDCR is also actively involved in promoting nationally recognized certifications, leisure and apprenticeships as a means to validate training programs. In this reporting year, 2,361 inmates completed various CTE programs. The CDCR issued 19,991 CTE Component Completions, and 19,191 Industry Certifications in the areas of Electronics, Small Engine Repair, Industrial Welding, Construction Trades, Digital Literacy, Microsoft Office Specialist Excel, Microsoft Office Specialist Word, Microsoft Office Specialist PowerPoint, EPA License, Cosmetology State License, and Manicuring State License.

The CDCR has implemented the use of online digital resources to allow inmate students access to digital certification processes that will allow students access to additional opportunity for certification.

The California Education Authority is the LEA that serves the youth that are adjudicated to the California Department of Corrections and Rehabilitation, Division of Juvenile Justice (DJJ).

They offer the following CTE courses:

Landscape Equipment and Safety, Landscape Design, Plant Identification and Culture, Irrigation and Chemicals, Applied Landscaping.

Graphic Communication Introduction, Desktop Publishing, Applied Computer Graphics, and Applied Graphic Arts.

Beginning Keyboarding, Introduction to Computers, Desktop Applications, Computer Systems

Small Animal Orientation and Safety, Small Animal Grooming, Small Animal Careers.

Culinary Sanitation and Safety, Professional Cooking.

Construction Introduction, Building Maintenance Orientation & Safety

Introduction to CTE

Janitorial Principals and Applications

The California Education Authority utilizes CTE courses as a key component of rehabilitative efforts to help transition youth back into their communities as productive, employable members of society.

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

294983

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

732

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

California operates three special state schools serving students with disabilities. The California School for the deaf in Riverside and in Fremont and the California School for the Blind in also in Fremont. All of these schools provide educational services for students until age 22. Each school provides academic and career technical education programs through standards based instruction. The CTE programs in the state special school are offered in a variety of industry sectors.

Both Schools for the Deaf operate culinary arts programs including, Food Education and Service Training (FEAST) programs. The school in Riverside, California is a member of American Culinary Federation (ACF) and Family, Career and Community Leaders of America (FCCLA). Each site invites a variety of local cuisine chefs to visit the programs to model techniques, share industry information and make connections with local restaurants for future career opportunities.

The Auto Technology teacher in Riverside provides opportunities for students to visit several different auto shops and auto shows in the southern California area. The Auto Technology program is articulated with Riverside Community College. Riverside also offers a program 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, including Perkins trainings 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 were used during the reporting year to support public charter schools in California. Twelve independent charter LEAs were funded with Perkins funds during the reporting year. Furthermore, individual LEAs operating charter schools within the district often support CTE programs at the charter school.

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

Yes

Family and Consumer Sciences is fully supported by Perkins and is part of the Agriculture and Family and Consumer Sciences office at the California Department of Education. Educators in this industry sector are supported by industry sector leads at the CDE. The state provides, through Perkins funds, endorsement of the CTSO Family Career and Community Leaders of America (FCCLA) as well as a Curriculum and Professional Development Project that provides resources and professional learning opportunities for FCS educators.

Perkins funds supported the California Community College Early Childhood Education (CCCECE) Advisory Committee, a discipline within Family and Consumer Sciences. The CCCECE Advisory Committee oversees state and federal regulatory changes and the statewide impact on community college ECE programs, provides education and training for Early Childhood Education faculty to ensure Career Technical Education student success. In 2017-18 this advisory committee met four times to review changes in industry standards meeting needs of underrepresented students and implications of state and federal initiatives on Early Childhood Education which then lead to Fall and Spring Statewide faculty institutes. The institute included train the trainer for Early Childhood Education Faculty to go back to their regions as a resource. These trainers were provided the resources needed to provide information for the community college faculty in their region regarding Online Education Resources, the need to review Child Care licensing in California and legislative proposals affecting ECE/CD workforce.

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

In 2015-16, the California Legislature implemented the Adult Education Block Grant (AEBG) program that has annual funding 521.5 million dollars to integrate a regional delivery system designed to provide education and workforce services to underserved adults. The initiative, now called Adult Education Program (AEP), established goals to ensure that funding accelerates adults into employment, and/or post-secondary education.

The State continued to fund the Adult Education Program (AEP) for 421.5 million to K–12 adult schools, county offices of education, and community college to provide education and training through a regional consortia delivery. 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.

Perkins funds were used during the reporting year to support CTE programs for adults and school dropouts to complete their secondary school education. Adult education in the State is delivered through Adult Education Consortiums in which Adult Schools participate with community colleges to serve adult through a regional delivery system.

The Community Colleges Chancellor's Office used 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.

In addition, state funds through the Adult Education Program are used through a regional delivery system to provide education and workforce services to underserved adults to ensure CTE programs accelerate adults into employment, living wages, and full engagement in society.

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 are allowed to 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 meet 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 <https://foundationccc.org/What-We-Do/Workforce-Development/Workforce-Services/LaunchPath> and Career Catalyst portals/platforms. <https://foundationccc.org/What-We-Do/Workforce-Development/Career-Catalyst-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 2017 - 2018 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?

During this reporting year, the CCTD prioritized the integration of general education and CTE in all professional development activities and technical assistance contracts. In Addition, the CCTD continued work on the alignment of the Common Core College and Career Readiness Anchor Standards with the CTE Model Curriculum Standards Career Ready Practices. CCTD staff served on several statewide general education standards committees including social science and computer science. CTE Educator professional developments in several industry sectors have focused on integration of academics and CTE. Professional developments in establishing College and Career Pathways have also contained a heavy emphasis on integration of general education and CTE from creating common planning periods to curriculum mapping and curriculum composition using the statewide CTE curriculum system CTE Online.

The Chancellor's Office continued development and implementation of 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.

To date, transfer model curricula have been developed in 40 disciplines, representing the vast majority of disciplines in which students transfer and as of December 2017, there are 2296 active ADTs throughout the CCC system.

The CCCCO 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 Academy offered a certificate upon completion.

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.

To develop more workforce opportunity and lift low-wage workers into living-wage jobs, California took a bold step in 2016 to create one million more middle-skill workers. At the recommendation of the California Community College Board of Governors, the Governor and Legislature approved the Strong Workforce Program, adding a new annual recurring investment of \$240 million to spur career technical education (CTE) in the nation's largest workforce development system of 114 colleges. This funding is distributed 60% local and 40% regional statewide and is aligned with existing CTE efforts for programs that, close labor market gaps. This funding allows for all aspects of CTE course and program improvement.

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 encourages and supports a regional approach to the delivery of CTE. The state continues the delivery of adult education through regional adult education consortia. These regional consortia work in collaboration with industry to provide the education and training necessary to meet the economic needs of each region.

The CCCCO, 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.

With over 88,871 active apprentices in 570 California State Registered programs (as of 11/30/2018) California is the largest apprenticeship system in the country. California Education Code 79148 states to the extent that sufficient federal funds and other resources are available, the Division of Apprenticeship Standards in Partnership with CCCC shall develop and implement innovative apprenticeship training demonstration projects in high growth industries in emerging and transitioning occupations that meet local labor market needs and that are validated by current labor market data. To this end the CCCC California Apprenticeship Initiative was funded to expand apprenticeship field in growing and emerging industries in 2016-17 and an additional \$15,000,000 authorized through Proposition 98 funding that fund 13 new innovation grants (2 in K-12 and 11 Community College Districts) and 15 pre-apprenticeship grant (3 K12 and 12 Community College Districts)

In 2015-16, the California Legislature implemented the Adult Education Block Grant (AEBG) program that has annual funding 521.5 million dollars to integrate a regional delivery system designed to provide education and workforce services to underserved adults. The now called Adult Education Program (AEP) goals ensure that funding accelerates adults into employment, and/or post-secondary education.

The State continued to fund, with state dollars, the Adult Education Program (AEP) for 421.5 million to K–12 adult schools, county offices of education, and community college to provide education and training through a regional consortia delivery. 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.

As of 2016-17 the state has allocated 240 million dollars to a Strong Workforce program at the Community College level (60% for local and 40% for regional use). The purpose to increase the number of quality career technical education courses, programs, and pathways that lead to successful workforce outcomes, or invest in new or emerging career technical education courses, programs, and pathways that may become operative in subsequent years and are likely to lead to successful workforce outcomes (completions, transfer, employment rates, employment in a field of study, earning, median change in earning, proportion of student who attained living wages). In order to receive this money consortium must collaborate with other public institutions, including, but not limited to, local educational agencies, adult education consortia, local workforce development boards, and interested California State University and University of California institutions.

During the reporting year, the CDE focused on encouraging regional partnerships. Two statewide initiatives operated out of the CDE focused on regional partnerships between the California Community College System, Business and Industry, and government and community organizations. Funds from Perkins and state funds through the CTE Incentive Grant prioritized the establishment of regional partnerships including the creation of dual enrollment and articulated courses across K-12 and community college. Local Educational Agencies work in partnership with Adult schools and Community Colleges, in providing a continuum of courses in a program of study culminating in a certificate, degree, or transfer.

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

Yes

Perkins funds were made available to fund personnel and programs that integrated career counseling and college counseling at both the secondary and postsecondary levels. The CDE used Perkins funds to support curriculum on the California Career Resource Network (CalCRN). The CalCRN is a statewide resource that provides curriculum in career awareness and career exploration for middle school, high school, and adult schools. The web content is aligned with state content standards and regional labor market data. In the reporting year, funds were used to expand the curriculum and to make the website available in Spanish.

Funds were also used to provide professional development for counselors and career guidance specialists and specific dollars were set aside for outreach and recruitment to our special populations. Professional development activities were conducted to link high school counselors and community college counselors around the 15 California Industry Sectors.

The Chancellor's Office used a portion of the 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 intended to improve career guidance and academic counseling including outreach and career exploration to facilitate the transition from secondary to postsecondary education and training.

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.

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 CDE used Perkins dollars to prioritize the creation of CTE articulation and dual enrollment courses across the state regionally. 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.

Additional state CTE dollars were used to create regional partnerships across K-12 and community college with the focus on dual enrollment and articulation. The state has experienced a substantial increase in dual enrollment and intends to expand these options for students. The state is also working to develop systems for sustaining these agreements.

The CDE now includes college credit obtainment as part of the state's College and Career Indicator for state accountability purposes. Perkins funds can be used by local agencies to bring secondary and postsecondary partners together to create concurrent and dual enrollment opportunities for CTE students.

CTE Career Pathway Program funds have 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.

State funding for CTE such a Strong Workforce Program and CTE Incentive Grant highly encourage region collaboration between secondary and postsecondary agencies and the increase in dual enrollment opportunities for CTE students.

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

The 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 40 disciplines, representing the vast majority of disciplines in which students transfer and as of December 2017, there are 2296 active ADTs throughout the CCC system.

State legislation 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 Biomanufacturing.

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

Yes

Perkins funds were used by the state to support our six state recognized CTSOs; HOSA, DECA, FCCLA, SkillsUSA, FFA and FBLA in our secondary schools. Funds were used to provide professional development for CTSO advisors and the CCTD also utilized Perkins dollars to fund 6 state advisors and 14 industry sector leads that work to support CTSO advisors and students in the state.

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

This year the CCTD expanded our focus on middle school CTE. We allocated funds for 10 middle school CTE programs that align with our California Partnership Academies in the state. The focus of these middle school programs was career awareness and career exploration as well as providing opportunities for students to explore their skills, interests and abilities as they relate to career.

Industry sector leads have also worked with CTE educators to focus on expanding students understanding and knowledge of careers that are less common to students. The California Career Resource Network (CalCRN) website as well as activities in our career technical student organizations (CTSOs) also provide early opportunities for the exploration of industry and to prepare for the world of work.

All Community Colleges receive 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 community college faculty and counselors use the Chancellor's Office state funded data and career resources and websites, such as Launchboard, Career Catalyst, Center of Excellence for LMI data website to support their students with information on internships, mentors, assessments, career exploration, career pathways, job opportunities and salaries in all of California's priority sectors. The CCCCO also provides MyPath which is designed to help students clarify their educational goals, and to reduce stress at crowded institutions by helping students research and make educated decisions in a self-serve, portal environment.

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

Industry sector leads from the CCTD at the CDE and the Deputy Sector Navigators from the California Community College Chancellors Office brought together industry professionals throughout the year to provide feedback and advice on industry advancements, labor market trends, emerging careers and curriculum. In addition, we are in the early phases of exploring the possibility of developing a CTE teacher pipeline that will help address the CTE teacher shortage in the state through the creation of agreements that would establish minimum qualifications for CTE teachers to teach across both systems.

The California Community Colleges as part of its "Doing What Matters" framework convened regional collaboratives with CTE and Economic Development stakeholders to improve the top 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 ensure 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

The state allocated funds for the development of new CTE course sequences in high demand, high wage industries like health care, engineering and skilled manufacturing. Many of these courses were integrated with general education content and work based learning. In addition to new courses, funds were expended to bring cross content teachers (general education and CTE) together to develop new curriculum for courses listed in our statewide CTE curriculum platform called CTE Online.

The Chancellor's Office funded regional consortia statewide with leadership funds. 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 very specified objectives, timelines and outcomes.

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

Yes

Entrepreneurship standards are included in each of the 15 industry sectors in the state. Students involved in our state recognized CTSOs and CTE programs participated in various entrepreneurship opportunities including school site culinary programs, student stores, as well as online entrepreneurship opportunities and competitions. Many of our state CTE professional organizations also provide entrepreneurship opportunities for students in the planning and presentation of state CTE conferences.

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. State funds provided grants for statewide and regional sector navigators, who connected to CDE, high schools, colleges, districts and employers to provide professional development for Business faculty

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

Various levels of staff at the California Department of Education work closely with the staff of the California Commission on Teacher Credentialing (CCTC). Some of our work this year has focused on examining ways to alleviate the CTE teacher shortage in the state. Various working groups, composed of CDE staff, CCC staff, CCTC staff and staff from various educational agencies are working together to look at ways to attract industry professionals to the field of teaching. We are currently looking at ways in which single subject credentialed teachers could become dual credentialed in CTE.

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 CCCCO also 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.

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 work with the State Employment Development Department in order to provide information to document the job outlook for students enrolled in CTE programs. The CDE also works with the California Workforce Association (CWA) and its executive director serves as part of the team that attends national CTE leadership conferences in the fall and spring. The CWA membership is also endorsing the vetting process developed in the Career and College Transition Division for the inclusion of industry credentials into the statewide college and career indicator.

The Centers of Excellence (Centers) 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 Centers 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.