

COVER SHEET

CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)

1. RECIPIENT ORGANIZATION

Associate Superintendent & State Director of
Career Technical Education
California Department of Education
1430 N Street, Suite 4503
Sacramento, CA 95814

2. PR/AWARD NUMBERS:

Basic Grant to States: VO48A040005

Tech-Prep Education: V243A040005

3. RECIPIENT IDENTIFYING NUMBER: 807480843

4. PERIOD COVERED BY THIS REPORT (mm/dd/yy): From: 07/01/04 To: 06/30/05

5. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)
NONE

6. CERTIFICATION: I certify to the best of my knowledge and belief that this report, including the attached FORMS I-IV and Narrative Performance Report, is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:



DATE REPORT SUBMITTED:

December 21, 2005

TYPED OR PRINTED NAME AND TITLE:

Patrick Ainsworth Ed.D.
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EXECUTIVE SUMMARY

The Consolidated Annual Performance, Accountability, and Financial Status Report (CAR) for State Basic Grant and Tech Prep Grant Programs authorized by the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) incorporates the accountability reporting requirements mandated under Section 113 of the Act and the reporting requirement mandated under the Education Department General Administrative Regulations [34 CFR, Part 80.40-Annual Performance Report and Part 80.41-Financial Status Report].

The 2004-2005 California CAR provides the requested narrative on program administration and performance, as well as the required reports. General information is provided on the administration and distribution of the State's 2004-2005 Perkins Act (hereafter referred to as Perkins III) funds. Separate Section I (b & c) and Section II narratives and enrollment and accountability reports are provided for the secondary and adult career technical education (CTE) programs and activities administered by the California Department of Education (CDE) and the postsecondary CTE programs and activities administered by the California Community Colleges Chancellor's Office (CCCCO).

I. STATE ADMINISTRATION

A. Sole State Agency and Governance Structure

The State Board of Education (SBE) is designated as the sole state agency responsible for the administration of the State's CTE program as described in Section 121 of Perkins III. The Board of Governors of the California Community Colleges (BOG) cooperates with the SBE in the administration of the Perkins III funds through an interagency agreement and a Memorandum of Understanding approved by both boards.

The Joint Advisory Committee on Career Technical Education (JACCTE) is an advisory body created by the SBE and the BOG 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 III funds. The committee consists of three members of the SBE and three members of the BOG appointed annually by their respective board presidents. The committee's chair and vice-chair assignments rotate each year between SBE and BOG members. The Superintendent of Public Instruction and the Chancellor of the California Community Colleges provide staff support for the committee. The State Plan calls for quarterly JACCTE meetings. The functions of the JACCTE are as follows:

- Encourage coordination in the planning, development, and implementation of the State Plan and/or amendments to the Plan;
- Distribute shared federal funds between the SBE and the BOG in accordance with the State Plan, MOU, and Perkins III;
- Assure compliance with the State Plan and federal requirements in 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 by secondary school and community college districts, local educational agencies, and other interested parties;
- Encourage program improvement, integrated academics, research, exemplary and innovative programs, curriculum development, personnel training, guidance and counseling, gender equity, technical preparation, and other special projects and areas determined to be of mutual interest and concern;
- Encourage long-range planning to meet the education and employment needs of California, including emerging occupations and applications of new technologies; and
- Support efforts required to assure special population access to, and success in, CTE programs.

The **Assistant Superintendent and Director of the Secondary, Postsecondary, and Adult Leadership Division and State Director of Vocational Education, CDE** 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 (ROCP), and adult education agencies.

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

Fiscal Control

Five agencies are involved in the control of federal funds received by the: State Treasurer, State Controller, Department of Finance, CDE, and the CCCCCO.

All federal funds are deposited by the State Treasurer's Office and reported to the State Controller's Office where the receipts are recorded by Federal Catalog Number and cross-posted to appropriations where payments are recorded.

All federal funds disbursed by the State Controller's Office are recorded against appropriations approved by the Department of Finance.

The California State Accounting and Reporting System is the state approved accounting system for the CDE.

The CDE Accounting Office assigns project cost account numbers (PCAs) and project account numbers (PAs) to each grant to track administrative and local agency costs.

CDE personnel assign PCAs to documents that are then used to charge the appropriate project number/grant.

In addition to the CDE Accounting Office's level of control, a quarterly reconciliation between Accounting Office records and the Secondary, Postsecondary, and Adult Leadership Division records is conducted to ensure accuracy in reporting expenditures on the annual Financial Status Report.

Requests by the CCCCCO for reimbursement of vocational education funds are billed to the CDE. Once processed by the CDE, these requests are released to the State Controller's Office.

B. Organization of Career Technical Education Programs

California's CTE program is based on the State's 15 highest employing or potentially highest employing industry sectors. Each sector has an identifiable industry connection, offers at least 100 individual job titles, has a core content of at least 7 standards, offers high employment opportunity, has a high growth potential, and provides for work-based learning opportunities. Fifty eight career pathways have been identified for the 15 sectors and are the focus of the local programs. Model State curriculum standards have been developed and approved for the pathways. An effort is currently underway to develop curriculum frameworks for the pathways, which will incorporate the model standards.

II. State Leadership Activities

Perkins III requires State Leadership funds to be used for program assessment activities, expanding the use of technology, professional development, integrating career technical and academic education, nontraditional training and employment, education and industry linkages and partnerships, services to individuals in state institutions, and support for programs for special populations. The Act permits State Leadership funds to be used for activities related to technical assistance, career guidance and counseling, articulation agreements, cooperative education, CTE student organizations, public charter schools, all aspects of an industry, family and consumer science, education and industry partnerships, new and improved CTE courses, programs for adults and school dropouts, and student placement in jobs and continuing education.

During the 2004-2005 program year, CDE addressed each of the required and permissive State Leadership fund uses, as well as the State Priorities established in the extended *2000-2004 California State Plan for Vocational and Technical Education*. Major activities and accomplishments are as follows:

Program Assessment (Required) and Accountability (State Plan Priority)

- The CDE online, course-based program developed for receiving and aggregating CTE enrollment, program completion, and placement data was refined for 2004-2005, resulting in a more complete and accurate reporting of the size, scope, and effectiveness of the State's secondary and adult CTE programs.
- The State's secondary agricultural education programs were assessed against 15 state-adopted Agricultural Education standards, and 9 State CTE quality criteria, to determine their eligibility for State Agriculture Education Incentive Grant funds. The

State's secondary Home Economics Careers and Technology (HECT) programs were also assessed against the 9 CTE quality criteria. HECT programs meeting the criteria were designated as Programs of Excellence. HECT teachers and administrators from sites designated as programs of excellence were recognized at the annual Leadership and Management Conference.

- CDE HECT program staff assisted local agencies in using standards-based competency profiles to assess student achievement in secondary Consumer and Family Studies (CFS) and Home Economics Related Occupations (HERO) career pathway programs.
- The three online assessments developed for Business and Marketing Education students: Business Education Core Assessment Project (BECAP - Foundation Standards); Marketing, Sales, Service Industry Sector (Ask Assessment); and Virtual Enterprise Economics/Entrepreneurship Program were upgraded and revised to incorporate the new SBE adopted Career Technical Education Model Curriculum Standards. Teachers can access curriculum resources, assessments, and tutorials online through the California Virtual Enterprise System.
- The Health Careers Education program in collaboration with the National Consortium on Health, Science, and Technology Education and the Health Occupations Students of America (HOSA) continues to provide online assessments based on the National Skill Standards for Health Science Education programs. This project provides students with the opportunity to receive national certification and participate in the HOSA National Recognition Award Project.
- An online Industrial and Technology Education (ITE) curriculum improvement system received continued support from Regional Occupational Center and Program (ROCP) leadership. The Web based, state curriculum standards-based system offers individual and curriculum groups the opportunity to build and refine course offerings with the assistance of an online mentor while cross-walking curricula with academic standards and statewide secondary assessment systems, i.e. STAR and CA High School Exit Examination (CAHSEE).

Curriculum Development (State Plan Priority)

- The development and update of industry-specific, standards-based, curriculum guides and assessment instruments are an ongoing priority for each of the CTE program units. Local educational agency (LEA) understanding and use of these materials is a major focus of annual workshops conducted by the units. Noteworthy 2003-2004 efforts include (1) development and dissemination of over 200 CD and internet-based lessons for the core Agriculture Education curriculum that are linked to Agriculture technical standards and core academic standards in Science, Mathematics, and English/Language Arts; (2) development and dissemination of Business and Marketing Education curriculum standards-based lesson plans/assessments, which address the new CTE standards and also targets the CAHSEE standards in Mathematics and English/Language Arts; (3) development of curriculum for the three new industry sectors of Finance and Business, Information Technology, and Marketing, Sales, and Service, which is disseminated through dedicated Web sites; (4) development and dissemination of a HECT core curriculum that serves as a foundation for entry into that program area's eight HECT career pathways; and (5) the revision and dissemination of a Health Careers Education contextual interdisciplinary curriculum.
- Model CTE curriculum standards for the State's 15 industry sectors have been approved by the SBE. A model curriculum framework is being developed to guide local agencies in implementing the standards.

- The *Home Economics Careers and Technology Program Management Guide* was developed to assist HECT instructors of CFS and HERO Career Pathway Programs was a major focus of 2004-2005 HECT professional development activities conducted by CDE HECT staff. Topics addressed by the guide include managing instructional programs and FHA-HERO co-curriculum leadership and career development activities; meeting state and federal funding requirements; developing effective business and industry partnerships; serving special needs students; developing courses to meet a-g requirements of the California University systems; and developing standards-based instruction and assessment. Additional HECT resources developed and disseminated include career information and promotional materials, programmatic information, and resources in CD Rom format to make FHA-HERO leadership and career development integral to the instructional program, HECT standards for grades 6-8, 9-12, and ROCP; course outlines; and a matrix/crosswalk of academic and HECT standards.
- The Home Economics Careers and Technology Education Standards Implementation Guide was developed and distributed in 2004-2005 to assist teachers and administrators to understand and implement the new CTE Model Curriculum Standards and to illustrate how HECT programs are integral to the vision for CTE programs in California. The guide provides direction for addressing and reinforcing academic and career specific employability skills in the appropriate career pathways. Programmatic direction is provided for redesigning HECT programs, for facilitating interdisciplinary collaboration, and for defining relevant work-based learning and internships.
- The Industrial and Technology Education Career Pathway Guide and Model Curriculum Standards are available online in support of standards-based curricula. Regional workshops on the development of integrated performance activities were continued in 2004-2005. Regional conferences on curriculum initiatives, including standards-based curricula development, were held throughout the State in 2004-2005. Additional regional conferences are planned for 2005-2006.
- Forty-five hands-on, standards-based integrated performance activities were developed for Industrial and Technology educator classroom use to supplement the new CTE standards. These activities are designed for use in grades 7-14.

Expanding the Use of Technology (Required)

- Each of the CTE program units enhanced its Web site and trained teachers and administrators on the use for information, applications, instructional resources, sharing of instructional materials and strategies, and program data reporting.
- An online assessment system and library of power point instructional materials aligned to the agriscience education curriculum was made available to the State's agriculture educators.
- The utilization of computer technology in the classroom and in the workplace was emphasized in workshops and conferences conducted by each of the CTE program units.
- Online resources for the operation of the California Virtual Enterprise Program were expanded to include additional instructional resources for the three new industry sectors of Finance and Business, Information Technology, and Marketing, Sales, and Service.
- Health Careers Education continues to collaborate with the California Association of Health Careers Educators to develop and maintain two interactive Web sites and a database for health careers pathway teachers and professionals. Web sites developed to provide networking and professional development activities received over 180,000 hits during the year. All resources and

documents are now being placed on the Web site for easy access and portability for teachers. In addition, the Health Careers Education Program is collaborating with CTE online to provide online alignment of classroom activities.

- The HECT Web site was expanded to include an increased number of resources for teachers and students.
- Two Web sites, one developed by a statewide Industrial and Technology Education Consortium Project and the other by an affiliated professional organization, provide Building Trades and Construction, Engineering and Design, Energy and Utilities, Manufacturing and Product Development, and Transportation pathway educators and business and industry professionals with networking and professional development opportunities and information sharing. Additionally, the Consortium operates a networking list serve that sends current and important information to over 4,000 educators and business and industry sponsors.

Professional Development (Required and State Plan Priority)

- Workshops and conferences were provided for over 4,500 teachers, administrators, counselors, and teacher educators on a variety of CTE and high school reform topics including the integration of academic and CTE, technology, standards-based education, performance-based assessment, alternative delivery systems, innovative strategies, student leadership and program certification. Business and industry representatives were involved in many of these professional development activities as participants, speakers, and sponsors.
- CDE staff collaborated with the California Commission for Teacher Credentialing to develop new standards for credential authorizations in all CTE program areas.
- Professional development activities conducted by the High School Initiatives/Career Education Office addressed key components of high school reform such as standards-based education, performance-based assessment, cross-curriculum delivery systems, and expanded uses of technology. More than 2,500 teachers, counselors, and administrators participated in staff development activities such as smaller learning communities, rigor/relevant framework, and ninth grade transition. Business Virtual Enterprise Institute/Workshops which focused on e-technology to deliver small business/entrepreneurship, economics and e-commerce; California Partnership Academy Conference and Specialized Secondary Program Workshops and Network Meetings featured academic core integration, standards-based education, internships, and special population services; Business Demonstration Programs that highlighted and Alternative Delivery Systems for Business Education; and Focused Approach to Standards and Testing (CA High School Exit Exam) Institute/Workshops that demonstrated how teachers could increase student performance on CAHSEE and STAR by targeting Mathematics and English/Language Arts standards in every Business Education course.
- A Business Education Curriculum Development Institute was conducted with 100 teachers to develop lesson plans for business and marketing education programs that focus on delivering the new CTE standards.
- Pre-service agreements and activities were continued between CDE, University of California campuses, and State Universities on the preparation of secondary school CTE teachers. Meetings were conducted to discuss the changing needs of the new teachers.
- Keeping CTE teachers and administrators current with the needs, expectations, and methods of industry was accomplished through workshops and the increased involvement of industry and business representatives in advisory committees, professional development activities, and program improvement efforts. Business and industry partners also played a vital role in sponsoring numerous awards in competitive events and contests conducted by the CTE student leadership organizations.

- California Clearinghouse continues to serve secondary and postsecondary students and teachers through the identification of “outstanding practices” in career cluster areas, providing electronic and print media resources through a lending library, and the development and dissemination of a statewide newsletter.
- Health Careers Education provided technical assistance and professional development for approximately 700 teachers, administrators and industry partners via the Educating for Careers Conference which included the California Association of Health Careers Educators Conference. Additional technical assistance and resources were included through the regional HOSA advisors workshops and the HOSA State Leadership Conference.
- Over 60 workshops and conferences were conducted in 2004-2005 to provide approximately 2,200 Industrial and Technology Education teachers with hands-on professional development activities related to the implementation of the new CTE standards in five industry sectors.

Integration of Academic and Vocational/Technical Education (Required)

- The SBE approved new CTE Model Curriculum Standards, which include core academic standards (English/Language Arts, Mathematics, Science, and Social Science) delivery in the 15 industry sectors.
- Curricula developed and disseminated by the CTE program units during the 2004-2005 program year continued to emphasize the integration of academic and CTE and the admission requirements of the University of California. In 2004-2005, 91 LEAs received university admission approval for 120 HECT courses (an increase of 17.5 percent) in food science, child development, and psychology, food services, and interior design. Agriculture Education experienced a 17.8 percent increase (now totaling 667) in the number of secondary school courses that satisfy university admission requirements in laboratory science, fine arts, and elective areas.
- A Focused Approach to Standards and Testing Curriculum Guide was revised and disseminated to assist Business Education teachers to increase student performance on CAHSEE and STAR by targeting Mathematics and English/Language Arts standards in every Business Education course. Model lesson plans, including strategies, were developed to demonstrate the academic integration.
- Health Careers Education updated a document to align with the newly adopted CTE Standards and conducted professional development activities for approximately 300 teachers on the integration of Health Career standards. Additionally, Health Careers Education produced an online document to align and crosswalk Health Careers curriculum to the CAHSEE and core academic standards and online access to foundation standards for Health Careers Education programs.
- Health Careers Education developed and is disseminating a curriculum alignment template to assist teachers with the inclusion of the CTE Standards and the support and reinforcement of academic standards. The template has been disseminated throughout the State through a series of workshops.
- Initially funded and developed by Industrial and Technology Education, a Web based system incorporating the new CTE Model Program Standards, core academic standards, areas covered by the high school exit exam, and selected industry standards allows individual teachers in all 15 sectors to determine the standards supported with their lesson plans. English/Language Arts and Mathematics teachers serve as mentors and validate assessments. Statewide workshops have been provided on the system.

Preparation for Nontraditional Training and Employment (Required)

- CDE and CCCCO jointly used the mandated State Leadership nontraditional training and employment funds to:
 - (1) Expand the membership of the Joint Special Populations Statewide Advisory Committee (JSPAC) to include ten members of K-Adult Education, ten regional representatives from the California Community Colleges, and ten industry and public representatives with special expertise in areas like nontraditional employment and Special Population services;
 - (2) Organize and coordinate the JSPAC's annual statewide Special Populations Conference, which served 200 participants and is expected to expand to 300 because of strong participant interest;
 - (3) Develop and provide statewide workshops on nontraditional occupational recruitment strategies; more than 20 workshops and conference presentations were provided to K-Adult sites, community colleges, and workforce training facilities throughout California. The Nontraditional Careers 102 course was used in workforce training, as well as educational agencies to increase nontraditional career interest. In 2005-2006, elements of this online course will be piloted as part of the Advancement Via Individual Determination (AVID) program, whose mission is to increase four year college enrollment of identified students in middle school and high school.); and
 - (4) Disseminated information and research on special population students related to nontraditional training and employment. (Information and research initiatives in 2004-2005 included: Publication of the special populations study of community college vocational coursework and later employment success, "Success for All", was distributed and is now available on the JSPAC Web site, www.jspac.org. "Girls and Women Today", a pamphlet on the economics, earnings, and status of women in nontraditional careers was in its third reprinting, based on educator requests.)

CDE co-sponsored and conducted a "women in apprenticeship" study with the California Apprenticeship Councils Blue Ribbon Committee on Women in the Trades. The study surveyed women in all construction trades careers. CDE developed a summary report of the Apprenticeship Survey, which will be used by JSPAC to assist nontraditional career guidance.

Supporting Linkages and Partnerships among Education and Industry (Required and State Plan Priority)

- The CDE CTE program units continued to utilize education and industry partnership strategies to accomplish program objectives. Linkages of CTE providers (intermediate schools, high schools, ROCPs, adult schools, and community colleges) were developed for articulating curricula and instruction, effective sequences of courses, and reducing total program costs. Example: Health Careers Education funded six model Health Careers pathway implementation sites to provide technical assistance to schools in the developmental stage of a Health Careers pathway and to create projects to be used as statewide resources (flyers, brochures, online resource documents, etc.). Health Careers continues to support and provide technical assistance to the RN Explorer Post to promote nursing pathways and is collaborating in the revision of an RN Explorer Manual that will include the Health Science/Services foundation standards. California HOSA is in a partnership with Sutter Health, the Nursing Coalition, Kaiser Permanente, John Muir Hospital, and many other health care organizations and providers to work on a project titled, Building a Pipeline. This project is intended to better prepare students to make decisions related to entry into health care

occupations and postsecondary education. Example: A workshop for future HECT instructors was held in conjunction with the annual State FHA-HERO Leadership Conference to expand and enhance their ability to serve as student organization advisors and use co-curricular student leadership and career development activities to improve student achievement and transition to postsecondary education and training. In addition, the workshop addressed establishing and managing standards-based HERO and career pathway programs. Students from seven state universities participated in the 2005 pre-service workshop. Example: A HECT workshop and 2-day institute were conducted in collaboration with business and industry. Both activities focused on skills training in food service, lodging, recreation, and tourism. HECT teachers and industry representatives participated in both activities. Example: Business and industry provided judges and more than \$80,000 in cash, scholarship, and other awards for the regional and state-level FHA-HERO competitions.

- In addition to the input on program improvement provided by the Agriculture Education State Advisory Committee, Advisory committees composed primarily of business and industry representatives are operating in over 300 local agriculture education programs.
- A statewide industry advisory committee was developed for the HOSA during the 2004-2005 program year.
- Partnerships with the State's Colleges and Universities are essential to the preparation of new teachers and the conduct of curriculum development and teacher in-service activities. Examples: (1) Utilizing interagency agreements, all colleges and universities offering preservice programs in Agriculture Education cooperate with the Agriculture and Home Economics Unit to provide statewide professional development (preservice and inservice) and curriculum development for teachers. (2) An interagency agreement with the Child, Family, and Consumer Sciences Department at CSU, Fresno enables the HECT educational programs to provide a statewide professional development program for current and future teachers of CFS and HERO career pathway programs, and for administrators, counselors, and business/industry representatives. (3) The ITE University Partners consisting of the deans of all California State Universities with Industrial Education majors and ITE teacher counseling programs along with community college representatives meet with CTE staff to develop strategies on teacher recruitment, strengthening ITE programs, and building ITE relationships.
- Partnerships with industry are equally essential to the curriculum development process, teacher in-service efforts related to technology advances and all aspects of an industry, instructional support in the classroom, work-site learning experiences for students, placement of program graduates, and general support of CTE programs in the secondary school. Examples include HECT's collaboration with the Hospitality Business Alliance to provide a 2-day skills training workshop for food service instructors and industry's extensive contributions of staff time and cash to the operation of the State's CTE student leadership organizations.
- Industry partnerships/internships/mentoring are mandated for the 290 State-funded Partnership Academies. Career themes and business partnerships are mandated in the 44 State-funded Specialized Secondary Programs.
- The High School Pupil Success Act facilitated increased student achievement by supporting the development of district-community partnerships, public engagement, school transformation, and systemic district reform.
- State legislation mandated the SBE to adopt new CTE standards and frameworks. Additionally, the legislation required the appointment of a statewide CTE advisory group. Currently, there are 43 representatives of business and industry serving on the CTE Advisory Committee. Work groups are focusing on the development of a new CTE framework.

- Industrial and Technology Education Tech Prep projects focusing on industry sectors such as Building and Construction Trades, Manufacturing and Product Development, Engineering and Design conducted a variety of activities throughout 2004-2005 to strengthen business/industry/education linkages and partnerships.
- Industrial and Technology Education partnerships with registered apprenticeship programs in the State also serve to strengthen business/industry/education linkages and partnerships. The ROCP-Workforce Development Unit meets regularly with Department of Industrial Relations, Division of Apprenticeship Standards staff, CCCCCO staff, and California Apprenticeship Council commissioners.
- The ROCP-Workforce Development Unit has interagency agreements with the California Workforce Investment Board for workforce development activities, with the California Department of Health Services to oversee the Certified Nursing Assistant and Home Health Aide programs offered by ROCPs and adult school agencies, with the Department of Developmental Services to oversee delivery of curriculum on Direct Support Providers throughout the state, and with the Department of Social Services for the delivery of education services to California's CalWORKs welfare recipients.
- Health Careers Education/Industry Sector and the Public Services Industry Sector held the 7th annual Educators Internship Institute in conjunction with Kern Medical Center. The 5-day institute provided educators from throughout the State with an opportunity to develop and align curriculum to industry standards based on individual job shadowing experiences with industry partners.

Serving Students in State Institutions (Required)

- Over 25,000 students were served in 2004-2005 CTE programs administered by the Department of the California Youth Authority (CYA), the Department of Corrections and Rehabilitation (CDCR), and three State Special Schools (School for the Deaf, Fremont; School for the Blind, Fremont; and School for the Blind, Riverside).
- State institution staff and administrators participated in workshop and technical assistance activities provided by the CTE program units. The Agriculture and Home Economics Unit provided technical assistance and interpreters for teachers and students at the CA School for the Deaf, Fremont to increase their involvement in Future Farmers of America (FFA) and FHA-HERO leadership and career development activities.

Support for Special Populations (Required)

- The CDE and CCCCCO staff positions for Special Populations/Nontraditional Careers, previously funded as Gender Equity staff with Perkins II funds, continue to be funded with Perkins III funds. The responsibilities of the positions include all of the special populations.
- Since 2000-2001, CDE and CCCCCO have agreed to jointly use the mandated State Leadership funds to support the Joint Special Populations Advisory Committee (JSPAC) as described above under Preparation for Nontraditional Training and Employment.
- JSPAC developed a focused Special Population Guide in collaboration with Western Association of Schools and Colleges (WASC) to help education providers identify and promote their services and policies regarding special population students to successfully meet WASC accreditation criteria. The Guide, "All Hands Raised" is being field-tested and will be available on the JSPAC Web site, www.jspac.org.

- Resources for at-risk students are available through many of the High School Initiatives/Career Education Office Web sites. The CA Business Virtual Enterprise Web site includes numerous tutorials to assist students in achieving academic content standards, as well as passing the CAHSEE. Many members also exist through the CA Partnership Academy program, which requires 50 percent at-risk student enrollment.
- Each of the CTE program units is responsible for ensuring that special population students are being served in their respective programs. During 2004-2005, Health Careers Education provided online access and workshops to the document titled, Health Careers in Special Education-Preparing Students with Disabilities.
- Health Careers Education is continuing to revise a medical terminology document, which will be eventually be available in seven languages. The Spanish and Japanese version for Health Care workers have been completed and are available online. Four other language versions are in progress. Additionally, the content of the Health Care Multicultural document, which provides teachers and students with information related to working with a variety of cultures and traditions as they pertain to treatment, care, and the well being of patients in health care situations, has been revised and the language documents noted above have been added as an additional section.
- The CA Partnership Academy program serves approximately 30,000 at-risk students through a smaller learning approach, which also includes tutorial, counseling, materials, and other resources to enhance student learning.

As evidenced by the enrollment and accountability reports and on-site program reviews, special population students make up a significant proportion of the total enrollment in the secondary and adult CTE programs and, with few exceptions, are completing the programs at rates comparable to students that are not members of special population groups.

Student Support Services (State Plan Priority)

- The CA Career Resource Network (Cal-CRN) provides support for career guidance and academic counseling programs designed to promote improved career and education decision-making. Cal-CRN operates the CA Career Zone and provides training to state and local educators regarding the use of Cal-CRN career development resources. The Career Zone is CA's first comprehensive state-level Web based career information delivery system and can be used by students, parents, LEAs, and state staff.
- State Agriculture Education staff collaborated with the California Agriculture Teachers Association to conduct administrator and counselor professional development activities that provided program information and showcased student engagement strategies.
- No assessment data is available for determining the State's progress toward the priority of helping counselors, librarians, and other student and instructional support personnel obtain accurate up-to-date information about job markets, skills, and requirements.

CTE Student Leadership Organizations (State Plan Priority)

- CTE program units continued to emphasize the use of student organizations to develop the leadership and interpersonal skills essential to today's workplace. Major staff, program, and funding commitments were made to DECA--A Marketing Organization,

Future Business Leaders of America (FBLA), FFA, Student Organization for HECT (FHA-HERO), HOSA, and Skills, USA. Over 71,000 students participated in these organizations in 2004-2005.

Funding (State Plan Priority)

- A variety of professional development, technical assistance, and written communications have been directed to this priority. LEAs have been informed that increased core indicator performance levels are a condition of local participation in the Perkins III funds, and that the Perkins III funds are supplemental funds to be used for program improvement rather than maintenance purposes. Efforts are underway to develop a more effective system for monitoring local education agency adherence to established federal and state guidelines for administering and using the Perkins funds.

Implications for Next Fiscal Year

- CDE will continue to address the State Leadership funding requirements and the priorities established for state leadership and administration in the extended *2000-2004 California State Plan for Vocational and Technical Education*. Continued effort will be given to (1) refining the State’s online, course-based system for receiving and aggregating LEA CTE enrollment, program completion, and placement data; (2) increasing LEA understanding and use of the core indicator data and required reports; (3) improving the scope, quality, and effectiveness of the CTE programs as evidenced by the annual accountability reports; (4) increasing the information and technical assistance available to local administrators and teachers of CTE programs; (5) improving the State’s system for monitoring LEA administration and use of allocated funds; and (6) continued collaboration with the CCCCCO to enhance the potential for articulated programs and to ensure timely, accurate reporting.

III. Distribution of Funds and Local Plan for Career Technical Education Programs

Basic Grant Funds (\$128,464,270)

Title I, Part A, Section 112(a)(3)-State Administration (5%)				\$6,423,214
CDE	64%	\$4,110,857		
CCCCO	36%	\$2,312,357		
Title I, Part A, Section 112(a)(2)-State Leadership (8.883%)				\$11,411,783
CDE	51%	\$5,820,009		
CCCCO	49%	\$5,591,774		
Title I, Part A, Section 112(a)(2)(A)-State Institutions (1%)				\$1,284,643
CDE	50%	\$642,322 (Allocated to State Special Schools and the Department of CYA)		
CCCCO	50%	\$642,321 (Allocated to the Department of Corrections)		
Title I, Part A, Section 112(a)(2)(B)-Nontraditional Training and Employment (0.117%)				\$150,000

CDE	50%	\$75,000
CCCCO	50%	\$75,000

Title I, Part A, Section 112(a)(1)-Local Assistance (85%) \$109,194,630

Divided between Title I, Part C, Section 131 (secondary) and 132 (postsecondary) programs based on the 42.88 percent secondary/57.12 percent postsecondary division of funds formula determined from a comparison of the CTE enrollments at the two levels in the Fall Semester of the 2004-2005 program year. Secondary school programs administered by unified and union high school districts, public charter schools, Bureau of Indian Affairs (BIA), county offices of education, State special schools, and the CA Youth Authority received Section 131 allocations totaling \$46,824,960. Postsecondary programs administered by adult schools, ROCPs, and community colleges received Section 132 allocations totaling \$62,369,670.

Section 131 (Secondary) Funds-Distribution and Participation

Section 131 funds were distributed among eligible recipients of these funds in accordance with the allocation formula established in Perkins III:

- Thirty percent of each LEA's allocation was based on its proportional share of the State's students, ages 5-17 that resided in the area served by the LEA during the previous year.
- Seventy percent of each LEA's allocation was based on its proportional share of the State's students, ages 5-17 from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with Section 673(2) of the Community Services Block Grant Act), that resided in the area served by the LEA during the previous year.

Four hundred seventy LEAs received 2004-2005 Section 131 allocation notices. The 437 LEAs that elected to participate in the funding include 401 unified and union high school districts, 1 public charter school, 31 court and community schools operated by county offices of education, 3 State special schools, and the Department of CA Youth Authority. The 37 LEAs that elected to release their funds include 17 unified and union high school districts, 19 county offices of education, and 1 BIA high school.

A total of 344 Section 131 applications were received, 305 from LEAs filing separately and 39 from consortiums representing 132 LEAs.

A total of 21 LEAs with allocations of less than \$15,000 received SBE Section 131 waivers which allowed them to participate in the funding as independent applicants.

Section 132 (Postsecondary) Funds-Distribution and Participation

The 2004-2005 Section 132 funds were distributed among adult school agencies, regional ROCPs, and community college districts based on the number of economically disadvantaged adults enrolled in CTE programs conducted by these agencies during the 2002-

2003 program year. The State's Authority to use this distribution formula was provided in an approved waiver request submitted on March 24, 2000.

ROCPs and adult school agencies received 2004-2005 Section 132 allocations totaling \$19,110,694. Community college districts received 2004-2005 Section 132 allocations totaling \$43,258,976.

Fifty one ROCPs and ninety four adult schools participated in the 2004-2005 Section 132 funds. Forty three applications were received from ROCPs and adult schools filing separately. Thirty-one applications were received from consortiums representing 102 ROCPs and adult schools.

All 72 of the State's community college districts participated in the 2004-2005 Section 132 funds. 70 applications were received from single districts. One application was received from a consortium representing two districts.

Distribution and Use of Section 112, Subpart A (State Institution) Funds

These funds were allocated to the Department of the California Youth Authority (CYA), the California Department of Corrections (CDC), and three State Special Schools (School for the Deaf, Fremont; School for the Blind, Fremont; and School for the Blind, Riverside) to improve CTE programs administered by those agencies. CYA is the state agency responsible for administering the State's criminal offender program for juveniles (secondary). The CDC is responsible for administering the State's criminal offender program for adults.

Major uses of the State Institution funds were improved and expanded technology equipment and instruction, upgraded classroom equipment, professional development activities for staff, and support services for special population students.

Actions Completed to Ensure Compliance

Statewide workshops and technical assistance activities were provided to inform LEAs of the intent and requirements of the new Act and assist them with the development of the 2004-2005 local applications and plan updates. Submitted applications were reviewed to ensure compliance with the Perkins III, Section 134 local plan requirements, the eight requirements of programs assisted with the funds established in Section 135(b), and State established quality criteria and quality indicators. Emphasis was placed on planned activities for providing access and support services for members of special populations.

Twenty four LEAs received on-site reviews designed to determine compliance with Office of Civil Rights and Perkins III requirements- especially those related to special populations.

IV. Accountability-Secondary and Adult Programs

A. Overall Performance Results and Program Improvement Strategies

As indicated in the following charts, California's secondary school programs exceeded the adjusted performance levels for Core Indicators 1S2 (Skill Attainment-Program Completion), 3S1 (Total Placement), 4S1 (Nontraditional Program Participation) and 4S2 (Nontraditional Program Completion). The State's secondary school programs fell slightly below the adjusted performance levels for Core Indicators 1S1 (Academic Attainment) and 2S1 (High School Completion). California's adult programs exceeded the adjusted performance levels for Core Indicators 3A1 (Placement), 4A1 (Nontraditional Program Participation) and 4A2 (Nontraditional Program Completion). The State's adult school programs fell below the adjusted performance levels for Core Indicators 1A1 (Academic Attainment), 1A2 (Skill Attainment-Program Completion), and 2A1 (Completion).

Secondary Programs-Regular High Schools and Regional Occupational Centers/Programs

Indicator Code	Adjusted 2004-2005 Performance Levels	2003-2004 Achieved Performance Levels	2004-2005 Achieved Performance Levels
IS1-Academic Attainment	85.00 Percent	87.82 Percent	84.49 Percent
IS2- CTE Skill Attainment	49.00 Percent	46.59 Percent	49.84 Percent
2S1-School Completion (Diploma)	85.00 Percent	87.82 Percent	84.49 Percent
3S1-Total Placement	71.64 Percent	93.46 Percent	93.69 Percent
4S1-Nontraditional Participation	18.63 Percent	50.11 Percent	50.42 Percent
4S2-Nontraditional Completion	49.00 Percent	49.06 Percent	51.74 Percent

Adult Programs-Adult Education and Regional Occupational Centers/Programs

Indicator Code	Adjusted 2004-2005 Performance Levels	2003-2004 Achieved Performance Levels	2004-2005 Achieved Performance Levels
IA1-Academic Attainment	62.50 Percent	55.35 Percent	55.80 Percent
IA2-CTE Skill Attainment	62.50 Percent	55.35 Percent	55.80 Percent
2A1-Completion	62.50 Percent	55.35 Percent	55.80 Percent
3A1-Total Placement	60.00 Percent	74.81 Percent	86.13 Percent

4A1-Nontraditional Participation	18.63 Percent	64.08 Percent	64.88 Percent
4A2-Nontraditional Completion	51.00 Percent	57.15 Percent	56.51 Percent

Reasons for not reaching the Adjusted 2004-2005 Performance Levels

- (1) Secondary Programs-The same measure, 12th grade CTE program completers who receive diplomas, is used for Core Indicators 1S1 (Academic Attainment) and 2S1 (High School Completion). Though only slightly below (0.51) the adjusted 2004-2005 performance level, the 2004-2005 result is 3.3 percent lower than that of 2003-2004 and represents the first year in four that the State has not shown an increase in its achieved performance level for these two core indicators. This data was not received until October 15, 2005 and the State has not yet had time to determine if the reduced performance level is actual or resulted from inaccurately reported data.

- (2) Adult Programs-The same measure, CTE program completion, is used for Core Indicators 1A1 (Academic Attainment), 1A2 (Skill Attainment-Program Completion), and 2A1 (Completion). Though neither of the educational systems (district adult education programs or ROCP) collectively met the 2003-2004 adjusted performance level of 81.76 percent, ROCPs generally achieved the performance level of 62.50 percent negotiated for 2004-2005. CTE programs conducted by adult schools generally fell below the adjusted performance level. The difference in the ROCP and adult school program results is directly related to differences in the organization and duration of the instruction in these two delivery systems. ROCP programs are typically organized and delivered in single semester/year, multiple-hour courses, hence have a relatively high correlation between program concentrators and program completers. Adult school programs are typically organized and delivered through a sequence of courses that extend over two or more semesters/years. The State will continue to work with the adult schools to improve their CTE program completion rates.

B. Performance Results for Secondary and Adult Special Populations and Program Improvement Strategies

IS1/2S1-The State’s actual performance level (85.34%) for the aggregated secondary CTE special populations exceeded the 2004-2005 adjusted performance level (85.00%) by 0.34%. The nontraditional enrollee group with an actual performance level of 83.14% was the only special population that failed to meet the adjusted performance level established for these two core indicators.

IS2-Single parents and nontraditional enrollees exceeded the adjusted performance level for this core indicator. The performance levels of the other five special population groups were 9.33% to 30.00% below the adjusted performance level.

3S1/4S1/4S2-Each of the special population groups exceeded the adjusted performance levels for these core indicators.

1A1/1A2/2A1-The State's actual performance level (55.78%) for the aggregated adult CTE special populations was 6.72% below the adjusted performance level of 62.50%. Though the actual performance level of Individuals with disabilities was 22.67% below the adjusted performance level, it was just 9.55% below the actual performance level for all students. Each of the other six special populations performed within 8.74% of the adjusted performance level and within 2.04% of the actual performance level for all students.

3A1/4A1-Each of the special population groups exceeded the adjusted performance levels for these core indicators.

4A-The Individuals with Disabilities groups with an actual performance level of 45.96% was the only special population group that failed to meet the 51.00% adjusted performance level established for this core indicator.

Reasons for Special Population Groups not reaching the Adjusted Performance Levels

CDE is pleased with the high level of special population participation in the secondary and adult CTE programs and generally pleased with the core indicator performance levels of most of these groups. CDE recognizes the need to improve the performance levels of selected population groups in specific core indicator areas, with secondary and adult CTE program completion being the most obvious. Two major statewide actions will be taken in 2005-2006 to improve the program completion rate of special population students: (1) professional development and technical assistance will be directed at ensuring that the LEAs are correctly reporting special population enrollments, completions and placements; and (2) statewide professional development activities will continue to be conducted by the State's Joint Special Populations Advisory Committee to provide local agencies with effective strategies for identifying and serving special population students. Improved results were achieved in 2004-2005. Similar gains are anticipated for the 2005-2006.

C. Definitions

Career Technical Education Program Concentrator

A student enrolled in the second and advanced level courses (including the capstone course) of a planned CTE program sequence.

Career Technical Education Program Completer

A student who completes the capstone course in a sequence of courses or units established for a CTE program or who successfully completes an industry-validated examination for a CTE program. An LEA may refine this definition to include only those students who receive a certificate of completion. An adult student who leaves a CTE program prior to the end of the program and accepts employment in a program-related job may be reported as a program completer.

Tech Prep Student

California applies the Tech-Prep definition provided in Perkins III, Section 202(3) which is "a program of study that (A) combines a minimum of 2 years of secondary education with a minimum of 2 years of postsecondary education in a non-duplicative, sequential

course of study; (B) integrates academic and career and technical education and utilizes work-based and work-site learning where appropriate and available; (C) provides technical preparation in a career field such as engineering technology, applied sciences, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics; (D) builds student competence in mathematics, science, reading, writing, communications, and workplace skills through applied, contextual academics, and integrated instruction, in a sequence of courses; (E) leads to an associate or baccalaureate degree or a postsecondary certificate in a specific career field; and (F) leads to placement in appropriate employment or to further education. A student enrolled in an accountable, integrated, and articulated curricular pathway between secondary and postsecondary CTE programs that result in advanced technical degrees and certification.”

D. Measurement Approaches

Core Indicator 1S1: Academic Attainment

Percent of 12th grade CTE program completers that receive a high school diploma.

Core Indicator 1S2: Skill Proficiencies

Percent of secondary CTE program concentrators that complete a CTE program.

Core Indicator 2S1: School Completion

Percent of 12th grade CTE program completers that receive a high school diploma.

Core Indicator 3S1: Placement

Percent of 12th grade CTE program completers in military service, enrolled in postsecondary education or training, or employed part-time or full-time six months (December 31) after the program completion date.

Core Indicator 4S1: Participation in Nontraditional Programs

Percent of secondary CTE program concentrators enrolled in nontraditional programs.

Core Indicator 4S2: Completion of Nontraditional Programs

Percent of secondary CTE nontraditional program concentrators that complete CTE programs.

Core Indicator 1A1: Academic Attainment

Percent of adult CTE program concentrators that complete CTE programs.

Core Indicator 1A2: Skill Proficiencies

Percent of adult CTE program concentrators that complete CTE programs.

Core Indicator 2A1: Completion

Percent of adult CTE program concentrators that complete CTE programs.

Core Indicator 3A1: Placement

Percent of adult CTE program completers in the military, enrolled in postsecondary education or training programs, or employed in part-time or full-time occupations six months (December 31) after the program completion date.

Core Indicator 4A1: Participation in Nontraditional Programs

Percent of adult CTE program concentrators enrolled in nontraditional programs.

Core Indicator 4A2: Completion of Nontraditional Programs

Percent of adult CTE nontraditional program concentrators that complete CTE programs.

D. Improvement Strategies

Activities completed

Approved state plan priorities and leadership activities conducted in the 2004-2005 program year focused on standards and curriculum development, professional development, special populations, guidance and counseling, student leadership organizations, and assessment. A summary of the completed activities is provided in Section I(b).

Extent to which the planned expenditures impacted and supported these activities

A variety of funding sources, including Perkins III, was used to support and complete state-directed leadership activities. LEA expenditures were tied to program improvement activities identified in LEA applications that satisfied the requirement of programs to be assisted with the funds as established in Section 135(b) of the Perkins Act and the State-established CTE quality criteria and quality indicators.

Results achieved from these activities for all students or targeted populations

During the 2004-2005 program year, the State developed and approved model CTE curriculum standards that clearly identify the academic core and CTE standards of CTE in the State. Though not highlighted in the 2004-2005 program-year CTE enrollment and program completion data, significant improvements made in selected industry sector program areas resulted in greater uses of technology, higher levels of job and/or advanced training readiness, and increased enrollment access and support services for special population students.

Impacts or expected impacts on the core indicators for all students or targeted populations

The completed state leadership activities were intended to increase the size, scope, and quality of secondary and adult CTE programs that recruit, enroll, and effectively serve all students, including those who are members of special populations. The

outcomes are expected to continue to have a positive impact on each of the core sub indicators. Further refinement of the State's new online, course-based accountability reporting system, expanded LEA implementation of electronic data collection systems that will identify the special population enrollments, and an ongoing effort to ensure that the LEAs clearly understand the core indicator measurements and definitions will result in the reporting of more complete, accurate and reliable core indicator data. The availability of reliable data will enable the State to more accurately assess the validity of its final agreed upon performance levels and to initiate actions to better address the needs of underserved populations.

Implications for planning or revising improvement strategies for the next program year

CDE is confident the planned improvement strategies as described in Section I(c) and elsewhere in this report will result in improved and expanded CTE programs, and in a 2005-2006 CAR that provides auditable data on student enrollment, completion, and placement in the State's secondary and adult CTE programs.

Improvement Strategies Planned for Next Program Year

As is noted in Sections I(c) and II(d), CDE will continue to implement the priorities and State Leadership activities identified in the 2000-2004 State Plan. It will also continue its effort to develop a student data collection and reporting system for CTE that will provide the enrollment, completion, and placement data required for the CAR and for the effective management of the State's secondary and adult CTE programs.

V. Monitoring Follow-up

N/A

VI. Workforce Investment Act Incentive Grant Award Results

\$275,000 was expended to support a series of statewide conferences to introduce secondary students to career opportunities in the building trades and to the apprenticeship programs that serve these trades.

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II. State Leadership Activities-Community College Programs

The purpose of the Carl D. Perkins Vocational and Technical Education Act of 1998 (VTEA 98) funds is to develop the academic, vocational, and technical skills of secondary students and postsecondary students who enroll in vocational and technical education programs by:

- Building on the efforts of states and localities to develop challenging academic standards
- Promoting the development of services and activities that integrate academic, vocational, and technical instruction, and link secondary and postsecondary education
- Strengthening coordination and collaboration with the State's education reform and workforce preparation efforts
- Increasing state and local flexibility to provide services and activities designed to develop, implement, and improve vocational and technical education, including Tech Prep
- Establishing a state accountability system

The CCCCO used 2004-2005 Perkins III State Leadership funds to improve CTE programs and services for all segments of the population, and to improve access for individuals who are inadequately served or under represented. Additionally, the CCCCO funded statewide collaboratives and partnerships to foster program improvement. Activities focused on developing best practice models for implementation by districts/colleges at the local level. Activities were funded strictly for program improvement projects with statewide impact and/or scope. The activities are consistent with Perkins III provisions (Public Law 105-332) and the CTE policies adopted by the Board of Governors of the California Community Colleges.

The CCCCO also used Perkins III funds to address the CTE State Leadership priorities listed below.

Performance Accountability-Research and Assessment

Funds were used for training faculty, counselors, researchers, and administrators to use analysis of data, learning outcomes and research for program improvement planning. Sixteen workshops were conducted that served 888 participants from 71 community college districts. Workshops included training on developing student learning outcomes and assessments and the use of those assessments and the Core Indicator reports for developing improvement plans.

Curriculum Development and Improvement-Dissemination and Public Relations

Funds were used to promote statewide improvement and innovation in the integration of academics, vocational, and technical skills. These funds were used to engage colleges to develop statewide models to improve instruction and curriculum, including the examination of course sequencing and suitability of content.

Professional Development

Funds were used to promote statewide innovation and improvement in teaching, teaming, and coaching. Activities were aimed at ensuring that instructors are current in all aspects of the industry and the use of educational technology.

Student Support Structures-Student Leadership, Counseling, and Other Support Services

Funds were used to promote statewide student leadership activities that relate to vocational and technical programs and enhance classroom and work-based instruction.

Partnership Development/Improvement-Linkages, Public Relations, and Resource Development

One of the state priorities identified in 2001-2002 was to fund six statewide discipline/industry collaboratives for two years. The six statewide discipline/industry collaboratives are: (1) Agriculture and Natural Resources; (2) Business Education; (3) Family and Consumer Sciences; (4) Health Occupations; (5) Industrial and Technical Education; and (6) Public Safety Occupations. The collaboratives have been charged with the responsibility of improving vocational and technical education programs/instruction in the specific discipline/industry cluster that they represent. The CCCCO also funded the following four service area collaboratives: (1) Career Development, (2) Accountability, (3) Special Populations, and (4) Work-Based Learning.

The statewide discipline/industry collaboratives spent VTEA IB funds in the following five areas:

Performance Accountability

Curriculum Development and Improvement

Professional Development

Student Support Structures

Partnership Development and Improvement

State Leadership Funded Partnerships

The CCCCO used State Leadership funds to fund ten regional consortia and ten statewide advisory committees, create local partnerships, and participate in joint planning and coordination of programs and services.

Regional Consortia

The CCCCO used \$1,580,000 of VTEA Title IB funds to fund ten regional consortia. The funds supported the expansion and improvement of a regional network infrastructure designed to improve educational and economic development services that promoted regional responses to the training and economic development needs of industry, government, and the community; used marketing strategies to improve public awareness of college's vocational and technical education and economic development programs and services; used technology to develop and improve electronic networks between colleges, business, and industry to promote regional and statewide collaboration; promoted partnership development between colleges, business, and industry; and

coordinated the dissemination of “ effective practices” in professional and curriculum development, educational technology, Tech Prep, special populations, and partnership development to colleges.

Statewide Advisory Committees

The CCCCO used \$370,000 of its VTEA Title IB funds to fund ten statewide advisory committees. The purpose of the funds was to develop the academic, vocational, and technical skills of postsecondary students enrolled in vocational and technical education programs. Funded activities included continued development of challenging academic standards at the CCCCO and colleges; promotion of services and activities that integrate academic, vocational, and technical instruction and link secondary and postsecondary education; coordination and collaboration with the State’s education reform and workforce preparation efforts; increasing state and local flexibility to provide services and activities designed to develop, implement, and improve vocational and technical education, including Tech-Prep; and assisting with a review of student outcomes in subject area disciplines.

Report on Nontraditional Funds/Special Populations

For the fifth year, the CDE and the CCCCO each contributed \$75,000 each (for a total of \$150,000 of VTEA Leadership Funds) to provide state leadership for Special Populations, which includes students pursuing nontraditional careers. These funds were used to support and enable the JSPAC to (1) Establish and maintain communication links between business and industry for the purpose of providing information and policy recommendations to facilitate statewide planning that will best serve students who are members of Special Populations, as identified by the California State Plan for Vocational and Technical Education; (2) Identify best practices, standards and programs issues, and necessary program development to serve students who are members of Special Populations; (3) Promote professional development and curriculum development activities that are responsive to statewide need for serving students who are members of Special Populations; (4) Identify partnership opportunities and mechanisms to maximize program effectiveness and strengthen existing linkages between the JSPAC and appropriate professional associations; and (5) Identify and disseminate information regarding effective strategies, programs, and techniques for serving students who are members of Special Populations.

During 2004-2005, three statewide JSPAC meetings were convened, and four subcommittee meetings were held to complete the Committee’s work plan objectives. The JSPAC continued to broaden its outreach efforts through its Web site located at www.jspac.org by making resources available online to all constituents interested in serving the needs of nontraditional and special population students. A total of 3,670 electronic communication messages were processed through the JSPAC Web site.

The JSPAC funded a research study, entitled: *Success for All*, to assess the education, employment and earnings outcomes of special population students in the California community college system. The study looked at special population students who exited the community college system in 1999-2000 with a vocational degree or certificate, or at least 12 units of vocational credit coursework. It linked these records with California Employment Development Department wage records by social security number. A key finding of the study was that despite economic, academic, and demographic disadvantages, special population students who receive vocational training in California community colleges are able to successfully narrow the earnings and employment gap

relative to non-special population students just one to two years after attending school. In regards to students in nontraditional occupational programs, the study found that:

- Women in nontraditional occupations are less likely to be economically disadvantaged while in training. However, men in nontraditional training programs are more likely to be economically disadvantaged.
- Students in traditionally male occupational fields (both women and men) are more likely to be employed the first and second years after exiting college than students in traditionally female occupational areas.
- In general, women in nontraditional fields have higher incomes the first and second year out of college than women in traditionally female careers. The one exception is nursing which shows the highest economic rewards.
- Women in nontraditional career areas do not increase their earnings as fast as men in these same areas.
- For all fields and levels of educational attainment, women in traditional occupational areas earn less than men in those areas.

A full report is available online at: http://www.jspac.org/repository/agendas/Success_For_All1.pdf.

Also during 2004-2005, the JSPAC sponsored special populations training workshops at three K-Adult statewide conferences, at both the California Community College Administrators of Occupational Education fall and spring conferences, and during five community college regional consortia meetings. Community college representatives attended JSPAC workshops presented at the annual California Tech-Prep and Adult Education conferences. Ten workshops conducted in the spring of 2005 with a focus on K-Adult learners were also attended by community college representatives. Approximately 530 educators participated and each was provided with: a California Career Guides workbook; and a full set of Illinois SBE booklets (Success for: Nontraditional Careers, Single Parents/Teen Parents, Displaced Homemakers, Students with Disabilities, Limited English speakers, and Students With Economic and/or Academic Disadvantage). A model of effective practices from the State of Illinois was used as the principal tool in the workshops for the second year. These interactive workshops illustrated ways to reduce the barriers to education and training faced by students pursuing nontraditional careers. The workshops presented methods to increase awareness, recruitment, retention, and placement of nontraditional career students. Participants were provided with a copy of the Illinois training packets.

During 2003-2004 the CDE reevaluated its focus of nontraditional career leadership funds, particularly in light of the highly successful online nontraditional careers course. The CDE awarded a \$130,000 Nontraditional Careers-Statewide Leadership contract to Sacramento County Office of Education. The contract, which began June 1, 2004, will convene a statewide advisory committee to develop a 2005-2006 strategic plan for nontraditional careers leadership in California. The newly developed free online course, Nontraditional Careers for Educators 101, created in partnership with CDE and Sacramento County Office of Education, was also promoted during these workshops.

In addition to the focus on educators in the Nontraditional Careers for Educators 101 course, the new contract will include participation of workforce development agencies, particularly to address transition from school to employment, apprenticeship, and postsecondary education. Other required elements of the contract include: continued marketing and monitoring of the Nontraditional

Careers for Educators 101 class; curriculum development, marketing and monitoring of the Nontraditional Careers 102 class; six statewide training sessions; and nine regional training sessions.

The course was provided free of charge and provided 15 hours of professional growth. The course was aired and monitored, beginning October 1, 2003, recorded approximately 500 participants. In addition to the online course, the curriculum for the course served as the basis for one national and two statewide training sessions. The course can be viewed at www.nontrad101.org.

The CDE also funded six consortia to deliver regional training on how to recruit, train, retain, and place students in nontraditional careers. The grants totaled \$150,000.

Both the CDE and the CCCCO separately support the work of the National Alliance for Partnerships in Equity (NAPE) through their shared state membership fees, contributions of research, and participation at the annual Professional Development Institute. In addition, in 2003 the CDE contract monitor of the JSPAC became an Executive Board member of the NAPE, which involves a summer strategic planning meeting, several meetings during the Professional Development Institute on Executive Board business and monthly teleconference meetings to monitor the progress of the national strategic plan. Also, during the April 2004 conference, the CDE contract monitor conducted a session, How to deliver professional development using the Internet/Nontraditional Careers for Educators 101. Two JSPAC co-chairs and the CDE contract monitor participated in the 2004 NAPE conference activities. A CDE representative also served on a panel to discuss California's Best Practices for Special Populations.

The CDE's Consultant for Special Populations/Nontraditional Careers staff position previously funded as the Gender Equity staff with Perkins II funds continues to be funded with Perkins III funds. Additionally, the CCCCO has staff assigned to special populations coordination.

For the second year, the CCCCO renewed a VTEA Title IB State Leadership grant to West Hills Community College District to continue the Special Populations Collaborative Project. The major effort of this project was to survey all California Community Colleges regarding the barriers to serving and services to special population students. Ninety-four of 105 colleges responded to the survey. Full report available at www.jspac.org and www.vteabp.org. In addition, the project achieved the following:

- Identified critical components for serving special populations.
- Identified and evaluated Effective Practices for Serving Special Populations in California Community Colleges. The descriptions of these effective practices are available at www.jspac.org and www.vteabp.org.
- In coordination with the JSPAC, disseminated information regarding the Project at community college workshops and conferences.
- Collaborated with other VTEA-funded statewide collaboratives, as well as with other community college advisory committees, including the Business Education and Agriculture Advisory Committees to improve the services and programs for Special Populations in these disciplines.

Department of Corrections and Rehabilitation

The Department's vocational education delivery system consisted of more than 500 vocational shops providing instruction in 13 distinct occupational fields. As of August 31, 2004, there were approximately 9,100 inmates enrolled in the CDCR vocational education classes.

The CDCR vocational education delivery system consisted of more than 386 vocational shops providing instruction in 13 distinct occupational fields. As of August 31, 2005, there were approximately 10,842 inmates enrolled in the CDCR vocational education classes.

2004-2005 VTEA Expenditures:

During the 2004-2005-program year, CDCR expended \$593,066.11 of the Carl D. Perkins VTEA grant funds on vocational education programs for adult male and female inmates. As of August 11, 2005, \$580,152.92 had been expended.

Equipment Items:

Approximately \$482,888.23 was expended to procure approximately 27 computers, 6 printers, upgrade existing computer systems, and several pieces of new technology equipment items for the Landscape and Automotive trades. Approximately \$12,000 was expended on the purchase of application software, supplies and materials. Over 2,500 inmates received direct training on the new equipment or through increased instructor related training during the program year. The following categories and numbers of items were purchased for student enhanced training:

- 27 Computers
- 214 Equipment Items
- 6 Printers
- 30 Computer Software Programs (Window, MSOffice, Typing, Literacy)
- Staff Development and Certification Testing

Approximately \$72,408.72 was expended to support instructor registration fees, student certification and testing fees, travel, and per diem for in-service training workshops. Over 120 vocational instructors attended a variety of workshops, seminars, conferences, and online training for professional growth during the fiscal year. The following is a composite of the training courses and staff development conducted this fiscal year:

- 41 Training courses attended/used
- 54 Staff development / informational meetings
- Curriculum revisions / evaluations
- Advisory Council meetings
- Certifications for Staff and Students

The CDCR is also actively involved in promoting nationally recognized certifications and apprenticeships as a means to validate training programs. The following Certifications were issued:

- 20 ESCO Certifications
- 10 Certified Welding Certifications
- 132 ASE/ACT (Automotive Service Excellence/ Air Conditioning) Certifications
- 6 Certified A+ Computer/Electronics Technician
- 15 Small Engine Power Repair Certifications

Program Reviews: Twenty-five institution's vocational education programs were visited for program compliance reviews. The VTEA Coordinator traveled to and conducted the annual program reviews. During the reviews, information regarding VTEA policies, practices, and procedures were shared with all staff visited in the education department. The program reviews consisted of monitoring training systems to ensure that federal and State funding policies, procedures, and standards are in compliance. While conducting the educational program compliance reviews of the curriculum, an inventory of all VTEA purchased equipment over the past 5 years, was conducted.

Certificates and Course Completions for Vocational Students: Within the vocational education department, for the 32 institutions, there have been approximately 36,556 Certificates of Achievement for individual competencies completed, and 4,836 Certificates of Completion issued to the students for completing vocational course work.

Students with Disabilities: Within the vocational education departments, institutions have implemented a Developmental Disability Program. Vocational assignments are available to students with disabilities based on eligibility criteria for the vocational assignment. This gives students with disabilities the opportunity to perform the essential functions of the vocational assignment. Assistance has been provided to students with visual and physical disabilities.

Implications for Next Fiscal Year (2005-2006)

The existing Statewide Advisory Committee structure, functions, and guidelines for operation were reviewed during the 2004-2005 fiscal year as planned in the California State Plan. The intent of the review was to maximize the committee's abilities to advise on: (1) the currency of curricula and instruction; (2) how community colleges can meet the needs of emerging industries and occupations; (3) how industries undergoing rapid changes and with changing skill requirements can be identified; and (4) how the integration and expansion of technology can best be accomplished.

III: Distribution of Funds and Local Plan for Career Technical Education Programs

See response provided in narrative provided for secondary and adult programs.

IV. Accountability-Community College Programs

A/B. Overall Performance Results and Program Improvement Strategies

California Higher Education had the following performance goal outcomes:

Skill Attainment (1P1 & 1P2)

All categories except Black, non-Hispanic Students “Met or Exceeded” performance targets.

Placement (3P1)

Only Male and Hispanic student categories “Met or Exceeded” the negotiated targets

Retention (3P2)

Only the following categories “Met or Exceeded” the negotiated targets:

All Students

Males

Hispanics

White

Non-Hispanics

Nontraditional Participation (4P1)

All valid categories of students exceeded targets.

Nontraditional Completion (4P2)

Only the following categories “Met or Exceeded” the negotiated targets:

Males

Black non-Hispanics

Individuals with Disabilities

Nontraditional Enrollees

California recognizes the inherent relationship between the success of students in each individual indicator and those same students' success in each of the other indicators. For example, by facilitating higher levels of skill attainment, the State provides better opportunities for students to complete their programs and find meaningful long-term employment in their chosen field. While all categories except Black, non-Hispanic had skill attainment levels above the negotiated level and all categories were above the negotiated levels for completion, placement rates continued to decline slightly (-0.46%). We attribute this to the persistent downward trends in the economy. Over half of the categories, nine of seventeen, had increases in placement rates although only two, Males

and Hispanics were above the negotiated target. Just over a third of the categories (6 of 17) increased retention in employment rates over the prior year resulting in only four of the seventeen categories being above the negotiated target. Consistent with the stagnant economy and limited employment opportunities of 2003-2004, a slight decrease in the percentage of student leavers both finding employment (-0.49%) and being retained in employment (-0.29%) was experienced. California's employment growth in recent months has more or less paralleled the nations. While U.S. non farm payrolls grew by 1.7 percent over the last year, California's year-over gain was 235,800 jobs, or 1.6 percent. With the continued job growth acceleration of late 2004 and early 2005, we can expect to see increased employment and retention rates next year.

With the more promising employment picture for late 2003-2004 and early 2004-2005, the nontraditional participation rates have continued to increase with all categories exceeding the performance targets. However, the consequences of the jobless recovery of the 2002-2003 academic year, and the flight of nontraditional students for more traditional programs, is evident in the proportion of nontraditional completions. Even with less than a one percentage point decrease in the proportion of nontraditional completions from the 2003-2004 report, only three student categories were above the performance target. With the brighter economic outlook for 2004-2005 and the fact that nontraditional students tend to complete programs that lead to nontraditional employment when jobs are available, we expect to see increasing proportions of nontraditional completions. As a result, JSPAC has undertaken activities to increase enrollment and completion of nontraditional students that lead to employment in nontraditional careers. The committee continues to develop and disseminate recruitment and program enhancement strategies that promote successful completion of nontraditional students as shown by the increased participation and completion numbers.

Coordination between the CCCCO, ten regional consortia, six statewide discipline/industry and four service advisory committees and their collaboratives increases the opportunity for student success. Continued review and updating of the curriculum and programs promotes the likelihood that students will acquire the skills they need to meet the needs of business and industry. The reviews help districts assess local needs for updating curriculum or developing new programs. Local districts address program improvement through assessment; planning, evaluation, and budgeting including assessments of the needs of students in special populations. As a result, activities and services are developed that will improve programs and the academic and vocational skills of students as evidenced in the increases in "Skill Attainment" success rates.

California's Special Populations Advisory committee develops and recommends strategies to enhance the success of students with barriers to participation, learning, and completion of vocational programs and employment. The State requires and promotes collaboration between the Special Populations Advisory committee, the Ten Regional Consortia, and the Six Discipline/Industry Advisory committees and their respective collaboratives, to promote those strategies that better meet the needs of students within the specific industry areas.

C. Definitions

Participant (4P1) (Uses 2003-2004 enrollments)

Participants in Nontraditional programs are defined as students enrolled in any vocational course determined to lead to employment in an occupation that traditionally employs less than 25% of either gender.

Concentrator (1P1 & 1P2) (Uses 2003-2004 enrollments)

Concentrators are defined as students enrolled in any vocational course designated as a course in the middle or end of a vocational program.

Concentrator (2P1, 3P1, 3P2 & 4P2) (Uses students last enrolled in 2002-2003)

Concentrators are defined as students who: 1) successfully completed a minimum threshold of 12 or more credit units of related coursework in a vocational or technical program area with one or more of those courses designated as being in the middle or end of a vocational program or 2) received a certificate or degree in the cohort year.

Completer

Students who transfer to a four-year university, or receive a certificate or degree.

D. Measurement Approaches

Core Indicator 1: Academic and Vocational and Technical Skill Proficiencies

Percent of students successfully completing all vocational courses with a GPA of 2.0 or higher.

Background on the measure:

The percent of students successfully completing all apprenticeship courses, advanced occupational courses, and clearly occupational courses with a GPA of 2.0 or higher provides an unduplicated student measure of successful attainment of competencies embedded in courses that comprise vocational and technical programs.

Courses used to evaluate skill attainment are accumulated within the vocational program areas in which their content falls and therefore, the GPA in those courses provides a measure of successful skill attainment within a program area.

Limiting the courses used to evaluate skill attainment to clearly occupational (SAM "C") or higher courses provides a level of difficulty such that students in those courses should be in the middle of their program (Operations Manual, Student Accountability Model, 1984.) Additionally, courses must be coded within a vocational program area as indicated by the Taxonomy of Programs (TOP) vocational indicator (*).

Content in vocational courses must meet state standards and rigor in Academic and Vocational skill areas as specified in Title 5 of California Education Code (Section 55100). For credit offerings, course grades, then are appropriate measures of competencies acquired by students as measured by the tests, papers, projects, and other evaluative activities devised by local instructors. GPA provides an unduplicated measure of those competencies acquired by students within their program area.

Beyond requiring the standards of rigor in academic and vocational skill areas in state education code, VTEA requires measuring academics as well as occupation and technical competencies. The first priority of the California Perkins State Plan since 1994 has been the integration of academic and vocational curriculum. All districts in receipt of Perkins funds have been required to incorporate the above integration into their annual local program improvement plans and special project objectives and outcomes. Additionally, performance reports need to include the achievements made in the integration of academic and vocational curriculum. This indicator also closely aligns with California's "Partnership for Excellence" accountability system measure for skill attainment called "successful completion."

Measure Construction:

Percent of students with a GPA of 2.0 or better in vocational courses.

- Numerator: Unduplicated count of students enrolled in SAM A-C courses who have earned a GPA of 2.0 or above in those SAM A-C courses only
- Denominator: Unduplicated count of students enrolled in SAM A-C courses receiving a grade of A-F

Core Indicator 2: Completion

Percent of vocational education student "Leavers and Completers" who receive a degree or certificate, or transfer to the California State University (CSU) or University of California (UC) systems

Background on the Measure:

Students enter community colleges with a variety of purposes, such as transfer, degree or certificate attainment, job training, skill development, or life long learning, and these goals are dynamic over time as students persist through collegiate programs. Students may attend college sporadically over years as they proceed through their changing educational goals. Practitioners want to know whether the students, who reach a threshold of coursework in their particular vocational area complete programs, meet state required certifications, become employed or continue their educational careers. Expectations, however, are different for those with careers looking for job skill upgrading or life long learning and those training for a new career with no employment history.

Measure Construction:

Percent of vocational education student concentrators who receive a degree or certificate, or transfer to CSU or UC.

- Numerator: Number of concentrators earning a certificate or degree or transferring to a 4-year university
- Denominator: All concentrators

Core Indicator 3P1: Placement in Postsecondary Education, or Employment

Percent of cohort who were found during one of the four quarters following the cohort year in Unemployment Insurance (UI) covered employment or a California public four-year educational institution

Background on the Measure:

These measures (2P1, 3P1, 3P2 and 4P2) are based on vocational program leavers and completers. Some vocational programs consistently train people for, or lead to employment in non-UI covered employment such as self-employment or independent contractors. No administrative database available for matching captures those students who transition into self-employment. UI employment out of state is also currently unavailable and will have direct impact on colleges bordering Arizona, Nevada, and Oregon. Both Military and Federal Employment were eliminated for this cohort due to concerns about the lack of timely data and FERPA.

Measure Construction:

Percent of vocational education student “Leavers and Completers” who transfer or were found employed in any of the four quarters following program exit.

- Numerator: Number of concentrators found in UI covered employment in any quarter in the year following the cohort year or a 4-year university
- Denominator: All concentrators

Core Indicator 3P2: Retention in Employment

Percent of cohort who were found during one of the four quarters following the cohort year in UI covered employment and not a public 4-year educational institution who were employed for three consecutive quarters during the year

Background on the Measure:

This measure is one of the measures based on vocational program leavers and completers. Some vocational programs consistently train people for, or lead to employment in non-UI covered employment such as self-employment or independent contractors. No administrative database is available for matching students who transition into self-employment. UI employment out of state is also currently unavailable and will have direct impact on colleges bordering Arizona, Nevada, and Oregon. Both Military and Federal Employment were eliminated due to the lack of timely data for this cohort. For those reasons, 3P2 focuses on those students found in California UI covered employment.

Measure Construction:

Percent of vocational education student “Leavers and Completers” who do not transfer to CSU or UC and were found employed in UI covered employment in at least one of the four quarters following program exit who were employed for three consecutive quarters.

- Numerator: Concentrators found in UI covered employment for three of the four quarters in the year following the cohort year and not at a 4-year university
- Denominator: Concentrators found in UI covered employment and not a four year university

Core Indicator 4P1: Nontraditional Program Participation

Percent of students participating in programs leading to nontraditional employment that is of the under-represented gender in nontraditional program offerings

Background on the Measure:

This measure is based on a vocational education cohort of students enrolling in at least one course in a program deemed nontraditional (defined as leading to jobs that had less than a 25/75% gender ratio). Ratios used are from the 1990 census and were developed in cooperation with the California Employment Development Department. See http://misweb.cccco.edu/voc_ed/vtea/Nontraditional.pdf for more information.

Measure Construction:

Percentage of under-represented gender students participating in vocational programs leading to nontraditional employment.

- Numerator: Unduplicated count of student participants determined to be of the nontraditional gender enrolled in SAM A-D courses identified with a nontraditional TOP code
- Denominator: Unduplicated count of all student participants enrolled in SAM A-D courses identified with a nontraditional TOP code

Core Indicator 4P2: Nontraditional Program Completion

Percent of students completing programs leading to nontraditional employment who are of the nontraditional gender.

Background on the Measure:

This measure is based on the cohort of “Leavers and Completers” used for indicators two and three, with assigned majors, where the programs were identified as leading to jobs that had less than a 25/75% gender ratio. Ratios used are from the 1990 census and were developed in cooperation with the California Employment Development Department. See http://misweb.cccco.edu/voc_ed/vtea/Nontraditional.pdf for more information. Additionally, California would like to focus improvement of gender balance in programs leading to nontraditional employment in high-wage, high-skill areas whenever possible.

Measure Construction:

Percent of students completing vocational programs leading to nontraditional employment that are of the nontraditional gender.

- Numerator: Nontraditional concentrators in nontraditional programs earning a certificate or degree or transferring to a 4-year university
- Denominator: All concentrators in nontraditional programs earning a certificate or degree or transferring to a 4-year university

E. Improvement Strategies

Activities Completed

Community college districts were required to submit a Local Application and Final Report containing the following information:

- Contact/Core Indicator/Exemplary Practices
- College Aggregate Core Indicator Information: This section requires that Districts provide information on the performance indicators of all vocational programs whether or not they are supported with VTEA Title IC funds. The performance report requires the signature of the District Superintendent/President to insure awareness of any problem areas. Districts/colleges must also identify examples of innovative strategies or exemplary practices.
- Program Information by Taxonomy Of Program (TOP) Code: This section requires that districts describe VTEA IC funded activities accomplished to improve or expand vocational and technical education programs as identified by a 2, 4, or 6-digit TOP Code. Districts were also required to specify whether or not the goals for this program set forth in their four year plans were met and or what barriers the district faced in reaching those goals.
- Activities Across Vocational Programs (college/district-wide): This section requires that districts describe VTEA IC funded activities used to improve activities conducted across vocational programs to improve or expand vocational and technical education programs.
- Budget Summaries: This section requires that districts submit to the State Budget Summary Forms identifying VTEA IC Categorical expenditure totals by district, by activities across vocational programs, and by TOP Code as specified above.

The following are examples of strategies that were implemented in Districts/Colleges to help ensure that student needs were met as described in the State's Plan.

- Allan Hancock-The Agribusiness Viticulture and Enology Program is a unique vocational program on the Central Coast. There are no other community colleges, nor 4-year colleges in the area that offer such comprehensive studies of grape growing and winemaking. Allan Hancock College's program offers both theory and "hands-on" instruction in both disciplines. The college has a 4 acre vineyard on campus where students tend vines, learn irrigation practices, and perform all the necessary vineyard operations to maintain a healthy vineyard and produce quality fruit. The college also houses a student mini-winery in the Central Coast Wine Services facility. Students perform crushing and fermentation of the juice, and pressing of the wine off the skins. The

students do all the monitoring and analysis in order to keep the wines stable and perform bottling. Allan Hancock has equipment for soil analysis lab as part of the Soils and Plant Mineral Nutrition class. All the lecture and theory courses in the program are backed with the "hands-on" laboratories in order to train the student for future employment in the wine industry.

- Moorpark College (Ventura CCD-The Learning Community Institutes (LCI)) are a group of college students and faculty studying a theme or body of knowledge, unified by a common area of interest or career goal. The LCI are linked to business industry, elementary, high school, and four-year institutions. Supportive relationships among students and faculty and self-discovery are important parts of the LCI. Learning Community Institute members learn to think across the differences, considering and respecting others' viewpoints as they discover their role in the community and in the world at large.
- The Business Institute (BI) is for students interested in a business career such as accounting, marketing, management, sales, or entrepreneurship.
- The Health Science Institute (HSI) is a learning community for students interested in a health field such as medicine, dentistry, veterinary medicine, radiological technology, or nursing.
- The Liberal Arts Institute (LAI) is a learning community for students who are considering a teaching career or who want to fulfill their general education requirements in a learning community environment.
- The Media Arts Institute (MAI) is a learning community for students interested in a career such as multimedia, graphic design, radio/TV, photography, journalism, art, and much more!
- Strategies for Student Success in Health Occupations Model Curriculum-The Strategies for Student Success in Health Occupations Model Curriculum was developed to attract and support students with an interest in health occupations to gain the skills essential for success in these careers. Based on research conducted by the Center for Student Success and information provided by fifteen community colleges in California, essential elements were identified and content developed. Along with input from the instructor, counselor, and mentor, this course will provide the student with the knowledge and skills to determine a career path, critically analyze strengths, develop strategies to identify and strengthen areas needing improvement, identify and locate social and financial resources, develop and/or enhance language, math and communication skills, develop and enhance critical thinking skills and enhance self-assessment and accountability skills. The purpose of this model curriculum is to provide a prototype curriculum that can be used in its entirety or adapted as needed by educators for instruction. The intent of this curriculum is to provide current or potential students interested in the health occupations with realistic and useful strategies to enhance their success in reaching this career goal. We believe that there are multiple factors involved in student success in health occupations that can be organized under four main headings:
 - Academic preparation and basic study skills
 - Realistic understanding of the profession
 - Critical thinking skills and communication skills
 - Social support networks

This curriculum is designed to provide the student with the knowledge and skills to determine a career path based on a realistic understanding of the occupation and their aptitude for the role. Specific activities assist the student to critically analyze strengths; develop strategies to strengthen areas needing improvement; identify and locate social and financial resources; develop and/or enhance language, math and communication skills; and to develop and enhance self-assessment and critical thinking skills.

Community College Health Care Programs are challenged by the demand to train more health care workers with fewer faculty and tightened budgets, while students' preparation and retention rates have dropped. The RHORCs/Health Care Initiative has helped to respond to this situation by developing a Student Success Kit. This kit is a collection of guidelines, strategies, sample fliers, and Web resources, divided into three general categories:

- How to comprehensively recruit interested students into health occupations so that there is a good fit between students' expectations and the reality of the chosen occupation;
 - Preparation strategies to help assure that admitted students are ready to meet the realities and rigors of a training program. A major component of the Kit is the Strategies for Student Success In Health Occupations Model Curriculum (above); and
 - Student retention strategies to help assure that students are successful in their respective training/education programs. The Student Success Kit will contain guidelines on specific strategies that schools can implement with existing campus resources.
- This Kit can serve as a recruitment/retention resource for community college health care instructors, counselors, and administrators. Users should first identify their priority needs: in recruitment, preparation or retention. The next step is to select the number of strategies or resources, which can be added to a health occupation-training program, given the availability of existing staff. Use these resources as a foundation, and individualize with your college information and program specifics.

Extent to which the planned expenditures impact and support these activities

Districts expenditures by activity are displayed in the table below.

Activity	Amount	%
Curriculum Development/Instruction	\$26,562,528	62.5%
Professional Development	1,735,589	4.1%
Counseling/Direct Services to Students	9,657,782	22.7%
Other *	2,933,846	6.9%
Administration	1,604,237	3.8%
	\$42,493,982	100.0%

*Expenditures reported in more than one category.

Results achieved from these activities for all students or targeted populations

Districts submit final reports that include an assessment of their core indicators and where funds have been spent. This process provides districts/colleges with the opportunity to review their programs and core indicators. Programs that are successful are identified along with those that require improvement. The final report helps districts/colleges review state goals and develop plans to address the areas that need to improve performance. In FY 2004-2005 districts/colleges spent 62.5% of their total allocation on curriculum development/instruction. The expenditures in this category helped ensure that programs stayed current and met the needs of employers. As a result, California exceeded its retention in employment goals for FY 2004-2005.

Impacts or expected impacts on the core indicators for all students or targeted populations

California Community Colleges met or exceeded performance in four of the six core indicators. The exceptions were placement and nontraditional completion. In previous years, academic achievement and skill attainment were not met. In FY 2004-2005 California achieved 84.7%, which was above the negotiated performance level and an increase from 2003-2004.

Implications for planning or revising improvement strategies for next program year

California exceeded its skill attainment, completion, retention and nontraditional participation goal for the general population. The analysis of final reports indicates that some members of special populations (Individuals with Disabilities, Economically Disadvantaged, Nontraditional Enrollees, Single Parents, Displaced Homemakers and Limited English Speakers) did not meet targeted levels for all of the core indicators. As a result, the Chancellor's Office will continue to focus on this area in the coming year. The JSPAC will be funded again and strategies to collaborate with other groups serving special populations will be undertaken. Efforts will be made to insure that all districts/colleges use special populations core indicators in the development of their annual plans. JSPAC activities such as core indicator workshops and specialized labor market information will help districts/colleges address the needs of special populations. As a result, California expects to meet all core indicator performance goals for all students.

Improvement Strategies Planned for FY 2005-2006

State Leadership Collaborative Projects will evaluate and assess core indicator performance for all students and make recommendations regarding improvement.

Districts/colleges will be asked to use core indicator performance data for program planning, development, and improvement on their Title IC application.

Districts/colleges will be encouraged and provided strategies to use research and assessment in their evaluation of core indicators and student learning outcomes to improve performance and accountability.

The Chancellor's Office will encourage curriculum development and improvement through the dissemination of successful projects, innovative ideas, and best practices.

Districts/colleges will be encouraged to develop public relation's strategies that highlight best practices.