

State Plan Cover Page

**State Name:** California

**Eligible Agency Submitting Plan on Behalf of State:**

California Department of Education

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**Type of State Plan Submission:**

Type: 1-Year Transition

**Special Features of State Plans Submission: (Check all that apply)**

Unified - Secondary and Postsecondary

Title I and Title II (None of Title II funds have been consolidated under Title I)

2007-2008  
California State Transition Plan  
for  
Career Technical Education

**In Fulfillment of the Requirements of the  
Carl D. Perkins Career and Technical Education  
Improvement Act of 2006  
P. L. 109-270**

**California Department of Education  
Colleges**  
Jack O'Connell  
*Superintendent of Public Instruction*

**California Community**  
Mark Drummond  
*Chancellor*

# California State Transition Plan for Career Technical Education

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**I. Planning, Coordination, and Collaboration Prior To Plan Submission -  
California**

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION  
ACT OF 2006**

CALIFORNIA TRANSITION PLAN FOR 2007-2008 FUNDS

**I. PLANNING, COORDINATION, AND COLLABORATION  
PRIOR TO PLAN SUBMISSION**

Response: This section is not required in transition plan.

## II. PROGRAM ADMINISTRATION

### A. Statutory Requirements

**1. The State must prepare and submit to the Secretary a State plan for a 6-year period; or a transition plan for the first year of operation of programs under the Act. [Section 122(a)(1)]**

Response: With a combined total of nearly 4.5 million secondary and adult students, California has made major strides in its commitment to reform and revitalize its career technical education (CTE) system. In the last three years:

- Model CTE and academic curriculum standards were developed for the 15 industry sectors addressed by the State and approved by the State Board of Education (SBE) in May 2005;
- Model curriculum frameworks were developed to guide local educational agency implementation of the CTE and academic standards and approved by the SBE in January 2007; and
- A comprehensive statewide needs assessment of the State's CTE system was completed in January 2007. The contracted needs assessment was conducted in anticipation of the reauthorization of the Perkins Act and to provide a research-based foundation for the development of the State's 2008-2013 Plan.

The statewide needs assessment focused on two key issues: (1) major trends and the status of CTE programs in the state; and (2) the resources and CTE system improvements needed at the state and local levels to meet the current and evolving needs of students, communities, and the economy.

The assessment process utilized on-line surveys and meetings with CTE stakeholder groups to obtain current status and need information on a myriad of pertinent CTE topics. It also included the review of relevant research and statistical reports to determine the importance of CTE in state and national education reform and in the preparation of the skilled workforce required for healthy state and national economies, to identify the critical organizational characteristics or elements of effective state and local CTE programs, and to develop a list of effective state and local CTE program improvement practices that should be considered in the implementation of the reauthorized Perkins Act.

The findings, conclusions, and recommendations of the completed needs assessment report will be carefully examined in the State Plan development process which is currently underway. This multi-level process involves a Joint State Plan Steering Committee of

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California Department of Education (CDE) and California Community College Chancellor's Office (CCCCO) staff members; a State Plan Resource Group (SPRG) comprised of representatives of CTE stakeholder groups, business and industry, students, parents, teachers, administrators, counselors, higher education, teacher education, and the each of the other groups mandated in Section 122(b)(1) of the new Act; and the State's Joint Advisory Committee on Career Technical Education (JACCTE) described in the response provided for Item B2 in Section II. The SPRG will deliberate future trends in education and the economy; the statewide needs assessment findings, conclusions, and recommendations; the intent and mandates of Perkins IV; and a myriad of policy issues related to State and local administration and uses of the Perkins IV funds. CTE system improvements and Perkins IV related policies recommended by the SPRG will be forwarded to the JACCTE for further deliberation, approval action, and decisions regarding inclusion in the State Plan.

Because this transition plan for the 2007-08 funds must be submitted prior to the completion of the State Plan development process, it is not possible to describe the final actions planned by the State to improve its CTE programs and satisfy the statutory requirements of Perkins IV. The federal government can be assured, however, that the descriptions provided in the transition plan will reflect the State's desire to comply with the letter and intent of each requirement.

**2. The State must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—**

**(a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—**

**i. Incorporate secondary education and postsecondary education elements;**

**ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**

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**iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**

**iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;**

Response: For the 2007-08 program year, local educational agencies (LEAs) receiving Perkins IV funds must provide at least one program of study that includes the elements identified in items i. & iv. The State Plan development process will be used to determine if and what additional elements will be required for subsequent year programs of study.

**(b) How the State, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;**

Response: As noted in the response to 2(a), each LEA receiving 2007-08 Perkins IV funds will be responsible for developing and implementing a CTE program of study that meets the listed requirements. The State Plan development process will be used to identify the most viable option for developing programs of study for subsequent years. Options to be considered include (1) requiring each LEA to develop its own programs based on State-established criteria; (2) developing the programs at the local level through competitive grants made possible with Title I, Part C, 10 percent reserve funds; or 3) developing the programs at the state level through the use of State Leadership funds. The issue (policy) paper being developed for SPRG and JACCTE deliberation of the options will identify the advantages and disadvantages of each option and the recommended and required elements [including those presented in 2(a)] of each program of study. Information on developed programs will be disseminated to LEAs electronically and through a variety of statewide professional development activities. State Leadership funds will be used to facilitate the determined professional development and technical assistance activities.

**(c) How the State will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;**

Response: For the 2007-08 program year, the State will maintain Tech Prep as a separate funding stream and will utilize these funds to continue and expand the secondary-postsecondary CTE program articulation development and implementation efforts supported with the Perkins II and III Tech Prep funds. The State Plan development process will determine whether some or the entire Perkins IV Tech Prep grant will continue to be treated separately or

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be combined with the Basic State grant. If a decision is made to combine the funds, Sections 131 and 132 funds will continue to be directed to LEA compliance with the articulation mandates of Perkins IV Sections 122, 134, and 135.

**(d) How programs at the secondary level will make available information about career and technical education programs of study offered by eligible recipients;**

Response: Distribution of information on CTE programs of study developed and implemented by LEAs for the 2007-08 program year will be done on a selected basis because of the expected increase in the required elements of subsequent year programs described in (b). Information and implementation strategies on programs of study developed in subsequent years will be disseminated to LEAs electronically and through a variety of statewide professional development activities.

**(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the State, to develop, improve, and expand access to appropriate technology in career and technical education programs;**

Response: This Section 124 and 135 mandate will continue to be addressed through annual statewide Perkins workshops that emphasize the Section 135 and State-established quality criteria requirements for programs to be assisted with the funds, a variety of pathway-specific professional development activities supported with State Leadership funds, a thorough examination of the annual LEA Section 131 and 132 applications to ensure compliance with the technology requirement, and an established CTE program on-site monitoring process to confirm LEA compliance. The State Plan development process is expected to identify “technology consistent with the needs of industry” as a required element of all programs of study.

**(f) The criteria the State will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—**

**i. promote continuous improvement in academic achievement;**

**ii. Promote continuous improvement of technical skill attainment; and**

**iii. Identify and address current or emerging occupational opportunities;**

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Response: The State will continue to assess annual LEA Section 131 and 132 applications based on the Section 135 requirements and State-established quality criteria requirements for programs to be assisted with the funds. Both sets of requirements require evidence of actions planned to effect improvements in academic and technical skill attainment. The accountability data and narrative provided in the applications will continue to be assessed 1) to identify the degree to which the LEAs are achieving all of the state-established core indicator levels of performance, including those established for academic and skill achievement, and 2) to evaluate LEA plans to meet or exceed the state-established core indicator levels of performance.

LEA compliance with the “current or emerging occupational opportunities” requirement for CTE programs assisted with the funds is currently being monitored by CDE and CCCCO staff review of the program and course data provided in LEA local plans and annual applications for funds, local industry advisory committee approval of the annual LEA applications for funds, and annual reviews of LEA program completer placement rates in occupations and further education or training related to completed programs. The State Plan development process will determine if this is one of the elements to be required of subsequent year programs of study.

**(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;**

Response: As is evidenced by the State’s Consolidated Annual Performance, Financial and Accountability Report (CAR) data, the graduation (diploma) rate of high school CTE program completers (including members of special population groups) has consistently paralleled the State’s regular high school graduation (diploma) rate. Development and implementation of the high quality CTE programs of study described in (b) and (h) that require alignment with the model academic standards and articulation with postsecondary instruction should enable the State to maintain its high CTE student graduation rates. These high quality programs are also expected to significantly increase the number and percent of high school students who enroll in and complete CTE programs and successfully enter employment and/or transition to further education or training for careers.

**(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;**

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Response: The criteria required of subsequent year programs of study should resolve these and other issues related to the size, scope, and quality of the State's CTE programs. Included in the tentative list of program of study elements to be deliberated by the SPRG and the JACCTE are requirements that the programs will be designed to prepare all students; be aligned with the required academic and CTE skills established in the model standards and frameworks; prepare students for high skill, high wage, or high demand occupations in current or emerging occupations; include secondary and postsecondary articulation; and include needed career guidance and program promotion components.

- (i) How funds will be used to improve or develop new career and technical education courses—**
  - i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended;**
  - ii. At the postsecondary level that are relevant and challenging; and**
  - iii. That lead to employment in high-skill, high-wage, or high-demand occupations;**

Response: The academic curriculum standards contained within the State's approved Model CTE and Academic Curriculum Standards document are aligned with the academic content and student achievement standards adopted by the State under Section 1111(b)(1) of the ESEA of 1965, as amended. The programs of study developed for subsequent years must include the elements identified in the response to item (h) to ensure compliance with sub items ii. and iii.

- (j) How the State will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;**

Response: The State's effort to provide a statewide conduit and repository for Tech Prep best practices, resources and statewide dissemination was initiated in 1992 through an Outreach and Guidance project developed and administered by the State Center Tech Prep Consortium with Perkins II, Title III, Part E Tech Prep funds and expanded with School-To-Career (STC) funds in 1999 to include a Resource Clearinghouse. The consortium will utilize State SB70 funds to develop a Technical Assistance Center for Career Pathways and Work-Based Learning to continue the communication and

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coordination of following statewide activities related to Economic Development, Tech Prep, STC, Workforce Investment Act (WIA), and Perkins III/IV:

- identifying and cataloguing effective CTE Practices, products, services, and curriculum statewide and making this available through the online website (This is already in place and allows for both electronic and hard copy lending library.);
- developing, maintaining, and evaluating effectiveness of an internet-based website to provide on-going support to CTE practitioners to improve the achievement of students enrolled in CTE programs of study through e-mail, web-based discussion(s), linking major technical assistance providers nationwide, and maintaining a calendar of events; and
- conducting regional forums to provide training and share in-depth information and encourage attendees to access the website and participate in dialogues.

The most successful forum conducted by the State Center Tech Prep Consortium is the statewide Tech Prep/STC conference that provides cutting-edge speakers, a large number of workshops highlighting California's best practices in Tech Prep and STC, and a statewide project directors meeting. This annual conference is attended by approximately 1,200 Tech Prep consortia personnel and brings together all 80 Tech Prep project directors.

**(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and**

Response: As noted in the response to (c), the State will maintain Tech Prep as a separate funding stream for the 2007-08 program year to support 80 Tech Prep consortia. These consortia involve all 109 Community Colleges and approximately 1252 secondary schools. In 2005-06 these consortia provided services to 14,218 faculty and 351,324 Tech Prep students. Each

consortium is comprised of secondary institutions, postsecondary institutions and business partners with a formal articulation agreement to develop Tech Prep program curricula, provide for professional development, provide for student recruitment, retention and support services, and facilitate equal and full access to all programs and services. The required alignment of all of the State's CTE programs with the newly adopted model curriculum standards for CTE that integrate rigorous academic content standards with industry-specific knowledge and skills is expected to have a significant impact on CTE student achievement of academic skills.

**(I) How the State will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec.122(c)(1)(A)-(L)]**

Response: The effectiveness of the State's effort to integrate coherent and rigorous content aligned with challenging academic standards in CTE programs will continue to be measured by increases in the number and percent of secondary and postsecondary CTE students who successfully complete articulated career pathways and receive diplomas, industry recognized certifications and advanced degrees. As noted in the introduction and other responses, alignment of the State's programs of study with the newly adopted model CTE and academic curriculum standards and frameworks is expected to have a significant impact on this program improvement effort.

**8. How the State will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]**

Response: CDE and CCCCO staffs provide LEAs and state institutions with two types of technical assistance. One is concerned with local receipt, administration, use and accountability of the Perkins funds. State Administration funds are utilized by both State agencies to provide this assistance. The other is concerned with the elements, content, design, instruction, accountability, funding and success of CTE pathways in the schools and colleges. State Leadership funds are utilized by both agencies to provide needed curriculum development, professional development and technical assistance activities. Both staffs assign a high priority to ensuring that LEA administrators and teachers are provided with the statewide workshops, presentations, and variety of voice and written technical assistance activities needed to effectively administer and use the Perkins funds.

Much of the professional development activity and technical assistance directed to improve special population student access to CTE programs and the support services needed to enhance their success in the programs emanates from actions undertaken or recommended by the Joint Special Population Advisory Committee (JSPAC) described in Section III. Noteworthy efforts include career awareness programs; counseling and guidance for students with special needs; supportive services such as transportation, child care, and assistance with books and tuition; appropriate use of needed technology; special training for CTE teachers and administrators; and professional development targeted to the total school population to foster an equitable climate for special population students.

### B. Other Department Requirements

- 1. The State must submit a copy of its local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

Response: See Part D for the 2007-08 Application for Funds document prepared by the CDE for the Section 112, 131 and 132 funds distributed to State special schools and secondary correctional agencies, unified and union high school districts, charter schools, county offices of education, regional occupational centers and programs, and adult school agencies. Also see Part D for the 2007-2008 Application for Funds document prepared by the CCCCO for the Section 112 and 132 funds distributed to the State's adult correctional agency and community college districts.

- 2. The State must provide a description of its governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.**

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

The Joint Advisory Committee on Career Technical Education (JACCTE) was created to assure shared planning and coordination of CTE in California and to provide a forum for the discussion of policies and procedures related to the Perkins funds. The committee consists of three members of the SBE and three members of the BOG appointed by their respective board presidents. The committee's chair and vice-chair assignments rotate each year between SBE and BOG members. Staff support for the committee meetings is provided by the California Department of Education and the California Community Colleges Chancellor's Office.

The operational functions of the JACCTE are to:

- Facilitate coordination in the planning, development, and implementation of the State Plan and/or amendments to the Plan;
- Distribute federal funds between the CDE and the CCCCO in accordance with the State Plan, MOU, and the Perkins Act;
- Verify compliance with the State Plan and federal requirements in

## II. Program Administration - California

regard to the evaluation of programs and services, data collection, and fiscal and performance reports;

- Provide a forum for discussion of issues and concerns on CTE programs and services supported by the shared federal funds;
- Facilitate collaborative long-range planning among various stakeholders to meet the education and employment needs of California , including emerging occupations, applications of new technologies, and high skill, high wage, or high demand careers.
- Provide for programs that prepare members of special populations for high skill, high wage, or high demand careers.

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

The CCCCO Vice-Chancellor of the Economic Development and Workforce Preparation Division is responsible for the administration of the Perkins funds, and for the administration, coordination and accountability of Economic Development, Career Technical Education and Workforce Preparation programs in the California Community Colleges.

In the 2005-06 program year:

- Section 112(a)(2)(A) funds were distributed to four state institutions, including the School for the Blind, Fremont; School for the Deaf, Fremont; School for the Deaf, Riverside; and California Department of Corrections and Rehabilitation.
- Section 131 funds were distributed to 476 LEAs, including 401 unified and union high school districts, 3 public charter schools, 32 court and community schools administered by county offices of education, 3 State special schools, and the California Department of Corrections and Rehabilitation.
- Section 132 funds were distributed to 212 LEAs, including 49 ROCPs, 91 adult school agencies, and 72 community college districts.

### III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

#### A. Statutory Requirements

1. The State must describe its program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

(a) Will be provided with equal access to activities assisted under the Act.

Response: The state affirms its commitment to provide and ensure equal access to CTE programs and support activities and services for all secondary and postsecondary students who elect to enroll in these programs, particularly members of special populations. These activities and services include a variety of local support structures (e.g., assessment, counseling, matriculation services, English as a second language, basic skills instruction, adult noncredit instruction, learning laboratories, tutorials, assistance with study skills, and recruitment and outreach to special population students). With online access to up-to-date employment information and job skills requirements, teachers, counselors, librarians, and instructional support personnel effectively assist special population students make informed choices on career decisions, including career choices that are nontraditional to a student's gender.

Additional support for students in gaining knowledge regarding specific industry clusters and acquiring leadership skills may be provided through student organizations and other student leadership activities. Other activities include developing training materials for administrators, faculty, counselors, and student support staffs to assist students who are members of special populations gain access to and succeed in quality CTE programs.

(b) Will not be discriminated against on the basis of their status as members of special populations; and

Response: In meeting the requirement of the federally mandated Vocational Education Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Disability, the CDE and CCCCO provides continuous oversight and technical assistance to schools and colleges with respect to preserving nondiscrimination of students who are members of special populations. All California community colleges and selected secondary school districts receive annual statistical reviews or audits of programs and enrollments to assure equal access and upholding of policies related to race, sex, disability, limited English proficiency, salary, hiring practices, harassment, and technology. From these annual reviews three colleges are selected to be part of an onsite review of their practices

### III. Provision of Services For Special Populations - California

and policies to assure that special populations are not discriminated against in programs and classes and that all special population groups have access to all programs.

**(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations.  
[Sec. 122(c)(9)(A)-(C)]**

Response: At the local level, assigned secondary and community college district administrators are responsible for continuous improvement of CTE programs responsive to the needs of special populations. At the community college level, in addition to ten regional consortia, six statewide discipline/industry and four broad-based advisory committees (Joint Special Populations, Career Development, Work-Based Learning, and Research and Accountability) receive state leadership funding to focus specifically on improving performance outcomes for special populations. The four latter committees provide statewide leadership in the following areas:

- Recommend funding priorities and Request for Application (RFA) specifications for state leadership projects;
- Identify best practices, standards, program issues and necessary program development;
- Investigate alternative delivery systems that utilize technology;
- Promote professional development and curriculum development activities that are responsive to statewide need; and
- Identify partnership opportunities and mechanisms to maximize program effectiveness.

The four broad-based committees also serve as liaisons to the statewide industry-based advisory committees and regional consortia of colleges by promoting access and success of students who are members of special populations, career development support, work-based learning and placement of program completers, and research and implementation of the accountability system. All industry-lead advisory committees have as major purposes, increasing access to and success in CTE programs by students who are members of special populations, and improving and expanding the preparation of special population students for high-skill, high-wage, or high-demand occupations, and/or nontraditional employment.

Supported in part by Section 112(a)(2)(B) State Leadership funds to prepare individuals for nontraditional fields, the 30-member Joint Special

### III. Provision of Services For Special Populations - California

Populations Advisory Committee (JSPAC) is comprised of individuals who have direct expertise in serving students pursuing careers nontraditional to their gender as well as other special population target groups. The committee is comprised of up to ten members who represent the education community served by CDE (grades K-8, secondary, ROCPs, and adult education), ten members representing the ten California community college regions, and up to ten members who represent private and public sector groups, including representatives from industry, labor, professional organizations, community-based organizations, affiliated agencies, and/or four-year universities. Activities sponsored by the JSPAC include:

- a statewide leadership training conference and regional workshops;
- providing information and policy recommendations to facilitate statewide planning;
- identifying professional development needs and implementing strategies for addressing these needs;
- identifying and implementing needed research regarding nontraditional and special population students;
- identifying and developing appropriate public relations materials and strategies;
- identifying and disseminating information regarding effective strategies, programs, and techniques to enable special population students to meet or exceed State-adjusted levels of performance; and

facilitating articulation with other programs and service providers to address the needs of nontraditional and special population students.

## IV. ACCOUNTABILITY AND EVALUATION

### A. Statutory Requirements

1. **The state must describe the procedures it will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

Secondary and Adult Response : Representatives from the CDE and the CCCCCO conduct weekly meetings with a core team of CTE representatives. During these meetings, the core indicators and measures of performance are often the topic of discussion. The staff takes recommendations from this group to set definitions and parameters for determining the impact of changes to the calculations for performance levels. Prior year data is often reviewed to provide estimates of any new performance measures. Feedback from staff is provided to the core team members and shared with all local recipients to ensure eligible recipients are capable of providing the necessary data elements.

Ten regional workshops are conducted each year to review the Perkins accountability requirements with local agencies and gather input from eligible recipients on the viability and reasonableness of the proposed core indicator measurement definitions, approaches and standards. Information gathered at the workshops will be shared with the approximately 60 person State Plan Resource Group (SPRG), described in the introduction, for review and recommendations. The SPRG's recommendations will be forwarded to the JACCTE for that body's review and use in directing state staff action on the establishment of the measurement definitions and approaches and the state-adjusted levels of performance for each of the core indicators.

Postsecondary Response : Although all of the ten statewide advisory committees utilized in the postsecondary system are concerned with program accountability and evaluation, one committee has as its primary functions research, accountability, and evaluation. The

Vocational Education Research and Accountability Advisory Committee was responsible for the development of the recommended community college core indicators and levels of performance under Perkins II and III and will continue through Perkins IV. The committee meets at least four times a year in person and often continues discussions through e-mail and conference calls.

The committee's approximately 15 regular members represent CTE educators, administrators, and researchers from community colleges across California, with faculty representatives approved by the statewide Academic Senate for the California Community Colleges. Additional representatives are recruited, as needed, from specific areas in colleges, business, industry, and labor, as well as four-year institutions, and secondary education. Appropriate agencies and associations nominate business and industry representatives.

Under Perkins, college districts must determine how the federal funds can most effectively be used to improve career and technical education programs. Data from the Perkins performance accountability system and new and existing evaluation and assessment activities must be analyzed so that informed decisions can be made and priorities for program funding can be identified. Because this committee serves as a liaison to the statewide industry-based advisory committees and the ten regional consortia, it provides a conduit for information regarding access and success of students, current and future research, and implementation and use of the accountability systems. The committee maintains strong linkages to the Academic Senate, Regional Consortia, Economic Development, and appropriate professional associations providing access to thousands of practitioners across California for input and information dissemination.

The Vocational Education Research and Accountability Advisory Committee makes recommendations in the following areas:

- Career and technical education research and accountability issues.
- Implementation of the accountability provisions of Perkins IV (Section 113), including the core indicators and negotiated levels of performance.
- Design and implementation of core indicator program level reports that facilitate local planning and continuous program improvement.
- Policy development and/or implementation of guidelines that will facilitate alignment of State and Federal career and technical education and workforce improvement accountability requirements.

Over the past two years, throughout the Data Quality Institute process,

the committee has discussed and deliberated on proposed modifications to the Perkins accountability measures and approaches in an effort to bring the California Perkins accountability system in line with the definitions and approaches derived by consensus at the institutes and keep alignment with other federal and state accountability systems.

Activities over the coming year will be directed toward the implementation and operation of the community college portion of the postsecondary Perkins IV performance accountability system. Activities will include determining appropriate performance indicators, benchmarks, levels of performance and performance goals, and maximizing the utility of accountability information by providing local districts with data and other information which can be used by faculty and administration to improve student performance. The accountability process will be coordinated with other accountability requirements including those of the Workforce Investment Act (WIA) and the Accountability Reporting for the Community Colleges developed pursuant to the requirements of California law AB 1417 (Pacheco), [Chapter 581, Statutes of 2004].

There are no additional postsecondary indicators of performance identified for inclusion in the Perkins IV Transition Year State Plan.

**2. The state must describe the procedures it will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

Secondary, Adult and Postsecondary Response : Please refer to the responses provided for #1.

**3. The state must identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches it will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. The state must**

**describe how its proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

Secondary and Adult Response :

Academic Achievement, 1S1 and 1S2 – will be determined by the number of secondary CTE completers performing proficient or above on the California High School Exit Exam. The proficiency level for English Language Arts will meet the requirements for core indicator 1S1 and Mathematics will be reported under 1S2. This is the same measure currently used by the state for determining Adequate Yearly Progress as defined in the NCLB guidelines.

CTE Technical Skill Attainment, 2S1 – Lacking statewide skill assessments for all career pathways, the State has determined that the most valid measure of technical skill attainment core indicator 2S1, will be the same measure used in the past. Successful program completion will be determined by the program instructor and validated by the content area advisory committee. CTE programs through-out the state are in the process of implementing the state's CTE content standards and curriculum framework. These content standards are designed around fifteen industry sectors and fifty-eight career pathways. The content standards include eleven areas of foundations standards, most of which are directly aligned with the state's core academic standards, as well as specific career pathway standards. Over the next several years, one of the priorities of the CDE is to ensure that assessments are designed or made available for and align with the fifty-eight pathway standards. The CTE content standards and framework were validated by a business and industry members and approved by the state curriculum committee and the State Board of Education. The numerator will be the number of program concentrators successfully completing a CTE program. The denominator will be the number of all concentrators in the program.

Attainment of a High School Diploma, 3S1 – The measurement definition for this core indicator will not change with Perkins IV. The numerator will be the number of 12<sup>th</sup> grade CTE program completers earning a high school diploma by June 30. The denominator will be the number of 12<sup>th</sup> grade CTE program completers for the program year ending on June 30.

CTE Student Graduation Rate, 4S1 – California is expected to complete and implement its statewide longitudinal student achievement data system in the 2008-09 school year. Until that time, the State will not be able to disaggregate the CTE student graduation data requested for core indicator 4S1. Therefore, for the 2006-07 and 2007-08 program

years, in accordance with the formula negotiated with the United States Department of Education (USDE) pursuant to NCLB, and in recognition of the fact that the State's CTE student graduation rate has historically met or exceeded the State's total student population graduation rate, the CTE graduation rate reported for core indicator 4S1 will be the State's approved NCLB four-year high school completion rate. The rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, respectively, in consecutive years, plus the number of high school graduates. The rate incorporates four years of data and thus is an estimated cohort rate. Put simply, this rate asks, "Of those students who have left school, what proportion has done so as graduates?" If a hypothetical graduating class began as ninth graders in Year 1, this four-year "graduation" rate would look like:

$$\frac{\text{High school graduates Year 4}}{\{\text{dropouts (Grade 9 Year 1 + Grade 10 Year 2 + Grade 11 Year 3 + Grade 12 Year 4) + high school graduates Year 4}\}}$$

Placement, 5S1 – The placement of 12<sup>th</sup> grade CTE program completers will continue to be based on the status of these students six months after their exit from high school. The State will continue to rely on placement data obtained from local agencies through mailings, phone calls and other survey type instruments and electronically reported to the CDE through an online system. The placement numerator will be the number of the 12<sup>th</sup> grade CTE program completers in the military, enrolled in further education or training, or employed six months after exiting the high school. The denominator will be the total number of the 12<sup>th</sup> grade program completers who exited the high school.

Non-traditional Participation and Completion, 5S1 and 5S2 – The measurement definitions for non-traditional participation and completion are unchanged from Perkins III. These indicators are calculated in the same way as the completion rate of all students but only using the students enrolled in non-traditional fields.

#### Postsecondary Response :

The California Community Colleges system maintains an electronic, relational, student-level information system that includes the social security number as a unique student identifier. Accordingly, the higher education system collects and reports student participation and completion data while students are enrolled in community colleges, and tracks student transitions into the California State University and University of California systems, and the workforce. The state also collects data on special populations participating in and completing CTE programs, adult students, and students in Tech Prep programs at

the student level. The same data that is collected for accountability purposes is also used for funding which contributes to the reliability of the data.

For Perkins accountability purposes, a higher education CTE program concentrator is defined as a student who has, within the previous two years, completed a minimum threshold of 12 or more units of related coursework in a CTE program area (defined as a two-digit TOP [\[1\]](#) code) with at least one of those courses teaching job specific skills. While this criterion can be used to establish a minimum level of student participation in a program, the state has focused its analyses on different student populations for different measures, in part to address system-wide performance goals as well as meet federal reporting requirements in the Act. A reading of the measures will provide the information needed to interpret the data.

Higher education institutions collect and report enrollment data linked to program area (TOP). Data will be aggregated across CTE program areas to meet federal reporting requirements. However, the state will also provide information to individual institutions disaggregated to program area and special population groups within programs, including students participating in Tech Prep programs, to assist colleges in conducting internal program improvement efforts.

#### 1P1: Technical Skill Attainment

Legislation – [Perkins IV, Section 113(b)(2)(B)(i)] Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.

Performance Goal – Not applicable during transition year.

Validity and Reliability – Students successfully completing CTE courses must attain a foundation of basic academic and career and technical skills. Since content in CTE courses must meet state standards of rigor in academic and career and technical skill areas as specified in Title 5 of the California Education Code (section 55100) as well as meet business needs and labor market demand (California Education Code section 78016), students who earn a grade of C or better in apprenticeship courses, advanced occupational courses, and clearly occupational courses (SAM [\[2\]](#) A-C respectively) have attained a core set of competencies embedded in CTE programs.

The validity of this measure is based on the assessment of technical skill attainment, as measured by the tests, papers, projects,

demonstrations of competency and other evaluative activities by local instructors, and reported in course grades of students to ensure that students have mastered the necessary academic and career and technical skills before they complete their postsecondary education. Student grade point average (GPA) then can be used as a valid and reliable unduplicated measure of students' technical skill attainment over their educational career.

The Technical Skill Attainment measure will use student GPA, reflective of grades indicating demonstrations of competencies attained, in "clearly occupational" (SAM "C") or higher courses that contain a level of difficulty and technical skill attainment normally associated with courses that are at least above the introductory level in a sequence of CTE courses that comprise a program.

Indicator – The state will use the existing approved Perkins III technical skill attainment measure as authorized by Section 113(b)(2)(D) of Perkins IV as the percentage of students earning a GPA of 2.0 or higher in CTE courses to assess technical skill attainment.

2P1: Credential, Certificate, or Degree

Legislation – [Perkins IV, Section 113(b)(2)(B)(ii)] Student attainment of an industry-recognized credential, a certificate, or a degree.

Performance Goal – Not applicable during transition year.

Validity and Reliability – Students enter community colleges for a variety of reasons, such as transfer, degree or certificate attainment, job training, skill development, or lifelong learning. These goals are dynamic over time as students persist through collegiate programs. Students may attend college sporadically over years as they proceed through their evolving educational goals. Expectations are different, however, for those with careers who are looking for job skill upgrading or lifelong learning and those training for a new career with no employment history.

California Education Code Section 78016 requires that programs demonstrate to local governing boards bi-annually that the program meets business needs and has continued labor market demand for trained students. Practitioners want to know whether the students who reach a threshold of coursework in their particular vocational area complete programs, meet state-required certifications or continue their educational careers. The focus of this measure is to assess student completion across a number of possible outcomes.

“Leavers and Completers” who complete a transfer program and transfer to a California public four-year institution to continue their education, or who earn a degree, certificate, or their equivalent will provide a valid and reliable assessment of those completing a program of study.

Indicator: This indicator is in a revision process due to the work of the DQI, Perkins reauthorization, and State Plan guidance from OVAE. For the transition year, the State will assess student attainment of industry recognized credentials, certificates, or degrees by using the existing approved Perkins III completions measure (2P1) as authorized by Section 113(b)(2)(D) of Perkins IV. That measure is the percentage of “Leavers and Completers” who have successfully completed a minimum “threshold of 12 or more units of related coursework” in a CTE program area and who: 1) receive a degree, certificate, or equivalent; or 2) complete a transfer program and transfer to a California public four year educational institution.

3P1: Student Retention or Transfer

Legislation – [Perkins IV, Section 113(b)(2)(B)(iii)] Student retention in postsecondary education or transfer to a baccalaureate degree program.

Performance Goal - Not applicable during transition year.

Validity and Reliability – Although this indicator is new and currently in the definition process, it will be based on considerations of the work of the DQI, Perkins reauthorization, and State Plan guidance from OVAE. Administrative data will be used to develop student persistence within the community colleges and transfer to baccalaureate institutions through student tracking systems available to the California community college system.

This indicator is currently under development and will not be available until the five year State Plan is developed and submitted in 2008. The “Leavers and Completers” cohort used in 2P1 will be expanded to include those students who persisted within the community colleges. A measure of those who persist in a two- or four-year institution to continue their education will provide a valid and reliable assessment of student retention (i.e., persistence) and transfer.

Indicator – This indicator is in the development process utilizing the work of the DQI, Perkins reauthorization, and State Plan guidance from OVAE. For the transition year, the State will continue to develop the

measure using the required collaborative development process with the eligible recipients within the community colleges through the Vocational Education Research and Accountability Advisory Committee and statewide field input groups.

#### 4P1: Student Placement

Legislation – [Perkins IV, Section 113(b)(2)(B)(iv)] Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.

Performance Goal – Not applicable during transition year.

Validity and Reliability – Although this indicator is not altogether new, significant revisions are required to develop a measure that includes all aspects of the requirements in the Act such as transitions to military service or apprenticeship.

Students who leave a higher education institution should do so with the knowledge and skills that will assist them in either pursuing additional education or in securing employment or military placement. This measure will assess the percentage of CTE program leavers and completers who have some form of positive placement associated with their leaving.

The measure, when finalized for the five-year State Plan, will be based on administrative data matching using the student tracking system available to California community colleges. For the transition year, California will use the existing 3P1 measure of placement in postsecondary education or advanced training; placement in employment; placement in military service as authorized by section 113(b)(2)(D) of Perkins IV. Although military service data matches have been unavailable for the past few years, community colleges will once again make the effort to acquire military service information.

California community college CTE programs have required bi-annual evaluations that include assessing sufficient size, scope, and quality to meet business and industry needs and labor market demands (California Education Code, Section 78016). Continuation of a program depends on meeting criteria for high-skill, high-wage, or high-demand occupations or professions.

Administrative data follow-up on program leavers and completers in the year following exit to determine whether they continued their education at a four-year university, were found employed in federal or

California Unemployment Insurance (UI) covered employment or enlisted in the military is a valid and reliable assessment of student placement.

Indicator – This indicator is in the development process utilizing the work of the DQI, Perkins reauthorization, and State Plan guidance from OVAE. For the transition year, the state will use the existing approved Perkins III placement measure (3P1) of the percentage of CTE program leavers and completers who were found during one of the four quarters following the cohort year in UI covered employment, the federal Government, the military, or a four-year educational institution as authorized by Section 113(b)(2)(D) of Perkins IV. The State will continue to develop the measure using the required collaborative development process with the eligible recipients within the community colleges through the Vocational Education Research and Accountability Advisory Committee and field input groups.

#### 5P1 & 5P2: Nontraditional Participation and Completion

Legislation – [Perkins IV, Section 113(b)(2)(B)(v)] Student participation in, and completion of, career and technical education programs that lead to employment in non-traditional fields.

Performance Goal – Not applicable during transition year.

Validity and Reliability – Although this indicator is not new, significant revisions are required to report a measure that includes all aspects of the requirements in the Act such as successful transitions to continued education, military service, or apprenticeship and maintain alignment with prior successful transition and outcome measures. Additionally, conversion to the new federally developed and yet to be adopted instructional program to nontraditional employment map places barriers to implementing this measure in a new form during the transition year. Once in place, this measure will use administrative data matching to evaluate participation in and completion of programs leading to nontraditional employment. During the transition year the California community colleges will use the existing approved Perkins III nontraditional participation (4P1) and nontraditional completion (4P2) measures as authorized by Section 113(b)(2)(D) of Perkins IV. nontrac

Indicator – Nontraditional student enrollment in, and completion of, vocational programs.

#### 5P1: Participation

The State will use the percentage of females participating in CTE program coursework leading to employment in male dominated

occupations and males participating in CTE program coursework leading to employment in female dominated occupations.

#### 5P2: Completion

The State will use the percentage of completers in programs leading to employment in non-traditional fields who are female students completing programs leading to male dominated high-wage or high-skill occupations and male students in programs leading to female dominated high-wage or high-skill occupations. Completion is defined as: 1) receiving a degree, certificate or equivalent; 2) completing a transfer program and transferring to a four-year institution; or 3) enlisting in the military.

**4. The state must describe how, in the course of developing core indicators of performance and additional indicators of performance, it will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other state and federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]**

Secondary and Adult Response : Though the State does not yet have a statewide student data system, as noted in #3, it is in the development stages of a system which will provide this type of information. The Secondary, Postsecondary, and Adult Leadership division of CDE has designated a staff member to work directly with the USDE's technical development team to ensure compliance with the required data sets under Perkins IV and aligned with similar data gathered by other state and federal programs. It is anticipated that this data collection system will be operational in the 2008-2009 school year.

Postsecondary Response : Please refer to response for #1.

**5. On the forms provided in Part C of this Guide, the state must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that states submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the states' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;**

**and require the states to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]**

Secondary and Postsecondary Responses : Please refer to Part C of the Transition Plan for the core indicator levels of performance developed for the State's secondary and postsecondary programs for 2007-08 and 2008-09.

**6. The state must describe its process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State-adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]**

Secondary and Adult Response : The CDE's current accountability policy requires all agencies receiving Section 131 and 132 funds to meet or exceed the State-adjusted levels of performance. To facilitate this process, the accountability section of the annual application for funds includes a comparison of the LEA's core indicator performance levels for each of the past three years as well as the State performance targets. Agencies failing to meet the State performance targets in the last completed year must provide a narrative explanation of why the target was not met and the steps that agency will take during the funded year to meet or exceed the State levels. During the application review process State staff provide the LEAs with technical assistance, as deemed necessary, to ensure that the core indicator performance level improvement actions planned by the LEA will result in the needed performance level increases.

Postsecondary Response :

No performance target negotiations will occur with the community college districts during the transition year planning. Activities are underway to develop a negotiation process and training for the colleges for the subsequent year.

**7. The state must describe the objective criteria and methods it will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

Secondary, Adult and Postsecondary Response : This issue will be deliberated and resolved in the State Plan Development Process. The

deliberated and resolved in the State Plan Development Process. The determined alternative criteria and methods will be provided in the 5-year plan.

**8. The state must describe how it will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

Secondary, Adult and Postsecondary Response : CDE and CCCCO accountability specialists are meeting separately and as a team to draft measures that are complete, accurate, and reliable, and will satisfy the all of the Perkins IV accountability and reporting requirements, including those required for Tech Prep programs. Both agencies are committed to addressing the issue of accountability in ways that are mindful of the burden of data collection, useful to local education agencies in improving their programs, and in compliance with the federal mandate. Additionally, as indicated in the postsecondary response to the general validity and reliability question in #3, the CCCCO uses the same student enrollment level data for accountability it uses for funding. This ensures that for every student used to determine a college's funding the college is held accountable. Additionally, the use of a student enrollment level data system provides the most accurate and reliable assessment of the college's performance.

**8. The state must describe how it plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

## V. TECH PREP PROGRAMS

### A. Statutory Requirements

#### 1. The State must describe the competitive basis or formula it will use to award grants to tech prep consortia. [Sec. 203(a)(1)]

Response: The State's infrastructure for operating, improving and expanding its Tech Prep programs is largely dependent on the efforts of the 80 Tech Prep local consortia which serve all 109 of the State's community colleges and 1252 high schools. The number of colleges included in each consortium ranges from one to five.

The consortia are funded on a per college basis, meaning that each consortium's grant award is based on the aggregated amount of the awards received by its member colleges. The process used to determine the per college awards involves reducing the CCCCO's share (69 percent) of the State's Title II, Tech Prep grant award by the 8 percent allowed for administration and dividing the remaining amount by the 109 community colleges. This formula has been maintained since the inception of Tech Prep when it was determined that all of the State's community colleges and students, rural and urban, would be afforded the Tech Prep opportunity; and that a minimum allocation was necessary to run an effective consortium. This is evident in the estimated allocation of \$67,148 for a single-college consortium for 2007-08.

CDE will continue to reserve 31% of the Title II funds for Tech Prep improvement and expansion projects. These funds are distributed to Tech Prep consortia, statewide and regionally, through a competitive application process to develop and refine programs of study, regional articulation agreements, and to increase and strengthen collaboratives and partnerships among education, workforce development and business and industry partners.

Additional activities for Tech Prep funding will include regional professional development activities that focus on all aspects of Tech Prep program development and implementation, locally, regionally and statewide.

Title II funds will continue to be used to support the California Resource Clearinghouse. The Clearinghouse has been the venue for statewide distribution of resources and information for Tech Prep programs and is available as a lending library and internet resource site. The clearinghouse has been a successful ongoing project and will continue to provide up-to-date resources and information to schools, statewide.

### B. Other Department Requirements

## V. Tech Prep Programs - California

**1. The state must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.**

Response: A copy of the application form(s) used to award Tech Prep funds to local consortia is provided in Part D.

**2. The state must provide a list of the consortia it expects to fund and the estimated or projected level of funding for each consortium.**

Response: A list of the State's Tech Prep consortia and their 2007-08 funding levels is provided in Part D.

## VI. FINANCIAL REQUIREMENTS

### A. Statutory Requirements

**1. The state must describe how it will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that it chooses to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

Response: For the 2007-08 program year, the State will maintain the Title II, Section 202 Tech Prep funds as a separate funding category. The 8 percent of the funds set aside for providing technical assistance will be divided equally between the CDE and the CCCCO. The remainder of the funds will be allocated among the State's 80 Tech Prep local consortia. The State Plan development process will be utilized to deliberate and decide on the option of "maintaining Tech Prep as a separate funding category or merging these funds, in part or total, with the Basic Grant Award funds" for subsequent Perkins IV funding years.

**2. The state must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]**

Response: LEA Section 131 allocations will be determined in accordance with the formula established in the Act: 30 percent based on the LEA's proportional share of the State's total K-12 population, and 70 percent based on the LEA's proportional share of the State's total K-12 population with family incomes below the poverty level established by the Office of Management and Budgets. Statistically updated 2005 census data will be used in the determination of the 2007-08 allocations. A listing of the 2007-08 Section 131 allocations is provided in Appendix A.

**3. The state must describe how it will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

## VI. Financial Requirements - California

Response: The minimum grant award for the Section 131 funds is \$15,000. In order to meet the minimum grant award requirement a LEA may enter into a consortium with other LEAs, or may apply for a waiver of the consortium requirement if (a) located in a rural, sparsely-populated area, or is a public charter school operating secondary career technical education programs; and (b) can demonstrate its inability to enter into a consortium. Each formed consortium must submit a memorandum of understanding which identifies its member agencies, the fiscal agent, and agreed upon guidelines for developing a local plan, determining the CTE program(s) to be assisted with the annual funds, and preparing the annual application for funds, required fiscal claims, and annual accountability report.

**4. The state must describe how it will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

Response: Annual Section 131 allocations reflect changes in school district boundaries, unifications, district reorganizations, charter schools, and secondary schools funded by the Bureau of Indian Affairs based on updated enrollment information collected and reported by the CDE Financial Accountability and Information Office.

**5. The state must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, states must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also states must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution .**

Response: The State will request a renewal of the Section 132 funds distribution formula waiver approved for the Perkins III funds. The alternative formula enables the State to recognize and serve economically disadvantaged adult CTE enrollment in courses conducted by adult schools

## VI. Financial Requirements - California

and regional occupational centers and programs as well as those enrolled in the community colleges. In so doing, it complies with the “more equitable distribution of funds” waiver requirement established in Section 132(b)(1) of Perkins IV.

The alternative formula generates an unduplicated count of adults (unduplicated by period of enrollment, unduplicated by enrollment in more than one CTE course/program, and unduplicated by eligibility in more than one economically disadvantaged category) who are economically disadvantaged; in attendance at an adult school, regional occupational center or program, or community college; and enrolled in a CTE course/program. The economically disadvantaged status of the adult CTE students is determined by their participation in one of the following public assistance programs or one of the evidences of a personal or family income below the poverty level:

- Board of Governors Grant (BOGG);
- Pell Grant;
- California Work Opportunity and Responsibility to Kids (CalWORKS);
- Workforce Investment Act (WIA);
- Supplementary Security Income (SSI);
- General/Public Assistance;
- Bureau of Indian Affairs (BIA);
- Eligibility for economic public assistance or student aid;
- Annual income level below poverty level as determined by county of residence; or
- Self-declaration by adult.

The determination of the Section 132 allocations involves the following steps: (1) calculating the per student allocation amount by dividing the total amount of Section 132 funds available for distribution by the sum of the economically disadvantaged adults reported by the eligible recipients (adult schools, ROCPs, and community college districts); and (2) calculating each eligible recipient’s allocation by multiplying the determined per student allocation amount by the number of economically disadvantaged adult CTE students reported by the recipient.

### **B. Other Department Requirements**

**1. The state must submit a detailed project budget, using the forms provided in Part B of this guide.**

Response: A detailed budget is provided in Part B.

**2. The state must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

Response: Lists of the 2006-07 Section 112(a)(2)(A), Section 131 and

## VI. Financial Requirements - California

Section 132 allocations, including consortia allocations, are provided in Part D. Copies of the 2007-08 allocations will be forwarded when available—approximately May 1.

**3. The state must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act .**

Response: Please refer to the description of the Section 131 (secondary) allocation formula in A,2 and the description of the Section 132 (postsecondary) allocation formula in A,5.

**4. The state must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.**

Response: The State will not utilize the reserve funds option in the 2007-08 program year.

**5. The state must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.**

Response: Not applicable because as noted in the response provided for B,4, the State will not utilize the reserve funds option in the 2007-08 program year.

**6. The state must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.**

Response: The State applies the following four rural categories defined by the National Center for Education Statistics (NCES) to identify the eligible recipients in rural and sparsely populated areas required by Sections 131(c)(2) and 132(c)(2) of the Act:

33 – Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.

41 – Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 – Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 – Rural, Remote: Census-defined rural territory that is more than 25

## **VI. Financial Requirements - California**

miles from an urbanized area and is also more than 10 miles from an urban cluster.

## EDGAR Certifications and Executive Order 12372

I hereby certify:

1. That the State Board of Education is eligible to submit the 2007-2008 California State Transition Plan for the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270. [34 CFR 76.104(a)(1)]
2. That the State Board of Education has authority under state law to perform the functions of the State under this program. [34 CFR 76.104(a)(2)]
3. That the State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. That all provisions of the plan are consistent with state law. [34 CFR 76.104(a)(4)]
5. That Jack O'Connell, Superintendent of Public Instruction, has authority under state law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
6. The Patrick Ainsworth, State Director of Career Technical Education, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. That the State Board of Education, on May 9 or 10, 2007 will adopt and formally approve the plan. [34 CFR 76.104(a)(7)]
8. That the plan is the basis for state operation and administration of the program. [34 CFR 76.104(a)(8)]
9. That a copy of the plan was placed into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]

### JOINT ADVISORY COMMITTEE FOR CAREER TECHNICAL EDUCATION

\_\_\_\_\_ Date: \_\_\_\_\_  
 Kay Albiani, Chairperson

Note: This page will be resubmitted after the California State Board of Education meeting on May 9-10, 2007.

### CALIFORNIA STATE BOARD OF EDUCATION

\_\_\_\_\_ Date: \_\_\_\_\_  
 Ken Noonan, President  
 California State Board of Education

#### B. Other Assurances

1. **The state must submit a copy of the State plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]**

Response: Completed. See item 1 of signed EDGAR certification document.

2. **The state must provide a complete and signed ED Form 80-0013 for**

**certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements. [See <http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html> ]**

Response: Attached in this Section.

**3. The state must provide a complete and signed Assurance for Non-Construction Programs Form. [See [http://wdcrobiis08/doc\\_img/sf424b.doc](http://wdcrobiis08/doc_img/sf424b.doc) ]**

Response: Attached in this Section.

**4. The state must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]**

Response: See attached signed Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

**5. The state must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]**

Response: See attached signed Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

**6. You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]**

Response: See attached signed Assurances of Compliance with the Provisions of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

**7. You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]**

Response: See attached signed Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

**8. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]**

Response: See attached signed Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

**9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]**

Response: See attached signed Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

**10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]**

Response: See attached signed Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

## **Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006**

I hereby certify:

1. That the State will comply with the requirements of the Act and the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Section 122(c)(12)]
2. That none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Section 131(c)(2)]
3. That the State will waive the minimum allocation as required in Section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area and demonstrates it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)] or is
4. That the State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Section 323(a)]
5. That the State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographic area served by such eligible agency or eligible recipient. [Section 317(a)]
6. That, except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful

participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Section 317(b)(1)]

7. That eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Section 317(b)(2)]

8. That no funds received under the Act will be used to provide career and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students. [Section 315]

9. That no funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major; or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Section 314(1)&(2)]

10. That all of the funds made available under this Act shall be used in accordance with the requirements of this Act. [Section 6]

11. That the funds made available under this Act for career and technical education activities shall supplement and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities. [Section 311]

12. That no funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. [Section 322]

13. That the State will comply with the provisions of Section 112(a)(1) in that not less than 85 percent of the funds made available under Title I, part A of the Act will be distributed to eligible recipients pursuant to such title and approved waivers for Section 131 and 132.

## **CALIFORNIA DEPARTMENT OF EDUCATION**

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Patrick Ainsworth, Ed.D  
Assistant Superintendent and  
State Director of Career Technical Education

**Part B: Budget Forms - California**

**Title I: Career and Technical Education Assistance to States (Complete)**

A. Total Title I Allocation to the State	\$11,260,242.00	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0.00	
C. Total Amount of Combined Title I & Title II Funds to be distributed under section 112 (Line A + Line B)	\$129,659,496.00	
D. Local Formula Distribution (not less than 85%)	\$110,210,571.00	85.00%
1. Reserve (not more than 10% of Line D)	\$0.00	0.00%
a. Secondary Programs	\$0.00	%
b. Postsecondary Programs	\$0.00	%
2. Available for Formula allocations (Line D minus Line D.1)	\$0.00	0.00%
a. Secondary Programs	\$49,594,756.00	%
b. Postsecondary Programs	\$60,615,815.00	%
E. State Leadership (not more than 10%)	\$12,965,950.00	10.00%
1. Nontraditional Training and Employment	\$150,000.00	
2. Corrections of Institutions	\$1,287,529.00	
F. State Administration (not more than 5%)	\$6,482,975.00	5.00%
G. State Match (from non-federal funds)	\$6,482,975.00	

**Title II: Tech Prep Programs (Complete)**

A. Total Title II Allocation to the State	\$11,260,242.00	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0.00	
C. Amount of Title II Funds to Be Made Available For Tech Prep (Line A less Line B)	\$11,260,242.00	
D. Tech Prep Funds Earmarked for Consortia	\$10,359,423.00	
1. Percent for Consortia	92.00%	
2. Number of Consortia	80	
3. Method of Distribution	Competitive	
E. Tech Prep Administration	\$900,819.00	8.00%

## **Student Definitions**

### **A. Secondary Levels**

#### Participants

A secondary CTE participant is a student who has completed at least one course in a state-recognized CTE sequence or program.

#### Concentrators

A secondary CTE concentrator is a student who enrolls in a course or unit of instruction within a state-recognized sequence or program after having completed (earned credits) in 50 percent of the total number of Carnegie Units (or state-recognized equivalents) within the state-recognized CTE sequence or program.

### **B. Postsecondary/Adult Level**

#### Participants

Participation does not use any threshold of enrollments to determine if a student is vocational. Any enrollment in a course determined to be vocational, as indicated by the TOP code vocational flag and the SAM Priority codes A-D, qualifies the student as a participant. This definition was put in place to comply with requirements set by OVAE for 2002-03 Nontraditional Participation reporting.

#### Concentrators

A postsecondary CTE concentrator is defined as a student who has, within the previous two years, successfully completed a minimum threshold of 12 or more units of related coursework in a CTE program area (defined as a two-digit TOP code) with at least one course that teaches job specific skills (SAM A-C). While this criteria can be used to establish a minimum level of student participation in a program, the state has focused its analyses on different student populations for different measures to allow evaluation of outcomes within courses for all students and for longer term outcomes for all concentrators within programs to address both system-wide performance goals and requirements of the Act. The criterion used for each of the measures is provided below. Two definitions are useful in making this point:

