

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: VO48A050005A

Tech-Prep Education: V243A050005

3. RECIPIENT IDENTIFYING NUMBER: 807480843

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

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, 2006

TYPED OR PRINTED NAME AND TITLE:

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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 2005-2006 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 2005-2006 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 ensure 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;
- Ensure 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 ensure 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 Economic Development and Workforce Preparation 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. Curriculum frameworks have been developed for the pathways and are scheduled for State Board review and approval in January, 2007. Each pathway combines rigorous academic and CTE courses directed to the preparation of students for immediate job placement and advanced education or training leading to a technical certificate, associate or advanced degree, or apprenticeship.

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 2005-2006 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 further refined for 2005-2006, resulting in a more complete and accurate reporting of the size, scope, and effectiveness of the State's secondary and adult CTE programs.

- The 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 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. All teachers attending the 2006 Conference received copies and an orientation on the CTE Quality Criteria.
- 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 continue to provide standards-based assessments, statewide. Teachers can access curriculum resources, assessments, and tutorials online through the California Virtual Enterprise System.
- The Business Education program developed a new Pathway Critical Component Self-Assessment Rubric that teachers and pathway teams can utilize to measure the level of implementation of 15 key factors necessary to plan and implement effective pathways. Assessment results are used for gap analysis and development of strategic pathway implementation plans.
- 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) continued to provide online assessments based on the National Skill Standards for Health Science Education programs to all health careers education sites interested in participation. This project provides students with the opportunity to receive national certification and participate in the HOSA National Recognition Award Project.
- The Health Careers Education, Public Services, and Business Education programs collaborated to develop a Career Education Pathway model to assess the status and progress of career specific pathway programs. A rubric and assessment instrument was developed and the model assessment process was implemented in LEA health careers and public services programs statewide through a competitive funding process.
- A Health Science Educators' institute was conducted in June, 2006 to provide 100 teacher teams with an opportunity to assess pathway status and develop a strategic plan for pathway improvement based on the pathway assessment model developed by various industry sectors.
- 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 2005-2006 efforts include (1) ongoing development and dissemination of Business and Marketing Education curriculum standards-based lesson plans/assessments, which address the

new CTE standards and also target the CAHSEE standards in Mathematics and English/Language Arts; (2) ongoing 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 and includes a CD of lesson plans, student activities, and resources to support subject-specific instruction for Internet and Computer Core (IC3) and Microsoft Office Specialist (MOS) Certification; (3) 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 (4) the revision and dissemination of a Health Careers standards alignment document, and the development and piloting of multiple units for Bioscience and Health Science through a local high school project and collaborative partnership with 17 states to develop and pilot 29 similar units of instruction for Health Science pathway programs.

- The 2005-2006 Arts Leadership Project team disseminated the approved CTE standards to teachers, administrators, faculty and industry in a variety of modalities and settings, including the Los Angeles Arts Commission, California Community Foundation, Digital Coast Roundtable Art and Technology Day, Multimedia and Entertainment Collaborative (multimedia and entertainment leaders from throughout the state), and the California Art Project. The team collected curriculum modules from exemplary Art, Media and Entertainment (AME) programs, drafted the AME frameworks, and obtained comments from industry and teachers on the draft. Other activities included providing field trips for faculty to AME workplaces; distributing AME materials, including the standards, drafted framework, and occupational profiles, to teachers and administrators; participating in the development of a new Irvine Foundation funded program to support CTE called ConnectEd; and representing AME on the CTE Facilities Bond Committee.
- The Health Careers program funded the development of a foundation course of instruction for pathway programs. The curriculum is aligned with the Career Technical Education Model Curriculum Standards and the academic core areas. The course has been piloted and will be implemented statewide.
- Model CTE curriculum standards for the State's 15 industry sectors were approved by the SBE in May, 2005. Model curriculum frameworks were developed in 2005-2006 to guide local agencies in implementing the standards. The frameworks will be submitted to the SBE for approval in January, 2007.
- A new Home Economics Careers and Technology Standards Implementation Guide was developed for Consumer and Family Studies. The guide delineates standards for exploratory programs (grades 7–8), foundation courses (grades 9–10), and concentration courses (grades 11–12). In addition, the guide provides information on how the instruction should be sequenced to prepare students for Home Economics Related Occupations Career Pathway capstone courses. Other HECT curriculum development activities conducted during the year include (1) the revision of existing curricula and resource documents to reflect the State-adopted CTE standards for industry sectors related to HECT, and (2) completion of frameworks for the following HECT-related pathways: Education, Child Development, and Family Services; Fashion and Interiors; and Hospitality, Tourism, and Recreation. Each framework includes suggestions related to implementing standards-based instruction, sequences of courses, recommended course titles, assessment, and career opportunities.
- The Career Pathway Guide and Model Curriculum Standards for the five Industrial and Technology Education industry sections (Building Trades and Construction, Energy and Utilities, Engineering and Design, Manufacturing and Product Development, and Transportation) are available online in support of standards-based curricula. Regional workshops on the development of

- 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.
- The California Career Resource Network (CalCRN) developed and piloted *The Real Game California*, California's version of the internationally popular career development curriculum. This curriculum will be implemented in the 2006-07 school year.

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 expanded and training in using the system and materials 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.
- Business Education continues to partner with the Business Education Resource Consortium (BERC) to develop and maintain the BERC website and database for business educators. The website is used to provide business educators with access to a wide range of instructional resources, assessments, technical assistance, and information updates.
- The California Virtual Enterprise Program continues to expand its online instructional resources and provide technical support for schools in the 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 225,000 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 and utilization of the California Resource Clearinghouse to disseminate outstanding practices and projects.
- The Agriculture Education web site was redesigned to improve access and use and expanded to include an increased number of resources for teachers and students.
- The web sites for HECT and Home Economics Related Student Organization (FHA-HERO) were expanded and modified to make them more user friendly and to enhance their utilization for disseminating critical curricula, professional development and programmatic information.
- Two Web sites, one developed by a statewide Industrial and Technology Education Consortium Project and the other by an affiliated professional organization, continue to 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

continues to operate a networking list serve that sends current and important information to over 4,000 educators and business and industry sponsors.

- California Career Resource Network launched the California CareerZone, an online career exploration tool to assist students in identifying careers of interest and then providing background information on the 900 O*Net careers. Occupational information is provided by the California Employment Development Department

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 (including Work Experience Education), innovative strategies, student leadership, career development and program certification. Business and industry representatives were involved in many of these professional development activities as participants, speakers, and sponsors.
- Over 200 conferences, workshops, and meetings conducted for Agriculture Educators during the year at the section, region, and state levels served over 700 teachers.
- 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, rigorous/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 Academies Conference regional meetings and Specialized Secondary Program Regional Meetings and Demonstration Days featured academic core integration, standards-based education, internships, special population services, and Creating Effective Career Development Programs Workshops; Business Demonstration Sites that highlighted Virtual Enterprise programs and best practices for current and prospective participants and other interested parties; 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. In addition, workshops were provided, statewide, to secondary and postsecondary programs on the use of local job market data resources and how to partner with the local workforce investment boards and economic development agencies within their regional configurations.
- A series of Business Education Inservice Workshops and a Summer Curriculum Development Institute were conducted to provide professional learning, curriculum development, and strategic program planning opportunities for individual teachers and pathway teams. Participants developed model standards-based lesson plans for business and marketing education programs and used the newly-developed Pathway Critical Component Self-assessment Rubric to complete strategic implementation plans for a model Business pathway.
- Pre-service agreements and meetings were continued between CDE and selected University of California and California State University campuses on the preparation of secondary school CTE teachers. Two concerns dominate all of these activities: (1)

providing for an adequate supply of new teachers and (2) ensuring that future teachers will have the levels of knowledge and skills required to function effectively in tomorrow's CTE classrooms.

- 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 1,200 teachers, administrators and industry partners via the Educating for Careers Conference which included the California Association of Health Careers Educators Conference. Fifteen additional technical assistance and resources workshops were provided to 100 teachers through the regional HOSA advisors workshops and the HOSA State Leadership Conference.
- HECT teachers participated in a variety of workshops, an institute and the annual statewide conference that focused on the Hospitality, Tourism and Recreation; Consumer and Family Studies; and Fashion and Interiors. Topics included, but were not limited to, planning and implementing standards-based curriculum, coherent sequences of courses, integration of academic and HECT content, establishing and operating effective advisory committees, and managing FHA-HERO co-curricular leadership and career development programs.
- Over 50 workshops and conferences were conducted in 2005-2006 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)

- In May, 2005, 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 2005-2006 program year continued to emphasize the integration of academic and CTE and the importance of qualifying secondary CTE courses to meet the a – g admission requirements of the University of California and the California State University systems. As noted in the following statements, all of the CTE program areas experienced significant increases in the number of LEA courses that received a – g approval during the 2005-2006 program year: 781 LEA Agriculture Education courses were approved, up 14.5 percent from 2004-2005; 148 HECT courses were approved, up 18.9 percent from 2004-2005; 491 Business Education courses were approved, up 16.9 percent from 2004-2005; 629 Health Career Education courses were approved, up 8.6 percent from 2004-2005; 365 Industrial and Technology Education Courses were approved, up 13.9 percent from 2004-2005; and 2,281 Art and Entertainment CTE courses were approved, up 15.2 percent from 2004-2005.
- Concepts from the Focused Approach to Standards and Testing Curriculum Guide were incorporated into Business Education workshops and the Summer Curriculum Development Institute. The goal is 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, are available to demonstrate the academic integration.

- Public Services and Health Career developed process and alignment templates to assist teachers, schools and districts align core academic and career technical standards to curriculum. A variety of statewide workshops were held as well as 4 national presentations.
- Business Education developed a series of Curriculum Assessment Matrices to align with the newly adopted CTE Standards. The goal is to provide teachers with tools to infuse the CTE standards in courses, while providing support and reinforcement of academic standards. The template has been disseminated throughout the State via workshops, the Summer Curriculum Development Institute, presentations at major education conferences, and online.
- 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 disseminated and provided technical assistance on the use of 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 15 workshops reaching 600 teachers and administrators.
- 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.
- California Career Resource Network resources were aligned with California's academic content and career technical education standards.
- Approximately 50 integrated performance activities (IPAs) are available online to Industrial and Technology Education professionals in 5 industry sectors. The IPAs may be accessed via the ITE statewide leadership web site.

Preparation for Nontraditional Training and Employment (Required)

- CDE and CCCCCO jointly used the mandated 2005-2006 State Leadership nontraditional training and employment funds to:
 - (1) Continue 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. JSPAC provides resources and workshops throughout the state regarding special population issues and strategies to increase nontraditional enrollment in CTE;
 - (2) Organize and coordinate the JSPAC's annual statewide Special Populations Conference which was attended by over 300 participants and focused on nontraditional students;

- (3) Provide more than 20 statewide workshops on nontraditional occupational recruitment strategies at K-12, adult education, community college and workforce training facilities;
 - (4) Customize the Nontraditional Careers 102 course to be part of the Advancement Via Individual Determination (AVID) program in northern California to increase the nontraditional awareness of the AVID students and
 - (5) Disseminate information and research on special population students related to nontraditional training and employment. (Information and research initiatives in 2005-2006 included: new publication of the "Men and Boys Today" and reprinting of "Girls and Women Today," pamphlets on the economics, earnings, and career realities of men and women and their status in nontraditional careers.
- CDE continued its representation on the California Apprenticeship Council's Blue Ribbon Committee on Women in the Trades.

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, including 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. State, regional, and local linkages were strengthened and new partnerships developed through a variety of projects with the California Workforce Investment Board (CWIB) and regional local workforce boards and economic development agencies. Examples: (1) Health Careers Education partnered with the CWIB to co-sponsor an Educators Institute to assess and improve Health Science pathways. (2) Statewide workshops were conducted with state and local workforce partners, postsecondary partners, business and industry partners, and regional and local economic development agencies to assist schools with the development of viable sequences of courses and program alignment with industry needs. (3) 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. (4) Business Education funded three demonstration sites that highlighted Virtual Enterprise programs and best practices for current and prospective participants and other interested parties. (5) A Health Science educator's workshop was held for 100 teachers and their industry partners to develop strategic plans for implementing career pathway models in Health Careers, grades 7 – 14. (6) A HECT two-day institute was conducted in collaboration with business and industry. The institute focused on the Hospitality, Tourism and Recreation Industry Sector with special emphasis on the food service and lodging facets. Both HECT program instructors and business representatives participated in the institute. In addition, industry representatives shared information on current trends, employment projections, desired skill and knowledge levels of entry level employees, available resources, and career advancement. A major hotel and famous attraction provided on-site tours. (7) More than five hundred business and

industry representatives served as judges and evaluators for FHA-HERO leadership and career development events and provided over \$80,000 in cash, scholarships and other awards for state-level competition.

- 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.
- Planning activities were initiated to develop in 2007 a Business Education State Advisory Group composed of industry and education representatives to provide input and assistance to strengthen programs and improve partnerships.
- The HOSA statewide industry advisory committee was expanded during the 2005-2006 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 staff and educational programs to provide a statewide professional development program for current and future secondary teachers of Consumer and Family Studies and Home Economics Related Occupations Career Pathway programs and for community college and university instructors, administrators, counselors, and business and industry representatives. (3) The ITE University Partners consisting of the professors and department chairpersons of California State Universities with Industrial Education majors and ITE teacher counseling programs along with community college representation and California Commission on Teacher Credentialing continues 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 representatives of state and national lodging associations to provide specialized industry-based training for secondary instructors of Hospitality, Tourism and Recreation career pathway programs.
- 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 281 current State-funded Partnership Academies. Though not required, career themes are evident in the 46 current State-funded Specialized Secondary Programs. All programs have partnerships with businesses in their local communities as part of their programs.
- 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

- 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.

Serving Students in State Institutions (Required)

- Over 25,000 students were served in 2005-2006 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. HECT staff from the School for the Deaf participated in professional development activities, including the use of interpreters, and received technical assistance provided by the CDE HECT Staff. Students from the School for the Deaf participated in FHA-HERO co-curricular leadership and career development activities at the region and state-levels. Interpreters were provided for the students to facilitate their involvement in the leadership activities.

Support for Special Populations (Required)

- The CDE and CCCCO 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 CCCCO 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 disseminated the Special Population Guide, "All Hands Raised," to all Perkins administrators and school districts in the state to help education providers identify and promote their special population services and policies in order to meet the Western Association of Schools and Colleges (WASC) accreditation criteria. The Guide is now 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 2005-2006, Health Careers Education developed a document titled Celebrating Diversity to increase program area staff understanding of the various cultural and physical needs and differences of student and community populations.

- Health Careers Education is continuing to revise a medical terminology document, which will be eventually be available in seven languages and available online. 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. Two workshops were held to provide the above resources and provide assistance in using the documents.
- 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 (CalCRN) provides support for career guidance and academic counseling programs designed to promote improved career and education decision-making. CalCRN operates the CA CareerZone and provides training to state and local educators regarding the use of CalCRN career development resources. The CareerZone is CA's first comprehensive state-level Web based career information delivery system and can be used by every California resident, students, parents, LEAs, state staff, etc.
- 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), Future Farmers of America (FFA), Future Homemakers of America-Homemaking Education Related Occupations (FHA-HERO), Health Occupations Students of America (HOSA), and SkillsUSA. Over 77,210 students (up 6,000 from 2004-2005) participated in these organizations in 2005-2006.

Funding: Ensure Effective Use of Perkins Funds. Increase Total Amount of Funds Available for CTE (State Plan Priority)

- A variety of professional development, technical assistance, and written communications are annually directed to ensuring LEAs awareness of are 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.

- Three noteworthy actions have been taken to increase LEA adherence to established federal and state guidelines for administering and using the Perkins funds, including (1) a revision of the annual LEA application for funds to include detailed information on the size, scope and quality of the programs to be assisted, the specific use of the funds to improve these programs, and planned actions to improve core indicator performance levels; (2) the implementation of an application review process that more closely examines each LEA's planned use of its funds; and (3) the assignment of CDE CTE and Adult Education staff to monitor each of the Section 131 and 132 recipients.

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) upgrading the State's student data system to enable the reporting of the student-level data required by Perkins IV; (3) increasing LEA understanding and use of core indicator data and required reports to improve programs; (4) improving the scope, quality, and effectiveness of the CTE programs as evidenced by the annual accountability reports; (5) increasing the information and technical assistance available to local administrators and teachers of CTE programs; (6) improving the State's system for monitoring LEA administration and use of allocated funds; and (7) continued collaboration with the CCCC to enhance the potential for articulated programs and to ensure timely, accurate reporting.

III. Distribution of 2005-2006 Funds and Local Educational Agency Participation

Basic Grant Funds (\$128,962,835)

Title I, Part A, Section 112(a)(3)-State Administration (5%) \$6,448,142

CDE	64%	\$4,126,811
CCCCO	36%	\$2,321,331

Title I, Part A, Section 112(a)(2)-State Leadership (8.884%) \$11,456,655

CDE	51%	\$5,842,894
CCCCO	49%	\$5,613,761

Title I, Part A, Section 112(a)(2)(A)-State Institutions (1%) \$1,289,628

CDE	50%	\$644,814 (Allocated to State Special Schools and the Department of CYA)
CCCCO	50%	\$644,814 (Allocated to the Department of Corrections)

Title I, Part A, Section 112(a)(2)(B)-Nontraditional Training and Employment (0.116%) \$150,000

CDE	0%	\$0
CCCCO	100%	\$150,000

Title I, Part A, Section 112(a)(1)-Local Assistance (85%) \$109,618,410

Divided between Title I, Part C, Section 131 (secondary) and 132 (postsecondary) programs based on the 44.19 percent secondary/55.81 percent postsecondary division of funds formula determined from a comparison of the CTE enrollments at the two levels in the Fall Semester of the 2003-2004 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 \$48,437,412. Postsecondary programs administered by adult schools, ROCPs, and community colleges received Section 132 allocations totaling \$61,180,998.

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 six LEAs received 2005-2006 Section 131 allocation notices. The 440 LEAs that elected to participate in the funding include 401 unified and union high school districts, 3 public charter school, 32 court and community schools operated by county offices of education, 3 State special schools, and the Department of CA Youth Authority. The 36 LEAs that elected to release their allocated funds include 15 unified and union high school districts, 20 county offices of education, and 1 public charter school.

A total of 349 Section 131 applications were received, 310 from LEAs filing separately and 39 from consortiums representing 130 LEAs.

A total of 25 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 2005-2006 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 2003-2004 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 2005-2005 Section 132 allocations totaling \$17,785,505. Community college districts received 2005-2006 Section 132 allocations totaling \$43,395,493.

Forty nine ROCPs and ninety one adult schools participated in the 2005-2006 Section 132 funds. Forty one applications were received from ROCPs and adult schools filing separately. Thirty-one applications were received from consortiums representing 99 ROCPs and adult schools.

All 72 of the State's community college districts participated in the 2005-2006 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 Perkins III and assist them with the development of the 2005-2006 local application and plan updates. Submitted applications were reviewed by assigned monitors and members of the Perkins staff to ensure compliance with the Perkins III, Section 135 and State-established quality criteria and quality indicators requirements of programs assisted with the funds. Emphasis was placed on planned activities for providing program access and support services for members of special populations.

Twenty six LEAs received on-site Categorical Program Monitoring (CPM) reviews designed to determine compliance with Office of Civil Rights and the Perkins III requirements-particularly those related to special populations.

IV. Accountability-Secondary and Adult Programs

A. Overall 2005-2006 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 below the adjusted performance levels for Core Indicators 1S1 (Academic Attainment) and 2S1 (High School Completion) which, as noted in subsection D, use the same measurement approach. California's adult programs exceeded the adjusted performance levels for each of the Core Indicators 1A1 (Academic Attainment), 1A2 (Skill Attainment-Program Completion), 2A1 (Completion), 3A1 (Placement), and 4A1 (Nontraditional Program Participation). The adult programs fell below the adjusted performance level for 4A2 (Nontraditional Program Completion).

Secondary Programs Conducted by Regular High Schools and Regional Occupational Centers/Programs

Indicator Code	Adjusted 2005-2006 Performance Levels	2004-2005 Achieved Performance Levels	2005-2006 Achieved Performance Levels
IS1-Academic Attainment	85.35 Percent	84.49 Percent	81.67 Percent
IS2- CTE Skill Attainment	47.84 Percent	49.84 Percent	52.63 Percent
2S1-School Completion (Diploma)	85.35 Percent	84.49 Percent	81.67 Percent
3S1-Total Placement	78.21 Percent	93.69 Percent	89.02 Percent
4S1-Nontraditional Participation	39.97 Percent	50.42 Percent	49.49 Percent
4S2-Nontraditional Completion	50.36 Percent	51.74 Percent	54.23 Percent

Adult Programs Conducted by Adult Education and Regional Occupational Centers/Programs

Indicator Code	Adjusted 2005-2006 Performance Levels	2004-2005 Achieved Performance Levels	2005-2006 Achieved Performance Levels
IA1-Academic Attainment	54.77 Percent	55.80 Percent	56.19 Percent
IA2-CTE Skill Attainment	54.77 Percent	55.80 Percent	56.19 Percent
2A1-Completion	54.77 Percent	55.80 Percent	56.19 Percent
3A1-Total Placement	44.47 Percent	86.13 Percent	84.10 Percent
4A1-Nontraditional Participation	47.02 Percent	64.88 Percent	63.42 Percent
4A2-Nontraditional Completion	59.58 Percent	56.51 Percent	57.46 Percent

Because of the LEA performance data October 15, 2006 due date, the State has not yet had time to determine if the deficiency rates for Core Indicators 1S1, 2S1 and 4S2 are actual or the result of inaccurately reported data. That determination will be made.

In the interim, the State will continue its efforts to improve LEA core indicator performance levels through the State Leadership activities described in Section II and the annual LEA application for funds. A section of the application identifies the State's adjusted level of performance for each core indicator and the LEA's achieved level of performance for the prior program year. The LEA application must provide, for state approval, a descriptive plan of action for improving its performance for each core indicator in which it failed to meet the State adjusted level.

B. 2005-2006 Performance Results for Secondary and Adult Special Populations and Program Improvement Strategies

IS1/2S1-Though slightly below the adjusted levels of performance for these two core indicators, the economically disadvantaged, displaced homemakers and limited English proficient exceeded the State's actual level of performance (81.67 percent) for these core indicators. The levels of performance for all of the other special population groups were within 7.57 percent of the adjusted level of performance.

IS2-Single parents, displaced homemakers and nontraditional enrollees exceeded the adjusted level of performance and the State's actual level of performance for this core indicator. The levels of performance for all of the other special population groups were within 13.29 percent of the adjusted level of performance.

2S1-Displaced homemakers and limited English proficient exceeded the adjusted and actual levels of performance for this core indicator. The economically disadvantaged level of performance was 2.41 percent below the adjusted level of performance. The remaining special population groups were within 9.19 percent of the adjusted level of performance.

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

1A1/1A2/2A1/3A1/4A1-Each of the adult education special population groups exceeded the adjusted level of performance.

4A2-Displaced homemakers, students with other barriers and limited English proficient exceeded the adjusted level of performance. The remaining special population groups were within 2.37 percent of the adjusted level of performance.

Reasons for Special Population Groups not reaching the Adjusted Performance Levels

CDE is, generally, 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 CTE program completion being the most obvious. Two major statewide actions were taken in 2005-2006 to improve special population student levels of performance for each of the core measures: (1) professional development and technical assistance directed at ensuring that the LEAs are correctly reporting special population enrollments, completions and placements; and (2) statewide professional development activities 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 levels of performance for 2005-2006 attest to the effectiveness of these activities. Similar activities will be conducted in 2006-2007 with the expectation of similar gains.

C. Definitions

Vocational Participant

A student enrolled in at least one CTE course.

Career Technical Education Program Concentrator

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

Career Technical Education Program Completer

A student who completes the capstone (final) course of a sequence of courses or units established for a CTE program or who successfully completes an industry-validated examination for a CTE program. A 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

Secondary CTE Programs

Core Indicator 1S1: Academic Attainment

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

Numerator: Number of 12th grade CTE program completers that earned a high school diploma by June 30

Denominator: Number of CTE program completers

Core Indicator 1S2: Technical Attainment

Percent of secondary CTE program concentrators that complete a CTE program

Numerator: Number of 12th grade CTE program completers

Denominator: Number of secondary CTE program concentrators

Core Indicator 2S1: High School Completion

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

Numerator: Number of 12th grade CTE program completers that earned a high school diploma by June 30

Denominator: Number of CTE program completers

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

Numerator: Number of 12th grade CTE program completers placed in military, advanced education or training, or employment

Denominator: Number of 12th grade CTE program completers

Core Indicator 4S1: Nontraditional Program Participation

Percent of secondary CTE program concentrators enrolled in nontraditional programs as defined in Section 3 (17) of Perkins III

Numerator: Sum of secondary males and females enrolled in advanced courses of nontraditional CTE programs

Denominator: Sum of secondary males and females enrolled in all advanced courses of all CTE programs

Core Indicator 4S2: Nontraditional Program Completion

Percent of secondary CTE nontraditional program concentrators that complete these programs

Numerator: Sum of secondary males and females that complete nontraditional CTE programs

Denominator: Sum of secondary males and females enrolled in advanced courses of nontraditional CTE programs

Adult CTE Programs Conducted by Adult School Agencies and ROCPs

Core Indicator 1A1: Academic Attainment

Percent of adult CTE program concentrators that complete CTE programs

Numerator: Number of adult CTE program completers

Denominator: Number of adult CTE program concentrators

Core Indicator 1A2: Skill Proficiencies

Percent of adult CTE program concentrators that complete CTE programs

Numerator: Number of adult CTE program completers

Denominator: Number of adult CTE program concentrators

Core Indicator 2A1: Completion

Percent of adult CTE program concentrators that complete CTE programs

Numerator: Number of adult CTE program completers

Denominator: Number of adult CTE program concentrators

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

Numerator: Number of adult CTE program completers placed in military, advanced education or training, or part-time or full-time employment

Denominator: Number of adult CTE program completers

Core Indicator 4A1: Participation in Nontraditional Programs

Percent of adult CTE program concentrators enrolled in nontraditional programs

Numerator: Sum of adult males and females enrolled in advanced courses of nontraditional CTE programs

Denominator: Sum of adult males and females enrolled in all advanced courses of all CTE programs

Core Indicator 4A2: Completion of Nontraditional Programs

Percent of adult CTE nontraditional program concentrators that complete CTE programs

Numerator: Sum of adult males and females that complete nontraditional CTE programs

Denominator: Sum of adult males and females enrolled in advanced courses of nontraditional CTE programs

E. Improvement Strategies

Activities completed

Approved state plan priorities and leadership activities conducted in the 2005-2006 program year focused on standards and curriculum framework 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 restricted to CDE-approved 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 Perkins III and the State-established CTE quality criteria and quality indicators.

Results achieved from these activities for all students or targeted populations

During the 2005-2006 program year, model CTE curriculum frameworks were developed to guide local agencies in the implementation of the model CTE standards approved by the SBE in May, 2005. The frameworks will be submitted to the SBE for approval in January, 2007. Implementation of the frameworks is expected to improve State and LEA level performance for each of the core indicators. Also, though not highlighted in the 2005-2006 program-year CTE enrollment and program completion data, significant improvements made in selected industry sector programs 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 continuing and 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 2006-2007 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 by Perkins IV 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

N/A

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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) funds is to develop the academic, vocational, and technical skills of secondary students and postsecondary students who enroll in Career Technical Education (CTE) 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 CTE, including Tech Prep; and
- Establishing a state accountability system.

The Chancellor's Office of the California Community Colleges (COCCC) used VTEA State Leadership Title IB 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 COCCC 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 VTEA provisions (Public Law 105-332) and the Career Technical Education policies adopted by the Board of Governors of the California Community Colleges.

The COCCC also used VTEA funds to address the CTE State Leadership Priorities listed below.

Performance Accountability-Research and Assessment

Funds were used for professional development of faculty, counselors, researchers, and administrators in the collection, analysis, and use of data, learning outcomes, and research for program improvement planning. Additionally, workshops focused on how to build and maintain a culture that supports data and research driven program improvements. Seventeen workshops and two conference sessions were conducted that served over 976 participants from 71 community college districts. Workshop outcomes research demonstrated a transformation to data-driven program improvements and a strengthening of a culture of inquiry and evidence on many of the participating campuses.

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 CTE programs and enhance classroom and work-based instruction.

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

One of the state priorities identified in 2001-02 was to fund six statewide discipline/industry collaboratives for two years. Because of the successes of these collaboratives in facilitating high quality CTE programs across the state, the COCCC has continued the funding. The six statewide discipline/industry collaboratives currently funded 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 CTE programs/instruction in the specific discipline/industry cluster that they represent. The COCCC 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 CCCCCO 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 COCCC used \$1,805,000 of Perkins III 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 CTE 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 COCCC used \$380,000 of its Perkins III funds to fund ten statewide advisory committees. The purpose of the funds was to develop the academic and career technical skills of postsecondary students enrolled in CTE programs. Funded activities included,

- Continued development of challenging academic standards within CTE programs at the colleges,
- Promotion of services and activities that 1) integrate academic and career technical instruction and 2) link secondary and postsecondary curriculum,
- 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 CTE including Tech-Prep, and
- Assisting with a review of student outcomes in subject area disciplines.

Report on Non-Traditional Funds/Special Populations

For the sixth year, the California Department of Education (CDE) and the COCCC each contributed \$75,000 (for a total of \$150,000 of VTEA Leadership Funds) to provide state leadership for training for nontraditional careers, especially focusing on students from special populations. The funds were used to support the Joint Special Populations Advisory Committee (JSPAC) to:

- Provide information and policy recommendations to facilitate statewide planning;
- Identify professional development needs and implement strategies for addressing those needs;

- Identify and implement needed research regarding nontraditional and special population students;
- Identify and develop appropriate public relations materials and strategies;
- Identify and disseminate information regarding effective strategies, programs, and techniques for serving special population students; and
- Facilitate articulation with other programs and service providers to address the needs of nontraditional and special population students.

The 30-member JSPAC is comprised of individuals who have expertise in serving students pursuing careers nontraditional to their gender as well as the other special populations target groups. The committee is comprised of up to ten members representing the CDE to include K-8, secondary, Regional Occupational Programs/Centers, and adult education; up to ten members representing the California Community Colleges; and up to ten members who represent private and public sector groups, including representatives from industry, labor, professional organizations, community-based organizations, affiliated agencies, and/or four-year universities.

During 2005-2006, three statewide JSPAC meetings were convened, in addition to six subcommittee meetings to help complete work plan objectives. The JSPAC continued to broaden its outreach efforts through its website located at www.jspac.org by making resources available online to all constituents interested in serving the needs of nontraditional and special population students.

The highlight of the program year was the JSPAC annual Leadership Training and Conference held February 22-23, 2006 in Sacramento. The theme of the event was “Careers Have No Gender: Success Has No Limits”, featuring Donna Milgrim, the Executive Director of the National Institute for Women in Trades, Technology and Science (IWITTS), as the primary trainer. Aimed at technology instructors, school administrators, counselors, school-to-career, tech prep, and equity coordinators, the training helped attendees develop a plan for recruitment and retention of students into occupational training nontraditional to their gender, and also helped participants acquire proven recruitment and retention strategies. It showed them how to excite and engage students by teaching to various learning styles, and overcome their fears by incorporating bridge activities into the curriculum. The second day of the conference featured a variety of break-out sessions, ranging from marketing to serving formerly incarcerated students. The conference was well attended with 276 participants.

During 2005-2006, the JSPAC sponsored training workshops presented at the California Community College Administrators of Occupational Education (CCCAOE) fall and spring conferences, in addition to 27 regional workshops attended by community college and K-adult educators. The major research product funded by the JSPAC in 2005-2006 was All Hands Raised: Focus on Learning for Students from Special Populations: Activities Aligned with the Western Association of Schools and Colleges/California Department of Education Joint WASC/CDE) Focus on Learning Accreditation Criteria. This document presented a chart of each of the WASC/CDE accreditation criterion accompanied by relevant Carl D. Perkins Vocational and Technical Education Act activities for students from special populations. A copy of this publication is available at: http://www.jspac.org/repository/wasc_internet_version.pdf

For the third year, the COCCC renewed a VTEA State Leadership grant to West Hills Community College District to continue the Special Populations Collaborative Project. The initial goal of this project was to first, survey all California Community Colleges regarding the barriers to providing services to special population students and second, to identify and validate effective practices. Full report available at www.jspac.org and www.vteabp.org

During 2005-2006, the project identified 13 additional California community college effective practices for serving nontraditional and/or special population students, bringing the total number documented by the project to 70. These programs are described at http://www.vteabp.org/special_pop.htm

To meet the continuing research objectives, the project staff analyzed the California Community College Core Indicator Data for each special population group from 1998 forward and reported findings in both text and graphs. By customizing this data to the specific audiences, project staff has collaborated with five statewide advisory committees, including the JSPAC, and conducted 19 workshops attended by members of 82 postsecondary and 89 secondary institutions and 59 public/private organizations.

Department of Corrections and Rehabilitation

The Department's career technical education delivery system consisted of more than 295 career technical shops providing instruction in 13 distinct occupational fields. As of August 31, 2006, there were approximately 9,450 inmates enrolled in the California Department of Corrections and Rehabilitation (CDCR) career technical education classes.

2005-2006 VTEA Expenditures

During the 2005-2006 program year, the CDCR expended \$643,464.93 of the Carl D. Perkins VTEA grant funds on career technical education programs for adult male and female inmates.

- **Equipment Items:** Approximately \$485,222.02 was expended to procure approximately 27 computers, 4 printers, refrigeration trainers, and new technology welders. Approximately \$12,500.00 was expended on the purchase of application software, supplies and materials. Over 2,000 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 enhanced student training:
 - 27 Computers
 - 136 Equipment Items
 - 4 Printers
 - 33 Computer Software Programs (Mill & Cabinet, Windows, MSOffice, Refrigeration, etc.)

- **Staff Development and Certification Testing:** Approximately \$88,422.91 was expended to support instructor registration fees, student certification and testing fees, travel, and per diem for in-service training workshops. Over 104 career technical

instructors attended a variety of workshops, seminars, conferences and on-line training for professional growth during the fiscal year. The following is a composite of the training courses and staff development conducted this fiscal year:

- 69 Training courses attended/used
 - 58 Staff development / informational meetings
 - Curriculum revisions / evaluations
 - Advisory Council meetings
 - National Center for Construction Education and Research (NCCER) Craft Training
- **Certifications for Staff and Students:** The CDC is also actively involved in promoting nationally recognized certifications and apprenticeships as a means to validate training programs. The following certifications were issued:
 - 173 ASE/ACT (Automotive Service Excellence/Air Conditioning) Certifications
 - 39 CSS/CET/CETA Computer/Electronics Technician Certifications
 - 333 NCCER (National Craft Assessment and Certification) Level Completions (5543 Module Completions)
 - 6 AWS (American Welding Society) Entry Level
 - 295 Core
 - 6 HVAC
 - 4 Masonry
 - 13 Painting
 - 3 Plumbing
 - 1 Residential Electrical
 - 5 Welding

Program Reviews

Twenty institutions' career technical 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 curriculum compliance reviews, an inventory of all VTEA equipment purchased over the past 5 years was conducted.

Certificates and Course Completions for Career Technical Education Students

Within the career technical education department for the 33 institutions, there have been approximately 17,897 Certificates of Achievement for individual completed competencies and 2,978 Certificates of Completion issued to the students for completing career technical course work.

Students with Disabilities

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

Implications for Next Fiscal Year (2006-07)

The existing Statewide Advisory Committee structure, functions, and guidelines for operation were reviewed during the 2005-06 fiscal year (FY) as specified 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:

Academic Skill Attainment (1P1)

All categories “Met or Exceeded” performance targets except: American Indian or Alaska Native; Black, non-Hispanic; Hispanic; Individuals with Disabilities; and Economically Disadvantaged.

Technical Skill Attainment (1P2)

The following categories “Met or Exceeded” performance targets: Female; Asian or Pacific Islander; White, non Hispanic; Unknown/Other Ethnicity; and Limited English Proficient.

Completions (2P1)

All categories “Met or Exceeded” performance targets except: Male, Gender Unknown, American Indian or Alaska Native, Hispanic, and Unknown/Other Ethnicity.

Placement (3P1)

Only Male, Gender Unknown, Hispanic, and Unknown/Other Ethnicity student categories “Met or Exceeded” the negotiated targets.

Retention (3P2)

No categories “Met or Exceeded” the negotiated targets.

Nontraditional Participation (4P1)

All valid categories of students exceeded targets except Male and Unknown/Other Ethnicity.

Nontraditional Completion (4P2)

All valid categories of students exceeded targets except the Male and Tech Prep categories.

The performance targets negotiated and set for California Community colleges were extremely aggressive given the economic condition of the state and the rapidly increasing registration fees in community colleges during the period under examination. The impact of the state budget crisis and a nearly doubling of registration fees in fall 2004, although evident across the whole student population, was most particularly evident in the economically disadvantaged skill attainment measure. The economically

disadvantaged students experienced a nearly 3.7 percentage point decline from the prior year in successful course completions as indicated by a GPA of 2.0 or higher compared to declines of less than one percent for most other categories.

Intersecting environmental pressures such as dramatic demographic and economic shifts are creating challenges for California in maintaining the high levels of performance that occurred in recent years. The 2003-04 and 2004-05 program year (students in school in 2001-02 and 2002-03 respectively) had a high number of students reported as successfully completing courses (attaining the skills offered in those courses) and completing programs. California saw the highest skill attainment rate in over ten years in the 2003-4 program year and maintained that level in the 2004-5 program year. Those high levels of performance (84.73% and 84.70% respectively) occurred during a period when California was experiencing the highest unemployment in a decade at 6.9% for most of 2003. With the scarcity of employment, students tended to stay in classes at higher rates than usually seen during periods with better labor market conditions. At the same time, students coming to community colleges in California are increasingly in need of financial support to remain in school and increasing numbers of economically disadvantaged students are enrolling in Career Technical Education. Fee increases were implemented in 2003 and again in 2004 due to the state budget crisis further exacerbating the efforts of those students.

In the 2005-06 program year, the economically disadvantaged counts were double the numbers in 2002-03 and 2003-04 and comprised nearly 43% of the CTE student population measured in the skill attainment and program completion measures (1P1, 1P2, and 2P1). Although twice as many economically disadvantaged students were successfully completing coursework (and maintaining a GPA higher than 2.0) and a third more were completing programs than just three years before, even greater numbers were not successfully completing courses which resulted in lower skill attainment rates. Males, particularly Hispanic males, increasingly left without completing programs as labor markets improved as is shown in the placement rate section below (they were the only groups meeting the employment targets). Even though California is making concerted efforts to retain those students as the economy improves, such as significantly increasing the state investment in financial aid and expanding access to academic support services, developmental education, and high-skill-high wage training programs, the economically disadvantaged students continue to have lower course completion rates than any other special population and males leave for employment at higher rates than females.

The three year average calculation used to set the performance targets ignores the economic pressures impacting student retention in courses which impacts student grades, GPA, and program completion while it also does not consider the impact of record high performance. While the economy in California has begun to recover, the recovery remains sluggish through 2006 and job growth remains well below that seen in other post WW II periods of expansion. Detailed analysis of job growth by industry shows the greatest growth in jobs for the least educated creating additional incentives to leave school for available employment for students at the lower levels of the economic ladder.

The Placement rate has continued to fall along with the CA employment rate (placement has a one year lag with the California employment rate). The target was ambitiously set at the prior year's actual placement rate even though the California rate was continuing to fall and the size of the lowest performing group (i.e., the economically disadvantaged cohort) continued to grow. The

current demographic shifts in the student population along with increasing numbers of students coming to community colleges unprepared for school or work and the previously mentioned slow growth of high-skill-high-wage jobs in California creates a tremendous challenge to meeting current targets for placement and retention rates. California is spending significant amounts of state funds in 2006-07 to increase the effectiveness of developmental education in community colleges in an effort to help this growing population of under-prepared CTE students succeed at higher rates.

Given the unemployment rate in California did not begin to decrease until February 2004 and did not fall below 6% until January 2005 or below 5.8% until March 2005, it is not surprising that only Male, Gender Unknown, Hispanic, and Unknown/Other Ethnicity student categories “Met or Exceeded” the negotiated target of 82.07% level for placement or that no categories “Met or Exceeded” the negotiated target of 83.48% for employment retention.

In 2001-02 and 2002-03, however, California unemployment rates began to rise from below 5% in 2001 to 6.9% by Jan 2003. Students already in school stayed in school to complete courses and programs which created a record high successful completion rates reported in 2002-03 program year. During 2003, California unemployment rates held steady at about 6.9% from January until October 2003 when employment finally started to slowly increase. By Fall 2004, unemployment in California had been reduced to 6.1% and by Spring 2005 the rate had fallen below 6% for the first time since September 2001.

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
CA Employment Rate	92.7%	93.6%	94.0%	94.8%	95.0%	94.6%	93.3%	93.2%	93.8%	94.6%
CA Unemployment Rate	7.3%	6.4%	6.0%	5.2%	5.0%	5.4%	6.7%	6.8%	6.2%	5.4%

During this same post 2000 period, the California budget crisis began to impact the community colleges. The state implemented fee increases beginning in Spring 2003 with an increase from \$11 - \$18 per credit and then increased again in Fall 2004 to \$26 per credit. Students began leaving community colleges in increasing numbers. Community colleges lost enrollments with each increase in the 2002-3 and 2003-4 academic years. Over 300,000 less students attended community colleges in Fall 2004 than did in Spring 2002. CTE concentrators who left CCCs increased by 4,000 each year from 60,376 in 2002-03 program year to 68,337 in 2004-5. Although the number leaving with degrees and certificates also increased, the increase was not as rapid as those leaving without successfully completing courses, certificates or the degree. And, economically disadvantaged students with the most need for attaining job skills were unable to stay in school and were leaving school to find an increasingly constricting job market.

The California Community Colleges (CCC) reported employment growth each year beginning in the 1997-98 program year. That growth peaked in the 2001-02 program year at 84.90% along with the California Employment rate of 95.0%. California continues to have a jobless recovery which began in late 2003 and the increasing unemployment is reflected in the Placement outcomes. The prior baseline of 82.69% and target of 83.19% were set during a period of economic growth in California. Since the economic downturn in 2001, however, community college students continue to find employment scarcity when leaving school. And with each successive performance negotiation, baseline averages included years from those peak employment periods. CCC will be challenged to regain those high employment rates given the declining employment availability in California. California employment

rates continued to fall until 2004 when in February 2004 employment began to stabilize and rates started increasing slowly as shown in the table above. The employment outcomes for these students occurred during the 2004-05 fiscal year when employment was just beginning to recover in the state.

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 only females, whites, and Limited English Proficient groups had technical skill attainment levels above the negotiated level and all categories were above the negotiated levels for completion except Male, American Indian/Alaskan Native, and Hispanic groups, placement rates continued to decline slightly for most groups at -0.32 points lower than the prior year for the total population. We attribute this to the persistent downward trends in the economy. Over half of the categories, ten of seventeen, had decreases in placement rates over prior year rates with only two, Males and Hispanics above the negotiated target. Only two categories increased retention in employment rates over the prior year resulting in none of the seventeen categories being above the negotiated target. Consistent with the stagnant economy and limited employment opportunities of 2004-05, a slight decrease in the percentage of student leavers both finding employment (-0.32 points) and being retained in employment (-1.75 points) 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 2004, 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 2004-2005 and 2005-2006, the nontraditional participation rates have continued to increase with all categories exceeding the performance targets except Male and Unknown/Other Ethnicity groups. Even with the jobless recovery of recent years, and flight of nontraditional students for more traditional programs has slowed as the proportion of nontraditional completions shows with a 2.14 percent point increase. Only the Male and Tech Prep student categories did not met the performance target. With the brighter economic outlook for 2005-2006 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.

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. Activities and services are being developed that will improve programs and strengthen the academic and career technical skills of students resulting in increases in future "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 career technical 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 2004-2005 enrollments)

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

Concentrator (1P1& 1P2) (Uses 2004-2005 enrollments)

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

Concentrator (2P1, 3P1, 3P2 & 4P2) (Uses students last enrolled in 2003-2004)

Concentrators are defined as students who: 1) successfully completed a minimum threshold of 12 or more credit units of related coursework in a career 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 CTE 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) where specific job skills are learning objectives of the courses. 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.

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 any 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 found at 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 a California public four-year university 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 public four-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:

Section I: 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 (T.O.P) Code: This section requires that districts describe VTEA IC funded activities accomplished to improve or expand CTE 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 CTE 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

During 2005-06 Allan Hancock used Perkins I-C funds to provide professional development related to nursing leadership to all full-time faculty members. The college participated in outreach activities with local high schools through informational sessions for prospective nursing students. The college purchased instructional equipment to support the curriculum and the program expended by 5 students in response to the nursing shortage.

Antelope Valley College

A new course was developed, funded and offered in Aerospace Workplace Issues and Ethics in both the Fall and Spring semesters for 2005-06. This course incorporated actual case studies from Lockheed and Northrop and was instrumental in stressing the proper workplace attitudes as well as skills. The program produced its first certificate completers with nine (9) students. Two of these students were women within the categories of special populations and nontraditional occupations who graduated with certificates of achievement and were employed by Lockheed Martin Aeronautics. Subsequent reporting from Lockheed is that the students hired from the program were well prepared technically and are excellent employees. Other graduates were hired by Scaled Composites who reported similar satisfaction.

Antelope Valley has consistently used VTEA funds to update their nursing RN and LVN programs. Their subsequent accreditation visit by the Board of Registered Nursing and the Board of Vocational Nursing and Psychiatric Technicians resulted in four-year accreditations. Perkins funded the coordination of a skills lab which is being credited for the fact that the attrition rate has dropped by 5% within Nursing Science 101.

Additionally, State Leadership funds support an online resource center for Work-based learning, which has proven to be exemplary by virtue of high use statistics and comprehensive content. The center is available at <http://www.wblconnections.com/>. Among the strengths are email "Quick Tips" "blasts" which go to a massive recipient list of faculty and other interested parties.

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	\$27,501,442	61.9
Professional Development	1,648,568	3.7
Counseling/Direct Services to Students	10,887,034	24.5
Other *	2,776,799	6.2
Administration	1,642,751	3.7
	\$44,456,594	100%

* Expenditures that were reported in more than one category.

Results achieved from these activities for all students or targeted populations

Districts submit final reports that include expenditure reports and an assessment of their core indicators of performance. 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 2005-06 districts/colleges spent 61.9% 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. California's actual placement for FY 2005-06 was only slightly below the adjusted level of performance.

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 seven core indicators with Technical Skill Attainment, Employment and Employment retention falling below negotiated levels. As previously mentioned in the performance sections, the core indicator performance targets were set using averages that included ten year performance highs and resulted in extremely aggressive targets during difficult economic times. As the economy improves and the postsecondary system continues to strengthen both the academic and technical skills of their students, all of the indicators should be moving back toward the high performance numbers achieved before the fiscal crisis.

Implications for planning or revising improvement strategies for next program year

California exceeded its placement 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 ensure that all districts/colleges use special population 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 CTE students.

Improvement Strategies Planned for FY 2006-2007

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 provided strategies and encouraged 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 adopt and disseminate best practices and develop public relation's strategies that highlight them.