

**CONSOLIDATED ANNUAL
PERFORMANCE, ACCOUNTABILITY,
AND FINANCIAL STATUS REPORT ON
THE CAREER TECHNICAL EDUCATION
PROGRAMS ADMINISTERED BY THE
STATE OF CALIFORNIA IN PY 2007-2008**

**PART A: COVER PAGE FOR THE CONSOLIDATED ANNUAL REPORT
UNDER THE CARL D. PERKINS CAREER AND
TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)**

State Name: California

Program Year Covered by this Report: 07-01-07 06-30-08
From (MM/DD/YY) To (MM/DD/YY)

PR/Award Numbers:

Title I (State Basic Grant): VO48A080005

Title II (Tech Prep Grant): V243A080005

Title II Consolidation (check one):

- The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.
- The State has consolidated all, or a portion, its Title II grant with its Title I grant during the program year covered by this report.

State Career and Technical Education (CTE) Director Information:

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CERTIFICATION: I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)*, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in section 123(a)(1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

State CTE Director Signature or PIN

Date

**Note:* The FSRs contained in this report must be separately certified and signed by the State official authorized by State law to perform these functions on behalf of the State. This official may use a separate PIN supplied to the State by the Department to certify and submit the FSRs.

Lead Individuals Completing This Report

Sections of the Report		
Narrative Performance Information	Financial Status Reports	Performance Report
Place a check (✓) in the box for any section where the lead individual is the same as the State CTE director listed on the previous page.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide the following information for any section where the lead individual is different than the State CTE director listed on the previous page.		
Name Lee Murdock	Name Hilary Steinmetz	Name Russell Weikle
Title Education Programs Consultant	Title Education Programs Consultant	Title Manager, Program Administration and Support Office
Agency CA Department of Education	Agency CA Department of Education	Agency CA Department of Education

Lead Individual Who May Be Contacted to Answer Questions about this Report

Check (✓) this box if the lead contact for this report is the same as the State CTE director listed on the previous page.

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GENERAL INFORMATION

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 Improvement Act of 2006—Public Law 109-270 (hereafter referred to as Perkins IV) incorporates the accountability reporting requirements mandated under Sections 113(c) and 205 of the Act and the reporting requirement mandated under the Education Department General Administrative Regulations [34 CFR, Part 80.40-Monitoring and Reporting Program Performance and Part 80.41-Financial Reporting].

This document is intended to serve two purposes: One, to provide interested California populations with descriptions of the state's governance structure for administering the Perkins IV funds, the fiscal control system utilized to monitor the receipt and distribution of the funds, the in-state distribution of the 2007-08 funds, and the organization of the State's Career Technical Education (CTE) program; and two, to respond to the U. S. Department of Education's (USDE) request for narrative and data on the implementation of required state leadership activities, progress in developing and implementing technical skills assessments, implementation of state and local program improvement plans, interim and final financial status reports, and student enrollment and performance reports. 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 B narratives are provided for the CDE and CCCCCO to more clearly identify the unique leadership activities and administrative functions conducted by the two agencies.

1. State Administration 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 3(12) of Perkins IV. The Board of Governors of the California Community Colleges (BOG) cooperates with the SBE in the administration of the Perkins IV funds through an interagency agreement and a Memorandum of Understanding (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, Career and Technical Education and Workforce Preparation programs in the California Community Colleges.

2. 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.

3. State Distribution of the 2007-08 Perkins IV Basic Grant and Tech Prep Funds

Title I, Basic Grant (\$129,514,828)

Part A, Section 112(a)(3)--State Administration (5%) \$6,475,741

CDE 64% \$4,144,474

CCCCO 36% \$2,331,267

Part A, Section 112(a)(2)--State Leadership (8.883%) \$11,506,335

CDE 51% \$5,868,231

CCCCO 49% \$5,638,104

Part A, Section 112(a)(2)(A)--State Institutions (1%) \$1,295,148

CDE 50% \$647,574 (Allocated to State Special Schools and the Department of Corrections and Rehabilitation for Secondary Programs)

CCCCO 50% \$647,574 (Allocated to the Department of Corrections and Rehabilitation for Adult Programs)

Part A, Section 112(a)(2)(B)--Nontraditional Training and Employment (0.116%)

\$150,000

CDE 0% \$0

CCCCO 100% \$150,000

Part A, Section 112(a)(1)--Local Assistance (85%) \$110,087,604

Divided between Title I, Part C, Section 131 (secondary) and 132

(postsecondary) programs based on the 45.50 percent secondary/54.50 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, county offices of education received Section 131 allocations totaling \$49,640,353. Postsecondary programs administered by adult schools, ROCPs, and community colleges received Section 132 allocations totaling \$60,448,051.

Title II, Tech Prep (\$11,260,243)

Ninety-two percent (\$10,359,424) of these funds was distributed to local tech prep consortia. Eight percent (\$900,820) was retained by the CDE and CCCCCO for State Administration activities. Sixty-nine percent (\$7,148,003) of the distributed funds was allocated to local tech prep consortia by the CCCCCO to improve and expand tech prep programs. Thirty-one percent (\$3,211,422) of the distributed funds was distributed to local tech prep consortia by the CDE to conduct a variety of tech prep improvement activities.

Summary of the State's Eligible Recipients of Perkins IV 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.

The CCCCCO section of the CAR report provides 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

The 2007-08 Section 131 funds were distributed among eligible recipients of these funds in accordance with the allocation formula established in Perkins IV, in which thirty percent of each LEA's allocation was based on its proportional share of the State's students, ages 5-17, who resided in the area served by the LEA during the previous year; and 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 fifty-one (451) LEAs received notification of 2007-08 Section 131 allocations. The 387 LEAs electing to participate in the funding included 375 unified and union high school districts, 7 public charter schools, and 5 court and community schools operated by county offices of education. The 64 LEAs that chose to release their allocated funds include 41 unified and union high school districts and 23 county offices of education.

A total of 334 Section 131 applications were received, 301 from LEAs filing separately and 33 from consortiums representing 109 LEAs.

A total of 16 LEAs with allocations of less than \$15,000 received SBE Section 131 waivers which allowed them to participate in the funding as independent applicants.

Section 132 (Postsecondary) Funds—Distribution and Participation

The 2007-08 Section 132 funds 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 2005-06 program year. The State's Authority to use this distribution formula was provided in an approved waiver request submitted with the 2007-08 CA State Transition Plan for CTE.

ROCPs and adult school agencies received 2007-08 Section 132 allocations totaling \$13,832,147. Community college districts received 2007-08 Section 132 allocations totaling \$46,615,465.

Forty-nine (49) ROCPs and seventy-six (76) adult schools participated in the 2007-08 Section 132 funds. Forty-one (41) applications were received from

ROCPs and adult schools filing separately. Twenty-five (25) applications were received from consortiums representing 60 ROCPs and adult schools.

All 72 of the State's community college districts participated in the 2007-08 Section 132 funds. Sixty-eight (68) applications were received from single districts. Two (2) applications were received from consortiums representing 4 districts.

Actions Taken to Ensure Compliance

Statewide workshops and technical assistance activities were provided to inform LEAs of the intent and requirements of Perkins IV and assist them with the development of the 2007-08 local application and plan updates. Submitted applications were reviewed by assigned monitors and members of the CDE and CCCCO Perkins staffs to ensure compliance with the Perkins IV, Section 135 and State-established quality criteria and quality indicator 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-two (22) LEAs received on-site Categorical Program Monitoring (CPM) reviews designed to determine compliance with Office of Civil Rights and Perkins IV requirements, particularly those related to special populations.

4. Organization of State's CTE Program

California's CTE programs are based on the State's 15 highest employing or potentially highest employing industry sectors. Each of the sectors 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.

PART B: NARRATIVE PERFORMANCE INFORMATION—CDE REPORT

1. Implementation of State Leadership Activities for Secondary Programs and Adult Programs Administered by Adult Education Agencies and ROCPs

During the 2007-2008 program year the CDE used Perkins IV State Leadership funds, California Partnership Academy funds, and Governor's Career Technical Education Initiative (Senate Bill 70) funds to conduct the following CTE state leadership activities for the nine required uses of these funds and the seventeen permissive uses:

a. Required Uses of State Leadership Funds

An assessment of the career technical education programs funded under Perkins IV

- o A comprehensive statewide needs assessment conducted in 2006 of California's CTE system was instrumental to the development of the 2008-2012 CA State Plan for CTE. The assessment effort which brought together current data from

multiple published sources, surveys of CTE practitioners, and interviews with CTE stakeholders, including industry representatives and students, focused on two key issues: one, major trends and the status of CTE programs in the state; and two, the resources and CTE system improvements needed at the state and local levels to meet the current and evolving needs of students, communities, and the economy.

- Secondary agriculture education programs were assessed against 15 state-adopted Agriculture Education program quality standards to determine their eligibility and funding allocation for State Agriculture Education Incentive Grant funds.
- The online assessment system aligned with the agriscience education curriculum was expanded and training in using the system and materials was made available to the State's educators of Agriculture.
- The online Business Education Core Assessment system was revised to reflect the new CTE Standards and Framework concepts through the Napa County Office of Education contract.
- The CTE quality criteria and process used to assess the effectiveness of secondary Home Economics Careers and Technology (HECT) programs were reviewed, updated, and presented at each of the professional development activities conducted during the program year by State HECT staff. A schedule for the annual program reviews was established and retired HECT teachers were prepared to assist with the process. Information and training regarding the effective use of standard-based competency profiles (instructional assessment instruments) were also presented at each of the professional development activities.
- The Health Careers and Public Services Education programs contracted with WestEd to conduct a statewide, third-party assessment of Health Science and various other pathways. Additionally, the Health Science Educators' institute conducted in June, 2008, provided over 400 teachers with an opportunity to assess pathway status and develop a strategic plan for pathway improvement based on the 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. This 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).

Developing, improving, or expanding the use of technology in career technical education

- Each of the CTE program units continued its effort to enhance its Web site and to train teachers, students, and administrators on the use of the Web site for information, applications, instructional resources, sharing of instructional materials and strategies, and program data reporting.
- Policies, procedures, and projects for developing, improving, and expanding the use of technology in CTE and the support of the Virtual Enterprise Program increased to 150 the number of high schools now conducting this program which utilizes online and computerized scenarios to facilitate the use of technology in learning.

- Home Economics Careers and Technology (HECT) continued its collaboration with CSU, Fresno and the Home Economics Teachers' Association of CA to maintain three interactive Web sites. All resources and documents are now being placed on the Web site for easy access and portability for the teachers.
- The 2008 Competitive Recognition Events Guide for FHA-HERO was revised and disseminated via CD Rom and posted on the Web page for current, reinstated, and new chapters. HECT also continued to disseminate information for FHA-HERO chapter affiliation and management on CD ROMs and via the Web site. An electronic system for gathering data on career development activity participation was revised to make the process more user-friendly.
- Health Careers continues to maintain an interactive Web site and a database for health careers pathway teachers and professionals. Web sites developed to provide networking and professional development activities received over 213,000 hits during the year. All resources and documents are now being placed on the Web site for easy access and portability for teachers. Additionally, flash drives with CTE Model Curriculum Standards and Framework were distributed to all participants in the Health Science and Public Services workshops and institutes.
- 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 operates a networking list serve that sends current and important information to over 4,200 educators and business and industry sponsors.
- 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 2007-08 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 10 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.
- The California Career Resource Network's (CalCRN) two web based resource are continuously 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 programs and activities, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels

- Over 700 teachers, counselors, and administrators participated in Agriculture Education section, region, and state conferences, workshops, and meetings conducted during the year to keep these groups current with the needs, expectations, and methods of agriculture industry, and to encourage the increased involvement of industry and business representatives in advisory committees, professional development activities, and program improvement efforts.
- Pre-service meetings were continued between CDE staff and selected University of California and California State University campuses on the preparation of secondary school CTE teachers. Two concerns dominated these activities: (1) providing for an adequate supply of new teachers and (2) ensuring that these future teachers will have the levels of knowledge and skills required to function effectively in tomorrow's Agriculture Education classrooms.
- Business Education professional development activities conducted in 2007-08 via the Napa County contract included regional workshops for teachers and administrators in Costa Mesa, Fresno and Sacramento; a Summer Institute on the integration of career technical and academic education for teams of Business Education teachers, core academic teachers, and school administrators; and Virtual Enterprise demonstrations and workshops at a variety of section and state CA Business Education conferences.
- Over 1,400 teachers, counselors and administrators participated in 2007-08 California Partnership Academy (CPA) regional meetings, an annual CPA Conference, 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 Program Workshops.
- A variety of professional activities, including a statewide institute, were planned and conducted for HECT instructors, pre-service education students, administrators, and industry representatives. Professional development activities were offered to instructors statewide. More than 600 teachers participated in the events. The topics addressed by the professional development activities reflected both state and national priorities related to HECT as well as the three industry sectors that fall under the HECT umbrella. The implementation of standards-based instruction and assessment for the three HECT-related industry sectors: Education, Child Development, and Human Services; Fashion and Interior Design, and Hospitality, Tourism, and Recreation as well as Consumer and Family Studies, the foundation program was addressed at all professional development activities. Additional topics included but were not limited to: integration of academic and HECT content; establishing and conducting effective advisory committees; planning, developing and establishing career pathway programs in projected high-growth, high-demand fields; and expanding and improving existing programs. Workshops titles included the following: Careers in Child Development and Education ; New HECT Model Curriculum Standards; Managing HECT Career Pathways; Food Science and Nutrition; Food Safety and Sanitation – ServeSafe; and Framing the Future of HECT; FHA-HERO – Developing Student Leadership and Update for HECT Teachers Returning to the

Classroom. In addition, a 2-day, statewide conference, 23rd Leadership and Management Conference; and a 2 day, statewide institute for Hospitality Educators and Industry Partners, "SMILE: CA – the #1 Travel Destination" were held; A week-long workshop focusing on the Lodging and Food Service Industries that provided participants with industry internships was also conducted.

- A two-day workshop specifically designed for preservice students from six California universities that have HECT teacher training programs as well new HECT teachers (individuals who have been teaching three years or less) was held. The workshop focused on topics not addressed in depth in the preservice education programs.
- One meeting was held with HECT Teacher Educators to discuss the need for well-trained future teachers, to outline a strategy for supporting new and returning HECT teachers; and to redesign the content for existing teacher education programs in order to have more teachers ready to teach both Consumer and Family Studies and Home Economics Related Occupations Career Pathway programs in each of the three HECT-related Industry Sectors.
- Over 40 workshops and professional development institutes were conducted in 2007-08 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.
- The 2007-08 CTE Leadership Development Institute conducted by CDE was attended by 20 new and aspiring leaders and administrators. This professional development activity consisted of 63 classroom hours and 50 site-based hours in addition to required State and national CTE conference participation.
- Professional development activities conducted for the Sustainable "Green" Construction Education Project included presentations on the newly evolving "green" methodologies, practices, and technologies in the building trades and construction industry to approximately 120 CTE teachers at two CA Industrial and Technology Education Consortium conferences and a Professional Development Institute.
- Forty-five ITE instructors participated in a Skills USA Chapter Management Institute designed to provide information on the availability and use of chapter management resources

Supporting career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education to ensure achievement of the core academic subjects defined in NCLB and CTE subjects

- Curricula developed and disseminated by the CTE program units during the 2007-2008 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 2007-2008 program year: 781 LEA Agriculture Education courses were approved, up 14.5 percent from 2006-2007; 148 HECT courses were approved, up 18.9 percent from 2006-2007; 491 Business Education courses were approved, up 16.9 percent from 2006-2007;

629 Health Career Education courses were approved, up 8.6 percent from 2006-2007; 365 Industrial and Technology Education Courses were approved, up 13.9 percent from 2006-2007; and 2,281 Art and Entertainment CTE courses were approved, up 15.2 percent from 2006-2007.

- Agriculture Education developed a framework showing 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.
- 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 2007-08. 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 2008-09.
- Twelve additional 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.
- CalCRN resources are aligned with the state's academic and CTE standards

Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations

- The CDE and CCCCO, partnership resulted in the continued use of the \$150,000 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 Training and Employment in Nontraditional Fields" for detailed information on the JSPAC organizational structure, focus and additional activities. Major 2007-2008 activities focused on secondary students included:
 - conducting the Nontraditional Careers 101 and 102 course to increase the nontraditional awareness of the General Education students in an attempt to increase enrollment and participation in CTE courses; and
 - reprinting and disseminating research based materials on nontraditional fields and employment for males and females via the publication "Men and Boys Today" and "Girls and Women Today." This pamphlet includes economics, earnings, and career realities of men and women fields.
- The CDE continued its maintenance of a Web site that provides online training opportunities on nontraditional fields for school district, ROCP, and adult school participants. The online training was developed by the JSPAC and its K-12, adult school, community college, and field partners.
- The CDE continued its participation on the California Apprenticeship Committees on Women in the Trades and Equity.

- The CITEA conducted workshops targeted for women Industrial Education instructors in addition to promoting the involvement of women in ITE conferences.

Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study

- In addition to the input provided on program improvement by the Agriculture Education State Advisory Committee, advisory committees composed primarily of business and industry representatives are operating in over 300 local agriculture education programs.
- 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.
- 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.
- HECT staff partnered with the Marriott Hotel in Riverside to offer an industry-based professional development institute focusing on the Hospitality Industry, primarily in the areas of food service, lodging, and event planning. The hotel and adjoining convention center were used as a "living" laboratory for instruction and industry representatives were used as job mentors for the HECT instructors in attendance.
- HECT staff continued collaboration with post secondary programs by participating in Family and Consumer Science advisory committee meetings.
- HECT staff worked collaboratively with the lodging industry to identify sites for the implementation of industry-based curriculum.
- Industrial 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 2007-08 to strengthen business/industry/education linkages and partnerships.

- Industrial and Technology Education partnerships with registered apprenticeship programs in the State also served 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 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.
- Industry advisory committees continued to guide curriculum decisions and assist in the instruction and evaluation of local programs and in the planning and conduct of over SkillsUSA 75 competitive events. The continued recognition, prizes and scholarships awarded student winners of the competitive events are a special bonus.
- CDE staff persons were actively involved in the development and conduct of the annual career fair sponsored by the National Hotrod Assn (NHA) and the US Army to introduce students to careers in the hotrod industry and in the annual "Automotive Challenge" sponsored by Ford and the American Automobile Association (AAA). Over 4,275 CA high school students participated in these two 2007-08 events. CDE also continued its support of the Automotive Youth Education System, a partnership established with the automotive industry.
- 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 (CTSOs).

Serving individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities

- Over 25,000 secondary and adult students were served in 2007-2008 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).
- The CDCR purchased multiple copies of the *California Career Planning Guide* and the *Real Game California* curriculum for use with youth offenders.

Support for programs for special populations that lead to high skill, high wage and high demand occupations

- 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.
- The CA Partnership Academy program serves approximately 15,000 at-risk students through a smaller learning community approach, which also includes tutorial, counseling, materials, and other resources to enhance student learning.
- HECT staff collaborated with the Home Economics Teachers of California to conduct administrator and counselor professional development activities that provided program information and showcased student and program achievement.

Technical assistance for eligible recipients

- As evidenced in the responses to the majority of the required uses of funds, technical assistance activities conducted for eligible recipients of the Perkins IV funds is a high priority for the State's administration of these funds. Assistance is provided through workshops, meetings, onsite visits, and voice and written mediums to provide LEAs with the information and guidance needed to ensure that they fully understand the mandates and guidelines for the administration and use of the funds. These same mediums are used by State instructional program area CTE staff to provide assistance on the myriad of program-related issues including, but not limited to, leadership, curriculum, instruction, and evaluation.

b. Permissible Uses of State Leadership Funds

Improvement of career guidance and academic counseling programs

- The California Career Resource Network (CalCRN) established with Perkins Section 118 funds is now funded with a combination of state and Perkins State Leadership dollars. CalCRN continues to develop resources and provide workshops to facilitate the delivery of career guidance services. Additionally, CalCRN continued the implementation of *The Real Game California*, California's version of the internationally popular career development curriculum. CDE has 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.

Establishment of agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs in order to provide postsecondary education and training opportunities for students

- Though state leadership funds are not specifically directed to this activity, articulation agreements between secondary and postsecondary CTE providers continues to be a requirement of all programs assisted with Section 131 and 132 funds and a primary focus of the CDE staff's technical assistance effort.

Support for career and technical student organizations

- The 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), Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), Health Occupations Students of America (HOSA), and SkillsUSA. Over 78,583 students participated in these organizations in 2007-2008. 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.

Support for public charter schools operating career and technical education programs

- The five charter schools receiving Perkins IV Section 131 funds continued to be invited and encouraged to participate in the 2007-08 professional development

opportunities and technical assistance extended to all recipients of these funds by the Perkins administration and subject-matter program area units.

Support for career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter

- As was noted in the response to articulation agreements, though state leadership funds are not specifically directed to this activity, the CDE continues to ensure that all LEA programs assisted with Section 131 and 132 funds are offering assistance in, and understanding of, all aspects of the industries targeted by the supported programs. Extensive professional development is provided through the annual application and subject matter program workshops and conferences. The degree to which the programs are providing this instruction is monitored through the annual applications and site reviews of the local programs.

Support for family and consumer sciences programs

- Course outlines for the foundation and concentration content area courses in Consumer and Family Studies as well as five selected Career Pathway areas in the three HECT Industry Sectors of Education, Child Development and Family Services; Fashion and Interior Design; and Hospitality, Tourism, and Recreation were updated and revised. The course outlines were also cross-referenced to the State adopted CTE standards contained in the CTE Standards document and supplemental resource for Consumer and Family Studies Standards. The remainder of the course outlines will be revised during the next program year.
- The Food Science that satisfies the a-g entrance requirements for CSU and UC admission taught in HECT was reviewed. Plans were completed to revise the course for statewide acceptance.
- The guide for co-curricular career development activities for FHA-HERO was revised and prepared for dissemination.

Support to improve or develop new career and technical education courses and initiatives, including career clusters, career academies, and distance education

- During the 2007-08 program year, over 50,000 students were enrolled in 281 State-funded Partnership Academies costing over \$28 million. These academies provide multiple-year sequences which mandate industry partnerships, internships, and mentoring. Additionally, though not mandated, all 46 of the State-funded Specialized Secondary Programs have partnerships with businesses in their local communities.

Developing and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes

- A new online, student-based CTE reporting system was developed and implemented by the new Program Administration and Support Office unit to collect the required 2007-08 program accountability data. The new system will result in more complete and accurate reporting of the size, scope, and effectiveness of the State's secondary and adult CTE programs.

Support for occupational and employment information resources

- 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.

2. Progress in Developing and Implementing Technical Skill Assessments

As noted in the 2008-2012 CA State Plan for CTE, "all CTE courses and programs have developed or adopted technical skill assessments based on industry standards as determined from alignment with the California CTE Model Curriculum Standards and Framework or statewide industry advisory determination. As mentioned in the validity section of the technical skill assessment indicator in question #3, the state considers the most valid form of technical skill assessment to be a comprehensive and cumulative assessment of technical skill attainment, aligned to industry standards and course and program content as measured by the tests; papers; projects; activities; demonstrations of competency, critical thinking, and problem solving; and other evaluative activities by local instructors, and reported in course grades of students to ensure that students have mastered the necessary academic and career and technical skills before they move into more advanced courses or complete their postsecondary education. Where applicable, programs may also adopt the more general industry certification assessments or more specific industry certificates to provide for enhanced employment opportunities for students completing the course.

All students who meet the CTE concentrator threshold criteria will have been assessed within their individual CTE courses. All CTE student concentrators who complete CTE programs will have completed an end-of-program assessment where available and applicable."

Though no major changes were made during 2007-08 in the development and implementation of new technical skill assessments, significant efforts were undertaken to ensure that the technical skill assessment used by the LEAs are aligned with the State's industry-validated Model Curriculum Standards and are validated by statewide or local industry advisory committees. Additionally, the model programs of study being developed for the State's 58 career pathways will include industry certification criteria.

3. Implementation of State Program Improvement Plans

As evidenced by the attached 2007-08 Accountability Forms for the Section 113 Core Indicators of Performance (Title I), the State surpassed its adjusted levels of performance for Core Indicators 1S1 and 1S2 but failed to reach its adjusted level of performance for Core Indicator 4S1. An examination of the received LEAs accountability reports determined that the approximately 18 point deficiency reported for 4S1 was created by a miscalculation of the measurement criteria in a substantial number of the reports. The incorrect reports have been identified and will be resubmitted. It is expected that the State's revised accountability form for 4S1 (to be submitted by February 1, 2009) will meet or exceed the 90 percent threshold.

4. Implementation of Local Program Improvement Plans

Appendix K of the 2008-2012 CA State Plan for CTE details the accountability system developed by the State to monitor LEA achievement of agreed upon levels of performance for the Perkins IV core indicators. As described in the State Plan, Chapter 4, pages 184-185,

“the accountability section of the annual application for funds includes a comparison of the LEA’s core indicator performance levels for each of the past three years as well as the state performance targets. LEAs failing to meet the state performance targets in the last completed year must provide a narrative explanation of why the target was not met and the steps that will be taken during the funded year to meet or exceed the state levels.”

It is important to note that the 2007-08 LEA application review and approval process preceded, by months, the availability of the State’s base-line core indicator performance data as well as the new accountability system established to monitor local agency performance and the 2007-08 CAR instructions. As a consequence, while the LEAs were required to provide action plans for resolving any problem(s) that resulted in 2006-07 core indicator performance levels below the 90 percent minimum, the State did not have a formal system in place that would provide the data and details requested in this section of the 2007-08 CAR. The State’s data accountability system has been adjusted to ensure that this information will be available for the 2008-09 CAR.

5. Tech Prep Grant Award Information

As noted in Appendix F of the 2008-2012 CA State Plan for CTE, “Ninety-two percent of the Title II funds are distributed to local Tech Prep consortia. Eight percent is retained for State Administration activities. The CCCCO allocates 69 percent of the distributed funds to local Tech Prep consortia for the improvement and expansion of Tech Prep programs. The CDE distributes the remaining 31 percent to local Tech Prep consortia through a competitive application process for a variety of Tech Prep improvement activities.” The 2007-08 31 percent funds were directed to two project efforts: a collaborative regional and statewide professional development project designed to support Tech Prep programs, and a regional coordination project designed to facilitate and direct the implementation of a coordinated regional work plan for regional coordination, alignment of education and training efforts, and effective utilization of new and existing resources between workforce investment boards, economic development agencies, and the Tech Prep local consortia within the regions to provide high-quality, successful Tech Prep programs.

Both projects were conducted by Tech Prep consortia and had statewide impact. The professional development project was administered by six Tech Prep consortia and targeted subject area faculty from secondary and postsecondary agencies, teacher candidates, business and industry partners, counselors, administrators, and other CTE stakeholders. The regional coordination project, administered by eight Tech Prep consortia, targeted the state’s Tech Prep consortia administrators and participating secondary and community college agencies, businesses and industries, workforce investment boards, and economic development agencies.

Please refer to the CCCCO narrative for a description of the distribution and use of the 69 percent funds.

PART B: NARRATIVE PERFORMANCE INFORMATION—CCCCO REPORT

1. Implementation of State Leadership Activities for Community Colleges

The California Community College Chancellor’s Office (CCCCO) used Perkins IV State Leadership funds to improve career and technical education programs and services for all segments of the population, improve access for individuals who are inadequately served or under represented, and fund statewide collaboratives and partnerships to foster program improvement.

Activities focused on developing best practice models for implementation by districts/colleges at the local level. Consistent with Perkins IV provisions and the career education policies adopted by the Board of Governors of the California Community Colleges, activities were funded strictly for program improvement projects with statewide impact and/or scope. The following CTE state leadership activities were conducted with the funds:

a. Required Uses of State Leadership Funds

Offering professional development programs and activities, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels

- 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.

Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education

- Funds were used to promote statewide student leadership activities, counseling, and other support services that relate to career and technical programs and enhance classroom and work-based instruction.
- CCCCO used \$380,000 of its Perkins IV Title IB funds to fund ten statewide advisory committees. The purpose of the funds was to develop the academic, career, and technical skills of secondary students enrolled in career and technical education programs. Funded activities included:
 - continued development of challenging academic standards at the CCCCO and colleges;
 - promotion of services and activities that integrate academic, career, 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 career and technical education, including Tech-Prep; and
 - assisting with a review of student outcomes in subject area disciplines.

Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations

- The Special Populations Collaborative Project continued to collaborate and coordinate with the CCC Statewide Industry Advisory Committees, and the statewide system of regional consortia. This collaboration provides a venue for sharing information and resources that support and promote special population students in programs to lead to nontraditional, high skill, high wage, or high demand careers in current or emerging professions.
- The Project conducted a longitudinal analysis of Perkins core indicators reports focusing on the performance outcomes of all special populations, as well as the nontraditional performance data. These analyses track performance levels across a nine-year period for all six special population groups. The Project has

- analyzed the data by key industry areas: business, industry and technology, health, public administration, family and consumer science, and agriculture.
- The Project continues its ongoing effort identify and collect local effective practices that expose special population students to high skill, high wage, or high demand careers in current or emerging professions. These effective practices are disseminated through the Project's own and related websites, and also at statewide and regional workshops.
 - Other related non-Perkins-funded projects: (1) In 2006, the Institute for Women in Trades, Technology & Science (IWITTS) was awarded a five-year \$2 million National Science Foundation (NSF) award to fund the CalWomenTech Project. To date, eight California community colleges have been selected competitively to receive expert support and technical assistance to help recruit and retain women into technology programs where they are under-represented. The CCCCO is participating as a member of the Project's steering committee. For more information see: http://www.iwitts.com/html/womentech_project.html
 - The CDE and CCCCO collaborate as state team leads on the California STEM (Science Technology Engineering and Mathematics) Equity Pipeline Project funded by a NSF grant awarded to the National Alliance for Partnerships in Equity Education Foundation in the fall of 2007. With state oversight provided by the NAPE's Chief Executive Officer, Mimi Lufkin, the goal of the Project is to increase enrollment of females in math and science related academic courses that lead to a high school diploma and/or college degree, and to increase female participation in STEM career and technical education career cluster programs. For additional information, see: <http://www.stemequitypipeline.org/>

Supporting partnerships among local education agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study

- The CCCCO used \$1,680,000 of Perkins IV 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 career 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; and
 - promoted partnership development between colleges, business, and industry.

Serving individuals in State institutions

- The CCCCO entered into an Interagency Agreement (IA) Contract with the California Department of Corrections and Rehabilitation (CDCR). The IA was funded at \$633,549. The purpose of the IA was to provide CTE to California inmates. As of August 31, 2007, there were approximately 10,935 inmates enrolled in the CDCR CTE classes.

- CDCR's CTE delivery system consisted of more than 405 CTE classes providing instruction in 11 distinct occupational fields. During the 2007-2008 program year, CDCR expended \$619,819.59.34 of the Perkins IV grant funds on CTE programs for adult male and female inmates. As of, June 31, 2008, \$602,871.81 had been submitted for reimbursement.
- Approximately \$90,000.00 was expended to support instructor registration fees, student certification and testing fees, travel, and per diem for in-service training workshops. Over 72 CTE instructors attended a variety of workshops, seminars, conferences and training for professional development during the fiscal year.

Providing support for programs for special populations that lead to high skill, high wage and high demand occupations

- The theme of the November 7-8, 2007, Joint Special Populations Advisory Committee (JSPAC) Statewide Leadership Training Special Populations Conference was *Paving New Roads to Greater Tomorrows: Building Pathways to Nontraditional High-Wage, High-Demand Careers*. 215 secondary and postsecondary education practitioners participated in this Sacramento conference.
- In collaboration with the Special Populations Collaborative Project, JSPAC supported 18 special populations' workshops for K-Adult and community college educators. Workshops held at six statewide community college and K-Adult conferences, and 11 community colleges and school districts throughout the state.
- In addition to the workshops and publications sponsored by the JSPAC, the www.jspac.org website serves as a communication tool and resource to support the success of special population students in programs that lead to high skill, high wage or high demand occupations. The several members of the JSPAC were also involved in the development and implementation of the California STEM Equity Pipeline Project, described more fully below.

Technical assistance for eligible recipients

- Each of the seven professional staff members of the CCCCO CTE Unit has statewide responsibility over an assigned region. These responsibilities include project management, project monitoring, and technical assistance.

b. Permissible Activities

Improving career guidance and academic counseling programs

- The community college districts provide career guidance and academic counseling by allocating Perkins IV funds across vocational programs.

Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students

- The community college districts have established partnerships with local partners that offer Tech Prep programs at the secondary, postsecondary, and four year institutions. These partnerships facilitate the coordination and development of articulation agreements and transition into four year institutions.

Supporting initiatives to facilitate the transition of subbaccalaureate career and technical education students into baccalaureate programs

- Each community college district has established partnerships with its local partners that offer Tech Prep programs at the secondary, postsecondary, and four year institutions. These partnerships facilitate the coordination and development of articulation agreements and transition into four year institutions.

Supporting career and technical student organizations

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

Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter

- The COCCC funded four service area collaboratives, one of which is Work-Based Learning. The Work-Based Learning collaborative provides linkages and experience in all aspects of an industry to students.

Supporting family and consumer sciences programs

- Family and Consumer Sciences is one of the six statewide discipline/industry collaboratives supported by CCCCO with state leadership funds. This statewide group meets quarterly to advise the Family and Consumer Science program.

Supporting partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels

- The six statewide discipline/industry collaboratives supported with state leadership funds work with business and industry leaders and faculty to integrate new and emerging standards and advancements into college curricula.

Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education

- The six statewide discipline/industry collaboratives supported with state leadership funds work with business and industry to integrate new standards and advancements into existing curricula and develop model curricula in emerging areas.

Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business

- Funds were used to promote professional development of career and technical education teachers and faculty. Additionally, the annual California Community Colleges Association of Educators included a string of workshops aimed at recruiting and retaining career technical education staff from instructors to administrators.

2. Progress in Developing and Implementing Technical Skill Assessments

As noted in the 2008-2012 CA State Plan for CTE, “all CTE courses and programs have developed or adopted technical skill assessments based on industry standards as

determined from alignment with the California CTE Model Curriculum Standards and Framework or statewide industry advisory determination. As mentioned in the validity section of the technical skill assessment indicator in question #3, the state considers the most valid form of technical skill assessment to be a comprehensive and cumulative assessment of technical skill attainment, aligned to industry standards and course and program content as measured by the tests; papers; projects; activities; demonstrations of competency, critical thinking, and problem solving; and other evaluative activities by local instructors, and reported in course grades of students to ensure that students have mastered the necessary academic and career and technical skills before they move into more advanced courses or complete their postsecondary education. Where applicable, programs may also adopt the more general industry certification assessments or more specific industry certificates to provide for enhanced employment opportunities for students completing the course.

All students who meet the CTE concentrator threshold criteria will have been assessed within their individual CTE courses. All CTE student concentrators who complete CTE programs will have completed an end-of-program assessment where available and applicable.”

The California Community Colleges have technical skill assessments implemented throughout their CTE curricula. CTE program faculty work with state required local advisory committees to align standards, curricula, and technical skill assessments that meet the needs of local business and industry. Faculties also implement national standards where appropriate into their curricula and assessments. Additionally, the six statewide discipline/industry collaboratives, supported by with state leadership funds, work with business and industry and faculty to integrate new standards and advancements into existing curricula and assessments and development model curricula and assessments in emerging areas.

3. Implementation of State Program Improvement Plans

No accountability data was required for postsecondary programs for states submitting a transition plan. No targets were negotiated.

4. Implementation of Local Program Improvement Plans

No core indicator data was required for postsecondary programs in state submitting a transition plan. No targets were negotiated. Annual local improvement plans are required from all CA community college districts participating in the Perkins IV funds.

5. Tech Prep Grant Award Information

As noted in Appendix F of the 2008-2012 CA State Plan for CTE, “Ninety-two percent of the Title II funds are distributed to local Tech Prep consortia. Eight percent is retained for State Administration activities. The CCCCO allocates 69 percent of the distributed funds to 80 local Tech Prep consortia for the improvement and expansion of Tech Prep programs. The consortia are led by a community college district or county office of education and include the local community colleges working in collaboration with K–12 districts, schools, adult schools, ROCPs, and local business partners. California chose to distribute this money by formula rather than on a competitive basis. The formula is based on a per community college within the consortium basis (total allocation – administration ÷ 109 community colleges x community colleges within consortium = allocation). A listing of the Tech Prep

consortia and their current levels of funding is available at
http://www.cccco.edu/divisions/esed/cte/grants/cte_grants.htm.

PART C: FINANCIAL STATUS REPORTS (FSR)

(See attached Interim and Final FSRs)

PART D: PERFORMANCE REPORT

(See attached Student Enrollment, Tech Prep Enrollment, and Core Indicator Performance Reports)