

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: VO48A060005

Tech-Prep Education: V243A060005

3. RECIPIENT IDENTIFYING NUMBER: 807480843

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

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 26, 2007

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 (hereafter referred to as Perkins III) 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].

This document was developed to provide the U. S. Department of Education with requested information on the State's administration and use of the 2006-2007 Perkins III funds, including descriptions related to State's governance structure, the state leadership activities conducted, the in-state distribution of the funds; and degree to which the State's Career Technical Education (CTE) programs achieved established performance levels for the various core indicators. The information provided reflects the joint administration of the funds by the California Department of Education (CDE) and the California Community Colleges Chancellor's Office (CCCCO). Separate Section II(A&B), Section III(A), and Section IV reports are provided to clarify the secondary and adult CTE programs and activities conducted by the CDE and the postsecondary (community college) CTE programs and activities conducted by the CCCCCO.

I. STATE ADMINISTRATION

A. Sole State Agency and Governance Structure

California Education Code Section 12053 designates the State Board of Education (SBE) as the sole state agency responsible for the administration of the State's CTE program as defined 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 (MOU) approved by both boards.

The Joint Advisory Committee on Career Technical Education (JACCTE) is an advisory committee created by the Education Code Section and MOU to ensure shared SBE and BOG planning and coordination of CTE in California and to provide a forum for the discussion of policies and procedures related to the federal CTE 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 offices of 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 distributed to the community colleges, 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 CTE funds received by the State: State Treasurer's Office, State Controller's Office, Department of Finance, the 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 CTE 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. The fifty-eight career pathways identified for the 15 sectors are the focus of the local programs. Model CTE and Academic Curriculum Standards and Framework have been developed and approved for the pathways. 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

A. & B. Summary of Required and Permitted Activities Conducted by the CDE in 2006-2007 to Improve and Expand Secondary and Adult CTE Programs

Perkins III requires that 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 2006-2007 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* and the Governor's Career Technical Education Initiative (Senate Bill 70) which supplemented Perkins funds with state funds to:

- expand CTE opportunities for middle school and high school students;
- improve linkages between the CTE curricula of high school districts, ROCs, and community colleges;
- create partnerships between education and business and industry to ensure that CTE programs are current and relevant; and
- provide sufficient and competent CTE staff and services to prepare the State's future workforce.

Major activities and accomplishment 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 in 2006-2007,

resulting in a more complete and accurate reporting of the size, scope, and effectiveness of the State's secondary and adult CTE programs.

- Secondary agriculture education programs were assessed against 15 state-adopted Agriculture Education standards and 9 State CTE quality criteria to determine their eligibility for State Agriculture Education Incentive Grant funds.
- 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. Strategies for using the criteria for program assessment, planning, and recognition were shared with HECT teachers at six profession development activities.
- New competency profiles (standards-based assessment instruments) were developed for consumer and family studies and for the career pathways of Child Development; Education; Fashion Design, Manufacturing and Merchandising; Food Service and Hospitality; Hospitality, Tourism and Recreation; and Interior Design, Furnishings, and Maintenance. The competency profiles were distributed at all workshops and major conferences.
- The three online assessments developed for Business and Marketing Education students: Business Education Core Assessment Project (BECAP - Foundation Standards); Assessment of Skills and Knowledge (A*S*K*) for Marketing, Sales, Service Industry Sector; and the 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, <http://www.virtualenterprise.org/>
- The Business Education program's Pathway Critical Component Self-Assessment Rubric were used by teachers and pathway teams to measure the level of implementation of 15 key factors necessary to plan and implement effective pathways. Assessment results were used for gap analysis and development of strategic pathway implementation plans.
- The Health Careers and Public Services Education program continued to work on the development of 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 300 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.
- The 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 was a major focus of the 2006-2007 curriculum development workshops conducted by the units which included:

(1) development and dissemination of standards-based lesson plans/assessments for Business and Marketing Education which address the new CTE standards and also target the CAHSEE standards in Mathematics and English/Language Arts; (2) development of curriculum for the 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) dissemination of a HECT core curriculum that serves as a foundation for entry into that program area's eight HECT career pathways; (4) development and dissemination of a Health Careers standards alignment document; and (5) 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 Arts Leadership Project team continued to disseminate 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 launched an online Arts/Media Resource Map which identifies and provides information on Arts, Media, and Entertainment (AME) programs throughout the state, reviewed curriculum modules from exemplary AME programs, 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. The team began work on an integrated curriculum project for California AME in collaboration with ConnectEd and the Educational Design Center in Boston, MA. CDE staff provided field support on the CTE Facilities Bond application process and worked with the Community College Chancellor's office to strengthen curriculum articulation.
- Model curriculum framework developed to guide local educational agency implementation of the new Model CTE Curriculum Standards for the State's 15 industry sectors were approved by the SBE in January, 2007.
- The HECT resource, *Consumer and Family Studies Standards Implementation Resource Guide, Grades 7 – 12*, was updated and disseminated to teachers during statewide conferences and workshops. The resource document includes a crosswalk for CTE Model Curriculum standards Foundation Standard #10 found in each of the three HECT-related industry sectors-- Education, Child Development and Family Services; Fashion and Interior Design; and Hospitality, Tourism, and Recreation – to the CFS Resource Document.
- A resource identifying recommended course titles for secondary Home Economics Careers and Technology Education courses – Consumer and Family Studies and each of the nine Home Economics Related Occupations Career Pathway programs—was developed to assist in the development of a coherent sequence of courses as well as to enhance articulation with postsecondary programs.
- The Career Pathway Guide and Model Curriculum Standards for the five Industrial and Technology Education industry sectors (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 integrated performance activities were continued in 2006-2007. Additional integrated performance activities were added to the statewide leadership web site for teacher and curriculum planner access. Regional conferences on curriculum

initiatives, including standards-based curricula development, were held throughout the State. Additional regional conferences are planned for 2007-2008.

- Thirty-four CTE course articulation templates were initiated (12 were completed) through the Statewide Career Pathways: School to College Articulation Project funded through the Governor's CTE Initiative.
- Fifteen new hands-on, standards-based integrated performance activities were developed for Industrial and Technology Education classroom use to supplement the new CTE standards. These activities are designed for use in grades 7-14.
- The California Career Resource Network (CalCRN) continued the implementation of *The Real Game California*, California's version of the internationally popular career development curriculum. During the year, CDE entered into a MOU with the CCCCO to utilize Governor's CTE Initiative funds to enhance the implementation of the curriculum. The additional funds will enable Network staff to expand the marketing and outreach of the curriculum which is designed to provide students with knowledge of the world of work and improve career and technical education decision making.
- The CTE Online project supported with Perkins funding was expanded in 2006-2007 to include the CTE Standards. This web-based online tool enables CTE instructors, academic instructors and curriculum development specialists to identify course elements aligned with the CTE standards, support academic standards and improve student ability to pass the CAHSEE, and promote improved standardized test scores. The CTE Online team presented at over 10 conferences and held over 20 half-day and full-day training sessions for California Association of Regional Occupational Centers and Programs (CAROCP), California Industrial Technology Education Consortium (CITEC) and California Association of Leaders in Career Preparation (CALCP) attendees, in addition to responding to numerous requests for personalized training sessions for local education agencies.

Expanding the Use of Technology (Required)

- Each of the CTE program units enhanced its Web site and trained teachers and administrators on the use of the respective Web sites 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 continued its partnership 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 continued the expansion of its online instructional resources and provided technical support for schools in the industry sectors of Finance and Business, Information Technology, and Marketing, Sales, and Service.
- Health Careers Education continued its collaborate effort 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, Health Careers Education 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 teacher and student access and use, and expanded to include an increased number of resources.
- The web sites for HECT and the related Career Technical Student Organization, FHA-HERO, were updated to increase the programmatic and curricular information available, and modified to make them more user-friendly.
- Flash drives with CTE Model Curriculum Standards for three HECT-related Industry Sectors and Consumer and Family Studies were prepared and disseminated to current and future HECT instructors, teacher educators and administrators.
- Information for FHA-HERO chapter affiliation and management was prepared and distributed on CD ROMs and an electronic system was implemented for the submittal of Competitive Leadership and Career Development Event entries.
- The Web site developed by the Industrial and Technology Education Consortium Project continued 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. The Consortium continues to operate a networking list serve that sends current and important information to over 4,200 educators and business and industry sponsors.
- Two California Career Resource Network Web sites were updated. The California CareerZone provides three assessment tools to assist students in identifying careers of interest and provide them with background information on the 900 O*Net occupations. The California Reality Check provides a budgeting exercise to assist students in understanding the link between occupations, education and lifestyle choices. 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 Agriculture Education conferences, workshops, and meetings conducted during the year at the section, region, and state levels served over 700 teachers, counselors, and administrators.
- 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 that focused on e-technology to deliver small business/entrepreneurship, economics and e-commerce; California Partnership Academy regional meetings and Specialized Secondary Program Regional Meetings and Demonstration Days that featured academic core integration, standards-based education, internships, special population services, and Creating Effective Career Development Programs Workshops; Business Education 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 model Business pathways.
- Three hundred fifty faculty, teachers and counselors participated as teams in “externships with businesses” to learn current workplace practices and skill requirements through 28 professional development grants funded by the Governor’s CTE Initiative.
- 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 dominated 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 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 continued 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 three statewide newsletters.
- Over 425 CTE and academic teachers and other school site personnel participated in the 12 statewide CTE Model Curriculum Standards workshops conducted by Health Careers Education and Public Services which focused on pathways for student success and Health Science pathway assessment and rubric development. Thirty-two Health Careers administrators participated in a similar conference conducted in conjunction with the Statewide California Association of Adult Educators’ Conference in San Francisco.
- Two hundred fifty teachers and administrators participated in the second annual Health Science Educators’ Institute conducted by Health Careers Education and Public Services. Fifteen additional technical assistance and resources workshops were provided to 100 teachers through the regional HOSA advisors workshops and the HOSA State Leadership Conference.
- A variety of professional development activities, including a statewide conference and institute, were conducted for HECT instructors, pre-service education students, administrators, and industry representatives. Professional development activities and technical assistance were offered to more than 1200 participants. The topics addressed included, but were not limited to, the implementation of standards-based instruction and

assessment for each of three HECT-related industry sectors of Education, Child Development and Family Services; Fashion and Interior Design; and Hospitality, Tourism, and Recreation as well as Consumer and Family Studies; integration of academic and HECT content; establishing and conducting effective advisory committee meetings; planning, developing and establishing new programs. In addition, professional development activities were offered in Food Science and Nutrition; FHA-HERO Program Establishment and Management; and three career pathways: Hospitality, Tourism and Recreation, Child Development, and Education.

- Meetings were held with HECT Teacher Educators to address the shortage of teachers and to plan for ways to support new and returning teachers. In addition, HECT staff made presentations to college and university pre-service education programs.
- Over 50 workshops and professional development institutes were conducted in 2006-2007 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. Included in these professional development institutes were sessions targeted for new ITE instructors.
- CDE held the Leadership Development Institute attended by 30 new and aspiring leaders and administrators in CTE. This professional development activity consisted of 63 classroom hours and 50 site-based hours in addition to required State and national CTE conference participation.

Integration of Academic and Vocational/Technical Education (Required)

- The CTE Model Curriculum Framework for the State's 15 industry sectors was approved by the SBE in January, 2007. The Framework was developed to guide local educational agency implementation of the CTE Model Curriculum Standards approved in 2005-2006.
- Curricula developed and disseminated by the CTE program units during the 2006-2007 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 2006-2007 program year: 781 LEA Agriculture Education courses were approved, up 14.5 percent from 2005-2006; 148 HECT courses were approved, up 18.9 percent from 2005-2006; 491 Business Education courses were approved, up 16.9 percent from 2005-2006; 629 Health Career Education courses were approved, up 8.6 percent from 2005-2006; 365 Industrial and Technology Education Courses were approved, up 13.9 percent from 2005-2006; and 2,281 Art and Entertainment CTE courses were approved, up 15.2 percent from 2005-2006.
- Agriculture Education developed career pathway standards and instructional materials, including matrices aligning curriculum to Agriculture Education Standards and State academic standards in Science, Mathematics, Reading, and Language Arts to support instruction in Agriscience.
- 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.
- Business Education developed a series of Curriculum Assessment Matrices to align its courses 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 and Public Service 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 450 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 allowed 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) were made available, online, to Industrial and Technology Education professionals in 5 industry sectors. The IPAs may be accessed via the ITE statewide leadership web site. In addition to the development of the IPAs, training sessions were conducted for ITE instructors on the use of CTE On Line, a web-based standards integration tool.
- The CTE Online project supported with Perkins funding was expanded in 2006-2007 to include the CTE Standards. This web-based online tool enables CTE instructors, academic instructors and curriculum development specialists to identify course elements that are aligned with the CTE standards, support academic standards and improve their students ability to pass the CAHSEE and promote improved standardized test scores. The CTE Online team presented at over 10 conferences and held over 20 half-day and full-day training sessions for California Association of Regional Occupational Centers and Programs (CAROCP), California Industrial Technology Education Consortium (CITEC) and California Association of Leaders in Career Preparation (CALCP) attendees in addition to responding to numerous requests for personalized training sessions for local education agencies.

Preparation for Nontraditional Training and Employment (Required)

- The CDE and CCCCO, again, agreed to use the \$150,000 of State Leadership funds budgeted for nontraditional training and employment funds to support the efforts of the Joint Special Populations Statewide Advisory Committee (JSPAC). Please refer to the CCCCO response to "[Preparation for Nontraditional Training and Employment](#)" for detailed information on the JSPAC organizational structure, focus and additional activities. Major 2006-2007 activities focused on secondary students include:
 - (1) customizing 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
 - (2) reprinting and disseminating information and research on nontraditional training and employment provided in publications like "Men and Boys Today" and "Girls and Women Today," and pamphlets on the economics, earnings, and career realities of men and women and their status in nontraditional careers.
- The CDE provided online nontraditional training to schools, districts, ROCPs, and adult schools. The online training was developed by the JSPAC together with K-12, adult school, community college, and field partners.

- CDE continued its representation on the California Apprenticeship Council's Blue Ribbon Committee on Women in the Trades.
- CITEA conducted workshops targeted for women Industrial Education instructors in addition to promoting the involvement of women in ITE conferences.

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

- The Governor's CTE Initiative funded 34 grants to high school, ROCP, and community college partnerships to build and strengthen career pathways and programs of study in the 15 CTE sectors. Thirty-seven high schools, 42 colleges, and 26 ROCPs participated in these grants.
- 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 the second annual Educators Institute to assess and improve Health Science pathways. (2) 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. (3) Business Education funded three demonstration sites that highlighted Virtual Enterprise programs and best practices for current and prospective participants and other interested parties. (4) 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. (5) A HECT two-day institute focusing on the Hospitality Industry was planned and conducted in collaboration with business and industry. Presenters identified with the assistance of business partners shared information on a variety of topics, including current and future trends, emerging careers, employment projections and opportunities for career advancement, skills and knowledge needed by employees of the future, and enhancing the performance of students in culinary competitions. (6) A one-day workshop was conducted with the assistance of the California Restaurant Association Education Foundation to certify and recertify instructors in ServeSafe and food safety and sanitation. (7) More than six hundred business and industry representatives served as judges and evaluators for FHA-HERO leadership and career development competitions and provided over \$80,000 in awards for the student competitors.
- In addition to the input provided on program improvement by the Agriculture Education State Advisory Committee, advisory committees composed primary of business and industry representatives are operating in over 300 local agriculture education programs.

- Planning activities were initiated in 2007 to develop a Business Education State Advisory Group composed of industry and education representatives to provide input and assistance to strengthen programs and improve partnerships.
- HECT staff continued collaboration with post secondary programs by participating in CCOCC advisory committee meetings.
- The HOSA statewide industry advisory committee was expanded in size and scope during the 2006-2007 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 cooperated 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 enabled 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 continued to meet with CTE staff to develop strategies on teacher recruitment, strengthening ITE programs, and building ITE relationships.
- Partnerships with industry are equally essential to curriculum development, 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. 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 is an excellent example of how both industry and education benefit from working together. 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 State-funded Specialized Secondary Programs. All of these programs have partnerships with businesses in their local communities.
- 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 2006-2007 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 staff met regularly during the year with representatives of the Department of Industrial Relations, Division of Apprenticeship Standards, CCCCO, and California Apprenticeship Council.
- The ROCP-Workforce Development Unit maintained its 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 for Direct Support Professionals throughout the state, and with the Department of Social Services for the delivery of education services to California's CalWORKs welfare recipients.

- On April 17-18, 2007, the CDE, in partnership with the Business Education Project, convened the initial meeting of the Business Education Resource Group (BERG). The resource group consists of over thirty educators and industry representatives familiar with the Business Education industry sectors: Finance and Business; Marketing, Sales' and Service; and Information Technology. The primary purpose of the group is to provide expertise, guidance, and assistance as California seeks to ensure quality programs and chart the future direction of Business Education reflective of the changing needs and demands of California's economy and the global marketplace. Committee recommendations will be considered in improving the quality of Business Education programs and articulating goals and objectives. The relationships established through the resource group will support and strengthen the partnership between business, education and the CDE, and provide a forum for ongoing dialogue around topics of mutual interest.
- The CDE established a special statewide educational partnership with CompTIA (Computing Technology Industry Association) that allows the state's high schools, adult schools, community colleges, and ROCPs to become members of CompTIA's "Education to Careers" (E2C) program. The program is designed to recruit, train, certify, and help place new information technology employees. Student discounts on industry certification (e.g., A+, Network+, I-Net+ certifications) saved the State's students approximately \$400,000 in 2006-2007.
- CDE became one of 43 state education departments that are part of the MarkEd/Career Paths consortium. MarkED/Career Paths is a not-for-profit curriculum research center serving business, marketing, and entrepreneurship teachers since 1970. As a member

Serving Students in State Institutions (Required)

- Over 25,000 secondary and adult students were served in 2005-2006 CTE programs administered by 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).

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, continued to be funded with Perkins III funds. The responsibilities of the positions include all of the special populations.
- As they have done since 2000-2001, the CDE and CCCCO jointly agreed to commit the \$150,000 of 2006-2007 Perkins State Leadership funds budgeted for Nontraditional Training to the support of the Joint Special Populations Advisory Committee (JSPAC) as described in the CCCCO response to "Preparation for Nontraditional Training and Employment." In 2006-2007, the JSPAC continued to disseminate information and strategies related to special population issues and increased enrollment in CTE via its website, statewide contact links, and conferences and workshops. Further information about the JSPAC is available at <http://www.jspac.org>.
- JSPAC also continued to disseminate the "All Hands Raised" brochure to K-adult school administrators and teachers throughout the state. This guide, available online at http://www.jspac.org/repository/WASC_Accreditation_for_K-12.pdf, shows educators how services and programs that serve special population students are aligned with the Western Association of Schools and Colleges (WASC) accreditation criteria. The success of this

publication has prompted the development of a companion document for the community college system.

- 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.
- Each of the CTE program units is responsible for ensuring that special population students are being served in their respective programs, as evidenced by Health Careers Education's continued dissemination of the document, "Celebrating Diversity" which was developed to increase program area staff understanding of the various cultural and physical needs and differences of student and community populations.
- 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.
- The CA Partnership Academy program serves approximately 15,000 at-risk students through a smaller learning approach, which also includes tutorial, counseling, materials, and other resources to enhance student learning.
- The CDE utilizes its Categorical Programs Monitoring (CPM) System to monitor all categorically funded programs, including CTE. The CTE program site selection process is aligned with the No Child Left Behind guidelines as well as all Civil Rights protected classifications, including Title VI-45 CFR Part 80 on race, color, and national origin; Section 504-45 CFR Part 84 on Special Education; and Title IX-45 CFR Part 86 on sex, pregnancy, single parents, and limited English proficiency. This process provides opportunities to examine and validate the degree to which special population students are accessing and successfully completing CTE programs in the high schools, ROCs, and adult schools. The findings of the onsite visits are submitted in the form of a report to the Office of Civil Rights (OCR) biennially.

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) provided 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.
- CDE 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, postsecondary options for students, and business and industry opportunities and trends.

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—An association of Marketing students, Future Business Leaders of America (FBLA), Future Farmers of America (FFA), FHA-HERO, Health Occupations Students of America (HOSA), and SkillsUSA. Over 78,140 students participated in these organizations in 2006-2007, an increase of 1.3 percent from 2005-2006. As evidenced in the professional development subheading, each of the subject-matter program units provides extensive inservice and technical assistance on the importance, development, and operation of the CTSOs.

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

- A variety of professional development and technical assistance activities and written communications were directed to ensure LEA understanding that improving the local core indicator performance levels is a condition of participation in the Perkins III funds; that the achieved performance levels should drive the annual use of the LEA’s allocated funds; and, that the Perkins III funds are supplemental funds to be used for program improvement rather than maintenance purposes.
- Three noteworthy actions were 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 more detailed information on the organization (sequence of courses) 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.

III. DISTRIBUTION OF 2006-2007 FUNDS AND LOCAL PLAN FOR CAREER TECHNICAL EDUCATION PROGRAMS

Basic Grant Funds (\$128,752,910)

Title I, Part A, Section 112(a)(3)-State Administration (5%) \$6,437,645

CDE	64%	\$4,120,093
CCCCO	36%	\$2,317,552

Title I, Part A, Section 112(a)(2)-State Leadership (8.883%) \$11,437,762

CDE	51%	\$5,833,259
CCCCO	49%	\$5,604,503

Title I, Part A, Section 112(a)(2)(A)-State Institutions (1%) \$1,287,529

CDE	50%	\$643,764 (Allocated to State Special Schools and the Department of Corrections and Rehabilitation)
CCCCO	50%	\$643,765 (Allocated to the Department of Corrections and Rehabilitation)

Title I, Part A, Section 112(a)(2)(B)-Nontraditional Training and Employment (0.117%)

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

Title I, Part A, Section 112(a)(1)-Local Assistance (85%) \$109,439,974
Divided between Title I, Part C, Section 131 (secondary) and 132 (postsecondary) programs based on the 45.482 percent secondary/54.518 percent postsecondary division of funds formula determined from a comparison of the CTE enrollments at the two levels in the Fall Semester of the 2004-2005 program year. Secondary school programs administered by unified and union high school districts, public charter schools, Bureau of Indian Affairs (BIA), county offices of education, State special schools, and the CA Youth Authority received Section 131 allocations totaling \$49,775,867. Postsecondary programs administered by adult schools, ROCPs, and community colleges received Section 132 allocations totaling \$59,664,107.

A. Summary of State's Eligible Recipients of Perkins III Funds

Section 112, Subpart A (State Institution) Funds

Secondary funds under this subpart were allocated to the California 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) to improve CTE programs administered by those agencies. Major uses of these funds include improved and expanded technology equipment and instruction, upgraded classroom equipment, professional development activities for staff, and support services for special population students.

A list of the 2006-2007 Section 112(A) eligible recipients and their allocation amounts is available at <http://www.cde.ca.gov/ci/ct/pk>.

Please refer to Section III of the CCCCCO report for a description of the Section 112, Subpart A funds distributed to the CDCR to improve CTE programs for incarcerated adults.

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-nine LEAs received 2006-2007 Section 131 allocation notices. The 433 LEAs that elected to participate in the funding include 394 unified and union high school districts, 5 public charter school, 33 court and community schools operated by county offices of education, and the Department of Corrections and Rehabilitation. The 46 LEAs that elected to release their allocated funds include 21 unified and union high school districts, 19 county offices of education, and 6 public charter schools.

A total of 340 Section 131 applications were received, 300 from LEAs filing separately and 40 from consortiums representing 133 LEAs.

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

A list of the 2006-2007 Section 131 eligible recipients and their allocation amounts is available at <http://www.cde.ca.gov/ci/ct/pk>.

Section 132 (Postsecondary) Funds—Distribution and Participation

The 2006-2007 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 2004-2005 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 2006-2007 Section 132 allocations totaling \$15,574,359. Community college districts received 2006-2007 Section 132 allocations totaling \$44,089,748.

Fifty-two ROCPs and eighty-four adult schools participated in the 2006-2007 Section 132 funds. Forty applications were received from ROCPs and adult schools filing separately. Twenty-eight applications were received from consortiums representing 96 ROCPs and adult schools.

All 72 of the State's community college districts participated in the 2006-2007 Section 132 funds. 70 applications were received from single districts. One application was received from a consortium representing two districts.

A list of the adult school and ROCP 2006-2007 Section 132 eligible recipients and their allocation amounts is available at <http://www.cde.ca.gov/ci/ct/pk>. A list of the community college district 2006-2007 Section 132 eligible recipients and their amounts is available at http://www.cccco.edu/divisions/esed/cte/grants/perkins_1c/perkins_1c.htm.

B. 2006-2007 Local Application for Funds

A copy of the local application developed by the CDE for distributing 2006-2007 Section 112(a), 131 and 132 funds to secondary school agencies, adult schools and ROCPs is available at <http://www.cde.ca.gov/ci/ct/pk>. A copy of the local application developed by the CCCCO for distributing 2006-2007 Section 112(a) and 132 funds to community college districts is available at http://www.cccco.edu/divisions/esed/cte/grants/perkins_1c/perkins_1c.htm.

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 2006-2007 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 four 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

B. Overall 2006-2007 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), while falling below the adjusted performance levels for Core Indicators 1S1 (Academic Attainment) and 2S1 (High School Completion which, as noted in subsection D, uses the same measurement approach as 1S1). California's adult programs exceeded the adjusted performance levels for each of the Core Indicators.

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

Indicator Code	Adjusted 2006-2007 Performance Levels	2005-2006 Achieved Performance Levels	2006-2007 Achieved Performance Levels
IS1-Academic Attainment	85.75 Percent	81.67 Percent	79.82 Percent
IS2- CTE Skill Attainment	48.34 Percent	52.63 Percent	54.57 Percent
2S1-School Completion (Diploma)	85.75 Percent	81.67 Percent	79.82 Percent
3S1-Total Placement	85.01 Percent	89.02 Percent	85.61 Percent
4S1-Nontraditional Participation	48.78 Percent	49.49 Percent	49.21 Percent
4S2-Nontraditional Completion	50.68 Percent	54.23 Percent	55.06 Percent

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

Indicator Code	Adjusted 2006-2007 Performance Levels	2005-2006 Achieved Performance Levels	2006-2007 Achieved Performance Levels
IA1-Academic Attainment	52.73 Percent	56.19 Percent	56.73 Percent
IA2-CTE Skill Attainment	52.73 Percent	56.19 Percent	56.73 Percent
2A1-Completion	52.73 Percent	56.19 Percent	56.73 Percent
3A1-Total Placement	67.41 Percent	84.10 Percent	82.38 Percent
4A1-Nontraditional Participation	62.90 Percent	63.42 Percent	66.28 Percent
4A2-Nontraditional Completion	53.93 Percent	57.46 Percent	55.69 Percent

Because of the LEA performance data October 15, 2007 due date, the State has not yet had time to identify the factors which attributed to the deficiency rates for Core Indicators 1S1 and 2S1, or to determine if the deficiencies are actual or the result of inaccurately reported data. That determination will be made and appropriate actions will be taken. 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 process. 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. 2006-2007 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 individuals with disabilities, economically disadvantaged, displaced homemakers and limited English proficient exceeded the State's actual level of performance (79.82 percent) for these core indicators. All of the other special population groups, except for students with other educational barriers, were within 11.26 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 11.03 percent of the adjusted level of performance.

3S1-Individuals with disabilities, economically disadvantaged, other educational barriers, limited English proficient, and nontraditional enrollees exceeded the adjusted level of performance. The levels of performance for single parents and displaced homemakers were significantly below the adjusted level.

4S1-Four of the seven special population groups exceeded the adjusted performance levels. The levels of performance for the three remaining groups (individuals with disabilities, economically disadvantaged, and limited English proficient), were within 4.77 percent of the adjusted level.

4S2-Single parents, displaced homemakers, and nontraditional enrollees exceeded the adjusted levels of performance. The levels of performance of individuals with disabilities, economically disadvantaged, other educational barriers, and limited English proficient were 7.37 – 13.78 percent below the adjusted level.

1A1/1A2/2A1-All of the adult special population groups, but one exceeded the adjusted level of performance. The level of performance for other educational barriers was within 3.63 percent of the adjusted level.

3A1-All of the adult special population groups exceeded the adjusted level of performance.

4A1-Four of the seven adult special population groups exceeded the adjusted level of performance. The levels of performance for individuals with disabilities, displaced homemakers, and limited English proficient were within 5.11 percent of the adjusted level.

4A2-Four of the seven adult special population groups exceeded the adjusted level of performance. The levels of performance for individuals with disabilities and other educational barriers were within 7.92 percent of the adjusted level. Displaced homemakers were significantly below the adjusted level.

Reasons for Special Population Groups not reaching the Adjusted Performance Levels

The State is pleased with the high level of special population group participation in the secondary and adult CTE programs and generally pleased with the core indicator performance levels of these groups. As was noted in the response to the requested analysis of the overall performance results, CDE staff has not had time to identify and analyze the factors responsible for the deficiency rates of individual special population groups in selected core indicators, or to determine if the deficiencies are actual or the result of inaccurately reported data. The analysis will be completed and appropriate actions will be taken to mitigate identified problems. It is important to note that the State is committed to ensuring that members of each special population group have equitable access to all CTE programs and are being provided with every opportunity possible to succeed in the programs. Annual 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 are resulting in improved levels of performance. Annual workshops and technical assistance activities conducted by the CDE are correcting problems related to LEA reporting of special population enrollments, completions and placements.

C. Definitions for Accountability Forms

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

A student enrolled in an accountable, integrated career pathway with one or more articulated courses, defined in Perkins III, Section 202(3) as "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.

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

In addition to meeting the State Leadership requirements of Perkins III and the approved State Plan priorities requirements, each of the State Leadership activities conducted in 2006-2007 had as its major focus improving the size, scope, and quality of the State's secondary and adult CTE programs as evidenced by expanded local programs and increased enrollment; improvement of the academic and CTE competencies; increase of program completion, graduation, and education and job placement rates; and/or increase of nontraditional program participation and completion rates. The success of this effort reflected in the degree to which the State achieved the established 2006-2007 performance levels for the respective core indicators. Though data collection on local agency performance continues to be a problem, continued refinement of the State's online accountability reporting system and the ongoing effort to ensure that LEAs clearly understand the core indicator measurements and definitions will result in the reporting of more complete, accurate and reliable 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 underrepresented and underserved populations.

Improvement Strategies Planned for Next Program Year

CDE will continue to address the State Leadership funding requirements and the priorities established for state leadership and administration in Perkins IV and the 2008-2012 California State Plan for CTE. Continued effort will be given to (1) refining the State's online, course-based system for receiving and aggregating CTE enrollment, program completion, and placement data required by Perkins IV; (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 of the new core indicator data and required reports and the use of this data 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 CCCCO to enhance the potential for articulated programs and to ensure timely, accurate reporting.

V. Monitoring Follow-up

N/A

VI. Workforce Investment Act Incentive Grant Award Results

N/A

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SECTION II: STATE LEADERSHIP ACTIVITIES

A. & B. Summary of Required and Permitted Activities Conducted in 2006-07 by the CCCCO to Improve and Expand Community College CTE Programs

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

1. building on the efforts of States and localities to develop challenging academic standards;
2. promoting the development of services and activities that integrate academic, vocational, and technical instruction, and link secondary and postsecondary education;
3. strengthening coordination and collaboration with the state's education reform and workforce preparation efforts;
4. increasing state and local flexibility to provide services and activities designed to develop, implement, and improve vocational and technical education, including Tech Prep; and
5. establishing a state accountability system.

The California Community College Chancellor's Office (CCCCO) used VTEA State Leadership funds to improve vocational and technical education programs and services for all segments of the population, and to improve access for individuals who are inadequately served or under represented. Additionally, the CCCCCO 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 vocational education policies adopted by the Board of Governors of the California Community Colleges.

The CCCCCO also used VTEA Title IA funds to address the Vocational and Technical Education State Leadership Priorities (state priorities) listed below.

Performance Accountability

- 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 to serve over 976 participants from 71 community college districts. These activities have resulted in a marked transformation to data-driven program improvements and a strengthening of a culture of inquiry and evidence on many of the participating campuses.

- Funds were also used to participate in the national efforts to bring common reporting of indicators through participation in the Data Quality institutes (DQI) offered by OVAE. Statewide discussions of measures and approaches were facilitated to move the state to the consensus positions developed and promoted at the DQI.

Curriculum Development and Improvement

- Funds were used to promote and disseminate statewide improvement and innovation in the integration of academic, vocational, and technical skills, and to engage colleges in the development of 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

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

Supporting Linkages and Partnerships among Education and Industry

- Six statewide discipline/industry collaboratives were funded to advise and assist in the improvement of vocational and technical education programs and instruction in the specific discipline or industry cluster they represent. The six discipline/industry collaboratives are: (1) Agriculture and Natural Resources; (2) Business Education; (3) Family and Consumer Sciences; (4) Health Occupations; (5) Industrial and Technology Education; and (6) Public Safety Occupations. The statewide discipline/industry collaboratives expended VTEA IB funds in these five areas:
 - ✓ performance accountability;
 - ✓ curriculum development and improvement;
 - ✓ professional development;
 - ✓ student support structures; and
 - ✓ partnership development and improvement.
- The CCCCO also funded the following four service area collaboratives: (1) Career Development, (2) Accountability, (3) Special Populations, and (4) Work-Based Learning.
- The COCCC used \$1,680,000 of VTEA Title IB funds to fund seven regional consortia. The funds supported the expansion and improvement of a regional network infrastructure designed to improve educational and economic development services that:
 - ✓ promoted regional responses to the training and economic development needs of industry, government, and the community;
 - ✓ used marketing strategies to improve public awareness of college's vocational and technical education and economic development programs and services;
 - ✓ used technology to develop and improve electronic networks between colleges, business, and industry to promote regional and statewide collaboration;
 - ✓ promoted partnership development between colleges, business, and industry; and
 - ✓ coordinated the dissemination of "effective practices" in professional and curriculum development, educational technology, Tech Prep, special populations, and partnership development to colleges.

- The CCCCCO used \$380,000 of its VTEA Title IB funds to fund ten statewide advisory committees. The purpose of the funds was to develop the academic, vocational, and technical skills of secondary students enrolled in vocational and technical education programs. Funded activities included:
 - ✓ continued development of challenging academic standards at the COCCC and colleges;
 - ✓ promotion of services and activities that integrate academic, vocational, and technical instruction and link secondary and postsecondary education;
 - ✓ coordination and collaboration with the state's education reform and workforce preparation efforts;
 - ✓ increasing state and local flexibility to provide services and activities designed to develop, implement, and improve vocational and technical education, including Tech-Prep; and
 - ✓ assisting with a review of student outcomes in subject area disciplines.
- Additional funds were used to fund ten discipline industry collaborative, to create local partnerships, and to participate in joint planning and coordination of programs and services.

Preparation for Nontraditional Training and Employment

- Again in 2006-2007, the CDE and the CCCCCO jointly agreed to direct the \$150,000 of State Leadership funds budgeted for Nontraditional Training and Employment to the operation of the Joint Special Populations Statewide Advisory Committee (JSPAC). JSPAC is composed of ten members representing K-Adult education, ten regional representatives from the California community colleges, and ten industry and public/private representatives. Structurally, the committee has co-project monitors and co-chairpersons representing K-adult and the community colleges, and is presently the only joint statewide CTE advisory committee. The JSPAC's major efforts to promote nontraditional training and employment include:
 - ✓ Organizing and sponsoring the annual statewide Special Populations conference. The theme of the 2006-2007 two-day conference was "CSI: Career Scene Investigation: Cracking the Hidden Barriers to Student Success" and featured Richard Pimentel, an authority on the Americans with Disabilities Act (ADA). In addition to Mr. Pimentel's day-long presentation on "The Art of Disclosing Your Disability", the 262 conference participants attended 25 different workshops ranging from the "Bridges to Youth Self-Sufficiency" to a "Women Industrial Technology Instructors Forum"; and
 - ✓ Providing 23 statewide training workshops focusing on nontraditional occupational recruitment and retention strategies. These events were held at K-Adult and community college statewide conferences and at regional workshops conducted at various community colleges and school districts across the state.
 For further information about the JSPAC, see: <http://www.jspac.org/>
- As part of an ongoing project, the Special Populations Collaborative Project, funded by the CCCCCO, analyzed the community colleges core indicator data by the Taxonomy of Programs (TOP) codes in the areas of business, industry and technology, health, public administration, family and consumer affairs, and agriculture with special attention given to Core Indicator 4 (Participation and Completion of CTE programs that lead to employment in nontraditional fields). The Project submitted pertinent reports to the each of the six California community college statewide industry/discipline advisory committees with the offer to provide further technical assistance upon request. The data analysis was also presented to the California Community College Statewide Research and Accountability Advisory Committee and the JSPAC.

Support for Special Populations

- The CDE and CCCCO staff positions assigned to Special Populations/Nontraditional Careers continued to be funded with Perkins IV transition year funds.
- The JSPAC (Refer to description under Preparation for Nontraditional Training and Employment) disseminated information related to special population issues and strategies to increase nontraditional enrollment in CTE via its website, statewide contact links and conference/workshops.
- JSPAC also continued to disseminate the "All Hands Raised" brochure to K-Adult school administrators and teachers throughout the state. This guide shows educators how services and programs that serve special population students are also aligned the Western Association of Schools and Colleges (WASC) accreditation criteria, and is available online at http://www.jspac.org/repository/WASC_Accreditation_for_K-12.pdf. Due to the success of this publication, the JSPAC began development of a companion document for the California community college system.
- In addition to its analysis of Core Indicators by TOP Code disciplines, the Special Populations Collaborative Project analyzed the CCCCO Management Information System (MIS) core indicator data on each special population category by the ten community college regions. The resulting reports were collated and provided to the corresponding regional consortia.

III. DISTRIBUTION OF 2006-07 FUNDS AND LOCAL PLAN FOR COMMUNITY COLLEGE VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS

A. Summary of the Distribution of the Section 112, Subpart A (State Institutions) Funds to Eligible Recipients of Adult Program Funds under this Subpart)

Section III of the CDE component of this report provides a description of the distribution of all of the funds received under the State's Title I and II grant awards with the exception of the adult program funds allocated for state institutions under Section 112, Subpart A. The sole eligible recipient of these funds is the Department of Corrections and Rehabilitation (CDCR) which now administers vocational and technical education programs for incarcerated minors and adults. The programs for adults are monitored by the CCCCO. The following bulleted items describe the CDCR's vocational and technical education delivery system for adults and its use of 2006-2007 Section 112, Subpart A funds to enhance the system:

- The Department's 2006-2007 vocational and technical education delivery system consisted of 33 institutions and more than 405 shops that provided instruction in 11 distinct occupational fields.
- Approximately 10,935 adult male and female inmates were enrolled in vocational and technical education classes in 2006-2007. Nine hundred forty-seven of these students completed program components; 357 completed programs; 39 received professional licenses; and 79 received industry certifications. The CDCR is actively involved in the promotion of nationally recognized staff and student certifications and apprenticeships as a means of validating the training programs. One hundred fifty-seven Automotive Service Excellence and Air Conditioning Technician (ASE/ACT) certifications and 93 CSS/CET/CETA Computer/Electronics Technician Certifications were issued in 2006-2007.
- Twenty-eight of the institutions' vocational and technical education programs were reviewed in 2006-2007 to ensure compliance with federal (including Perkins) and state funding regulations, policies, procedures and standards. Each review included an examination of the institution's equipment inventory management system. Each review also examined the institution's implementation of CDCR's developmental disability program which is intended

to ensure disabled student access to and success in vocational and technical education programs.

- The CDCR expended approximately \$483,000 of its 2006-2007 Perkins VTEA grant funds on equipment and instructional material items needed to enhance the vocational and technical education training programs. Approximately \$90,000 was expended to support professional development activities for over 72 instructors.

IV. ACCOUNTABILITY-COMMUNITY COLLEGE PROGRAMS

A. & B. Overall Performance Results and Program Improvement Strategies

The California Community Colleges (CCC) had the following performance goal outcomes:

Academic Skill Attainment (1P1)

The CCCs, as a whole, were below the negotiated target for Academic Skill Attainment by 0.17 percent points. Female, Asian or Pacific Islander, White non-Hispanic, and Limited English Proficient student groups “Exceeded” performance targets. All other categories were below the negotiated targets.

Technical Skill Attainment (1P2)

The CCCs, as a whole, were below the negotiated target for Technical Skill Attainment by 0.17 percent points. Female, Asian or Pacific Islander, White non Hispanic, and Limited English Proficient student groups “Exceeded” performance targets. All other categories were below the negotiated targets.

Completions (2P1)

The CCCs, as a whole, were above the negotiated target for Program Completion by 2.3 percent points. All categories except Male, Gender Unknown, and Hispanic “Exceeded” performance targets

Placement (3P1)

The CCCs were unable to obtain employment data due to barriers set by the California Employment Development Department (EDD – the California Depart of Labor). Delays continued to occur until the Community Colleges were able to get state legislation authorizing the CCC to obtain the data. Data matching is expected to continue in January 2008.

Retention (3P2)

The CCCs were unable to obtain employment data due to barriers set by the California Employment Development Department (EDD – the California Depart of Labor). Delays continued to occur until the Community Colleges were able to get state legislation authorizing the CCC to obtain the data. Data matching is expected to continue in January 2008.

Nontraditional Participation (4P1)

The CCCs, as a whole, were above the negotiated target for Nontraditional Participation by 0.67 percent points. All valid categories except Male and White non-Hispanic were above state negotiated targets.

Nontraditional Completion (4P2)

The CCCs, as a whole, were above the negotiated target for Nontraditional Completion by 1.36 percent points. All valid categories of students except Male, American Indian or Alaskan Native, and White non-Hispanic were above state negotiated targets

The performance targets negotiated and set for California Community colleges were extremely aggressive given the economic condition of the state and the rapidly changing demographic composition of the student body and the state in general. With slowly increasing employment, downward trends in performance presented challenges to community colleges in their efforts to maintain recent levels and even greater challenges in their efforts to reverse performance declines and increase performance above negotiated targets. These challenges stemmed from unique events occurring in California's nearly jobless recovery.

The impact of the state budget crisis and a nearly doubling of registration fees in fall 2004, although evident across the whole student population, were most particularly evident in the economically disadvantaged skill attainment measure. In 2005, 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. While they experienced another 0.18 point decline in 2006, nearly all categories experienced similar declines (less than a half percent) from the 2005-6 program year.

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 and 2006-07 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, slightly greater numbers (0.2%) were not successfully completing courses which resulted in lower skill attainment rates. Males, particularly Hispanic males, increasingly left without completing courses and programs as labor markets improved as is shown in the placement rates from 2005-6 (they were the only groups meeting the employment targets).

California is making concerted efforts to retain those students as the economy improves, such as reducing student fees, significantly increasing the state investment in financial aid, and

expanding access to academic support services, developmental education, and high-skill-high wage training programs. These efforts are resulting in increased course and program completions for male, Asian, and LEP student groups. However, 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.

While the performance target was set just above the prior year performance, it did not account for the economic pressures impacting student retention in courses which impacts student grades, GPA, and program completion while it also does not consider the challenge of maintaining record high performance. While the economy in California has begun to recover, the recovery remains sluggish through 2007 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.

Record highs for course and program completions were evident as 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. Record high successful completion rates were 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.

	1998	1999	2000	2001	2002	2003	2004	2005	2006
CA Employment Rate	94.0%	94.8%	95.0%	94.6%	93.3%	93.2%	93.8%	94.6%	95.1%
CA Unemployment Rate	6.0%	5.2%	5.0%	5.4%	6.7%	6.8%	6.2%	5.4%	4.9%

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 2002-2003 to 68,337 in 2004-2005. 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 degrees. 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. As employment rates have become more stable with even slight increases fewer students were leaving (66,000) showing slight increases in the percentage leaving with a program completion.

The Placement and Retention in Employment rates could not be calculated due to recent barriers to obtaining unemployment insurance base wage data raised by the California Employment Development Department (EDD). The CCCs expect to acquire the data in early 2008 if no more barriers are raised by to EDD.

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 Female, Asian, White, 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 and Hispanic groups. We attribute this to the persistent downward trends in the economy.

With the more promising employment picture for late 2004-2005 through 2006-2007, the nontraditional participation rates have continued to increase with all categories exceeding the performance targets except Male and White student 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 in 2005 and a about a one percent decline in 2006-2007. Only the Male, American Indian, and White student categories fell below the performance target. With the brighter economic outlook for 2006-2007 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 2005-2006 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 2005-2006 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 2004-2005)

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

Completers are students who transfer to a California public 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 occupational 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 higher 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

Indicators 3P1 and 3P2

Although the approaches are included here, no data was available for employment measures. The California Employment Development Department was unable to provide the data for this measure. Legislation was passed to require the EDD to provide the data. Once the new contract is signed and the legislation is in effect (January 1, 2008) the data matching will occur.

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 new 2007 tables developed by NAPE and released by OVAE.

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 new 2007 tables developed by NAPE and released by OVAE. 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 in FY 2006-2007

- The CCCs recently completed a full review of course coding across all 109 colleges to better align accountability and funding. Additionally, colleges are required to submit the following evidence of accountability in their applications which not only provides direction for funding improvements but also helps validate the numbers in the submitted reports:
 - ✓ 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 vocational and technical education programs as identified by a 2, 4, or 6-digit TOP Code. Districts were also required to specify whether or not the goals for this program set forth in their four year plans were met and or what barriers the district faced in reaching those goals.
 - ✓ Activities Across Vocational Programs (college/district-wide): This section requires that districts describe VTEA IC funded activities used to improve activities conducted across vocational programs to improve or expand vocational and technical education programs.
 - ✓ Budget Summaries: This section requires that districts submit to the State Budget Summary Forms identifying VTEA IC Categorical expenditure totals by district, by activities across vocational programs, and by TOP Code as specified above.

Improvement Strategies Planned for FY 2007-2008

- A new accountability system is being put in place for Perkins IV in response to the new accountability requirements in the 2006 Act. Regional workshops are planned for the spring of 2008 that cover data accuracy, the new report system, and negotiating targets using the new reporting system.