

# Joint Advisory Committee on Career-Technical Education

November 27, 2007  
Board Room 3B & C  
California Community College Chancellor's Office  
1102 Q Street  
Sacramento, CA 95814

Conference Call Participant Detail  
Dial your telephone conference line: (888) 886-3951  
Enter your pass code: 4106443

## AGENDA TENTATIVE

Revised 11/15/07

09:30 a.m. Welcome Kay Albiani, Chairperson

Introductions

Roll Call of JACCTE Members Dean Smith

Adoption of Minutes of JACCTE Meeting of October 16, 2007 (see Appendix A)

### Old Business:

- MOU Amendment - Dispute Resolution Proposal (see Appendix B)
- Funding Distribution Committee Formation Report - Update
- Tech Prep Benchmarks & Status of Tech Prep (see Appendix C)

### New Business:

JACCTE Meeting with the Governor Proposal (see Appendix D)

### Review of Modifications to State CTE Plan as per JACCTE:

(No Action is Required – FYI Only – JACCTE Members are to Review those changes that are “highlighted” or “shaded” within the enclosed draft State CTE Plan. Listed below are those areas that the JACCTE directed staff to re-edit policies and non-policies)

- Policies:
  - State Subject Matter Specialists
  - Advisory Committees
  - Student Leadership Organizations
  - District Funded Courses

- Non-policies (**No Action Required – FYI Only**):
  - Work Experience
  - Adult Schools
  - Stronger reference to non-traditional careers
  - Better delineation of what Adult Schools, Community College, ROCP's and high school districts do with regard to CTE
  - Expanding Text on the Community College Delivery system
  - Cal-PASS
  - Access to CTE
  - Other Non-policy Issues

**Adoption of State CTE Plan (which includes Chapters 1-5 as listed below):**

- Chapter 1 – Career Technical Education in California
- Chapter 2 – Context for Career Technical Education in California
- Chapter 3 – Building a High-Quality CTE System: A Vision of the Future
- Chapter 4 – Responses to the USDE Guide for the Submission of the 2008-2012 State Plan for the Perkins IV Funds
- Chapter 5 – State Policies on the Administration and Use of the Perkins IV Funds

12:00 noon Lunch – Hosted by Foundation for California Community Colleges

01:00 p.m. **Next Steps for State CTE Plan:**

- State CTE Plan will be submitted to BOG and SBE in January
- State CTE Plan will be adopted by BOG and SBE in March
- State CTE Plan will be sent to USDE on April 1st

03:15 p.m. Public Comment

Establish Next Meeting Date

03:30 p.m. Adjournment

# Appendix A

## DRAFT

### Joint Advisory Committee on Career – Technical Education

#### Minutes

The meeting of the Joint Advisory Committee for Career Technical Education (JACCTE) was called to order by Chairperson, Kay Albiani on October 16, 2007, at 9:30 a.m.

Roll Call was taken with the following members present: Kay Albiani (BOG), Tanna Thomas (BOG), Pauline Larwood (BOG) sitting in for Lance Izumi, Jim Aschwanden (SBE), listening by telephone: Alan Bersin (SBE), and Ted Mitchell (SBE).

Staff participants included: Pat Ainsworth, Jose Millan, Ron Selge, Chuck Wisely, Lee Murdock, Dean Smith, Lloyd McCabe, Cindy Beck, Russ Weikle, Svetlana Darche, Paul Gussman, Roger Magyar, Gary Borden, and R Mary Gallet.

Audience included: Mollie Smith, Marelik, Chris Walker, Denise Browne, and Leticia Botello.

Introductions were made by all participants and members of the audience.

- **Review and Adoption of the Minutes – (ACTION)** Minutes of the June 7, 2007 meeting were reviewed and adopted as printed.
- **Old Business:**
  - **MOU Amendments** - Staff gave a brief presentation of the MOU issue (carried forward from the last meeting) of what constitutes a quorum. After a short discussion **(ACTION) a motion was made by Jim Aschwanden and Seconded by Alan Bersin, that a quorum be defined as two members present from each represented Board.**
  - **Dispute Resolution** – Tabled until the next meeting. **(ACTION)** Staff are directed, as stated in the minutes of the last meeting, to draft several options and present them to the JACCTE at their next scheduled meeting
- **New Business:**

○ **Review of Process of State CTE Plan Public Hearings & Online Testimony:**

- Public Hearings and Process – Svetlana Darche of WestEd summarized the process employed for the public hearings and the online input concerning the Draft Plan. (A handout describing the process was distributed to members.) **(ACTION)** Jim Aschwanden urged staff to strengthen the language pertaining to student organizations.
- **(ACTION)** Kay Albiani, Tanna Thomas, and Jim Aschwanden suggested staff develop guidelines for developing student organizations. On the issue of one District sponsored program of study, members suggested the Steering Committee review the issue and recommend a policy or policy options at the next meeting of the JACCTE.

○ **Review of State CTE Plan Public Hearings & Online Testimony:**

- **Summary of Field Input from All Sources.** Pat Ainsworth summarized the field input received from various sources. Attention was drawn to the summary of Public Input for CTE State Plan. He noted there were a number of positive responses to the Draft Plan. In response to a member's question, he explained how the list of five (5) policy recommendations from the Steering Committee was developed.
- **Policy Recommendations from JACCTE:** There were no policy recommendations from the members. However, there were some non-policy recommendations noted above that staff will incorporate into the Draft Plan.
- **Policy Recommendations from the Steering Committee:**
- **Tech Prep:** Ron Selge opened the discussion with some background information about the issue. Robin Harrington then reviewed the document contained in the member's agenda package. This was followed by Cindy Beck's presentation including a handout that described some benchmarks that should be considered for adoption. Alan Bersin

had some questions regarding the benchmarks – are they measuring completion, achievement or the lack thereof. Pat Ainsworth noted that there is no definition of what constitutes a Tech Prep Student nor what is a successful consortium. Jim Aschwanden stated there needs to be some structure, process, and results built into the measures. Alan Bersin stated there should be a variety of measures of success. Several members decried the lack of data – they want to know “what is going on” in the Program. Furthermore, that all parties to a consortium must agree to share the necessary data. **(ACTION) Before the next meeting of the JACCTE, staff of both agencies is directed to prepare and submit to the members data that provides sufficient information to provide a clear understanding as to the status of the current Tech Prep Program. Furthermore, the draft needs to provide a list of benchmarks that will in the future provide the JACCTE with the kinds of data to enable the members to consider the question as to whether or not to continue the Tech Prep Program. In addition, the data is to be received in sufficient time for the members to adequately review the document.**

- **Perkins Funding Distribution:** Ron Selge led off the discussion with a review of the handout that describes the six options. He noted that there are two themes that flow through the document: strengthening Career Technical Education (CTE) and improving the alignment of CTE. Lee Murdock reviewed a handout similar to the one that was used at the June 7, 2007; JACCTE meeting that describes the current funding distribution formula. Russ Weikle, in response to a question, described the formula employed by the California Department of Education (CDE) in distributing their portion of the funding. Jim Aschwanden noted that both agencies need additional funding resources and that consideration needs to be given to a collaborative effort to accomplish that goal. Some members asked why the decline in student enrollments is not reflected in the distribution of funds.

Two members of the audience spoke to the issue: Molly Smith, President of the CCCAOE, spoke in favor of taking the necessary time to restudy the issue and to report back with one or more alternatives. In addition, she recommended that both Boards should jointly pursue legislation that would provide a 100% annual match of the Perkins allocation (from the general fund) to strengthen secondary and postsecondary CTE education. Chris Walker, representing two employer organizations (Automobile and Sheet Metal) spoke about the importance

of the pipeline and the need to reestablish pipeline programs at the 7<sup>th</sup> and 8<sup>th</sup> grades and 9<sup>th</sup> and 10<sup>th</sup> grades. He passed out a chart to emphasize his points

After considerable discussion amongst the members, a motion was made to keep the current formula. That motion resulted in a tie vote – 3 and 3. A discussion ensued as to the next step to be taken in resolving the tie vote. Subsequent discussion of the issue resulted in the passing of the following motion: **(ACTION) M/S Adopt the current funding formula in the draft State Plan with the understanding that a broad based group will be immediately formed to study the existing funding distribution formula and report back to the JACCTE within 9 months with a possible recommendation for an alternative formula.**

- **State Subject Matter Specialist:** A handout was distributed to the members. Lloyd McCabe reviewed the handout that provided background information about the issue. The question before the Committee is “Should the State CTE Plan address the need to have State Subject Matter Specialists at both the Chancellor’s Office and the State Department of Education?” Jim Aschwanden supports making the issue a priority for both agencies. Jose Millan suggested developing a system to locate the necessary expertise. **(ACTION) Staff is directed to develop more specific language for inclusion in the Plan supporting the movement towards more Subject Matter Specialists at the State level.**
- **Advisory Committee Meetings:** Lee Murdock reviewed the reference to the summary of field input and explained the Steering Committee’s recommendation to reduce the number of advisory committee meetings from two to one. Furthermore, the Committee recommends that “the Plan include definitive or concrete evidence of industry involvement via field trips, guest speakers, job shadowing, etc. Alan Bersin stated that the issue should be left up to the locals to decide how many meetings should be conducted annually. Mandate one – more if they want more. The following motion was made and passed: **(ACTION) M/S Advisory Committee meetings will be required to meet no less than once a year.**

- **Information Item – Housekeeping Edits to the Draft State CTE Plan:** Items listed on the agenda were taken from the field input based upon a review by the members of the Steering Committee. **(ACTION)** JACCTE members noted two areas of the Plan that need to be strengthening: Access to CTE for all students and to improve the alignment of accountability measures between secondary and postsecondary. WestEd will draft some language that clearly states that schools will ensure that all students shall have access to CTE. **(ACTION)** Regarding the accountability issue, a paper addressing this issue will be drafted by the Chancellor Office staff and sent to JACCTE members before the next meeting. On another issue, Jim Aschwanden expressed some concern about the requirement contained in the Draft Plan of requiring one district funded course. **(ACTION)** Staff will conduct a further review of the issue and report back at the next Committee meeting on November 27, 2007.
- **Observations:** The JACCTE wants sufficient time to review policy recommendations. Last minute emails are unacceptable and only add to the confusion. If the two agencies cannot agree on a policy recommendation, then it is perfectly acceptable for each agency to submit their respective positions. The JACCTE will consider both positions and render a decision. If the JACCTE cannot agree on a decision, then the matter, in the absence of another alternative, will be set before the Presidents of the two Boards for consideration.



# Appendix B

## Proposed Procedure for Resolving Differences

11/08/07

V. **Procedures for Resolving Differences**

The State Board of Education and the Board of Governors recognize that a coherent career technical education program is in the best interests of California. To that end they have established a Joint Advisory Committee on Career Technical Education to assure cooperation and collaboration in planning, implementing, and evaluating federally aided programs under the Carl D. Perkins Career and Technical Education Improvement Act, 2006.

However, given that each Board has a vested responsibility for different educational segments, it is reasonable to expect that occasional differences may occur. If differences occur, they will be resolved as follows:

**Step 1:**

Should the Joint Advisory Committee on Career Technical Education fail to reach agreement of a recommendation to their respective Boards, or should recommendation(s) from this group be accepted by one Board and rejected by the other, the Presidents of each Board **shall meet to discuss the issue(s) with the staff from the Office of the Secretary of Education.**

**Step 2:**

**Should the Office of the Secretary of Education become unable to resolve the differences between the two Presidents of each Board,** then the two Boards may wish to meet jointly to discuss the issue(s). Either Board may request a joint meeting.

**Step 3:**

If a resolution to the issue(s) that is acceptable to both Boards cannot be reached, then the California State Board of Education shall make the **final decision as per *Education Code Section 12053***. The State Board of Education's decision, along with a record of review and comment on the issue(s), shall be forwarded to the U.S. Department of Education.

# **Appendix C**

## **Tech Prep**

### **Proposed Benchmarks**

#### **(Fiscal Year 2009-2010 through 2013-14)**

#### **Abstract:**

The following narrative is a collaborative effort between the Chancellor's Office of the California Community Colleges (COCCC) and the California Department of Education (CDE) in response to the specific direction of the Joint Advisory Council for Career Technical Education (JACCTE) to provide a policy document containing benchmarks that evaluate Tech Prep as a viable categorical program within the California State Plan responding the Carl D. Perkins Act.

#### **Background:**

The purpose of Tech Prep is to prepare any student to enter and succeed in a postsecondary institution or career. Tech Prep education is a 4+2, 3+2 or a 2+2 planned sequence of study in a technical field beginning as early as the ninth year of school. The sequence extends through two years of postsecondary career technical education or an apprenticeship program of at least two years following secondary instruction, and culminates in an industry-recognized credential, associate degree or certificate.

Tech Prep is a school-to-work transition strategy designed to help all students make the connection between school and employment.

#### **Issues**

In a meeting of the California's Joint Advisory Committee for Career Technical Education (JACCTE) the following motion was passed June 7, 2007.

#### ***Motion by JACCTE:***

Continue Tech Prep as a categorical program for one more year beyond the transition plan funding year 2007-2008 to 2008-2009. Staffs of CDE and COCCC were directed to develop an outline of a program improvement plan (with appropriate benchmarks) and presenting it at the next meeting of the Committee. The JACCTE will re-evaluate the Program at the end of 2008-2009 funding year to determine if significant improvement has been made in which to base continued funding of the Program. Motion unanimously approved.

Responding to the guidance of the JACCTE, the following benchmarks were designated to evaluate the effectiveness of California's Tech Prep Programs. All Tech Prep consortia will be required to submit the specified measurement evidence for each benchmark.

**Benchmark 1:**

Structure of Tech Prep Consortia -- Tech Prep consortia (as defined by the State of California) must be a partnership of secondary, postsecondary, and business and/or labor organization partners and may include baccalaureate partner(s). The following documentation will be provided to determine the viability of the Tech Prep Consortia.

**Measures:**

- The colleges and school districts within the consortium sign an Intent-to-Participate form within the Tech Prep Application attesting the commitment to and participation in the Tech Prep Consortia activities described within the application.
- The consortium submits an annual report summarizing the activities and outcomes of the consortia and the extent of participation of the member colleges and districts.

**Benchmark 2:**

Documentation provided to demonstrate the extent that the consortium is operating Tech Prep programs in accordance with the Carl D Perkins Act. Section 203 (See Attachment I) defines all of the Tech Prep required program components.

**Measure:**

- Each Consortium will be required within their 5-year plan to do a thorough self-assessment of each of the Section 203 requirements and a corresponding narrative within their one-year application as to how they will expand those requirements.
- The application has a workplan that shows a direct correlation to the self-assessment and narrative. (The narrative section and workplan is a yearly requirement.)

**Benchmark 3:**

Documentation provided to demonstrate accountability data regarding the Tech Prep Program. This benchmark is in two categories 3A (before Cal-Pass has implemented and collected Perkins IV accountability data) and 3B (after Cal-Pass implementation).

***Benchmark 3A***

Attachment II is a compilation of data collection efforts from 2000-2006. Collection of this data will continue until Cal-Pass data is available (see measures below). A second set of

Consortia Accountability will also be activated during this timeframe to assure the JACCTE of the viability of each individual consortium (see Measure II).

**Measure 1:**

Percentage spent statewide in:

- Professional Development;
- Curriculum Development;
- Accountability; and
- Student Support Structures.

Tech Prep Student Statewide Counts:

- Secondary (male/female); and
- Postsecondary (male/female).

Participation of Statewide Secondary:

- High Schools Participating
- High Schools Non-Participating

Statewide Coursework:

- Addition, Deletion and Expansion

Statewide Pathway Development:

- See Attachment III Career Pathway Worksheet Summary 2000-2006.

Current accountability measures:

**Note:** While the following Tech-Prep accountability measures in the MIS data system for Community Colleges, since the secondary system had no commiserate system, this data will be radically undercounted. These accountability measure are expected to be successively larger as Cal-Pass implementation comes to pass.

- 113(b)(2)(B)(ii) Postsecondary student attainment of industry-recognized credential, certificate or degree.
- 113(b)(2)(B)(iii) Postsecondary student retention or transfer to baccalaureate degree program.

**Measure 2:**

- **Monitoring:** Risk management criteria will be used to determine yearly joint

monitoring of Tech-Prep at-risk consortia.

- ***Cal-Pass:*** Tech Prep funding will require that all participating secondary and postsecondary partners within a consortium participate in Cal-Pass, providing that Cal-Pass is fully functional and ready for Tech Prep data.
- ***Articulation and Imbedded Procedures:*** The State will require all consortia (as part of their funding) use these templates as they articulate courses and then add their agreements to the database in an effort to ensure that course articulation agreements are institutionalized, and have, to the degree possible, regional and statewide portability.. The end result of the all the processes listed will be local Tech Prep consortium conformance with the Perkins definition of articulation agreement, which includes program linkage through credit transfer agreements.
- ***Consortium Disclosure Policy:*** Consortium will to show proof of existing procedures that show fully disclosed rights, responsibilities and fees that affect teachers, faculty, and students as part of the articulation process and/or have a plan that show full implementation by the end of 08-09.

### ***Benchmark 3B***

Title I Section 113 Accountability (A) secondary and (B) Postsecondary performance indicators and Title II Section 203(e) performance indicators will be developed through the Cal-Pass System ensuring that the consortia are uniformly identifying and reporting tech prep students and reported to the JACCTE. We do not have an exact timeline as of yet since working with Cal-Pass and developing the timelines is still in progress.

#### **Measure 1:**

See Attachment IV

#### **Measure 2:**

- ***Monitoring:*** Risk management criteria will be used to determine yearly joint monitoring of Tech-Prep at-risk consortia.

### **Conclusion**

The COCCC and the CDE will jointly monitor to verify the ongoing program improvement by utilizing onsite visits, teleconferencing and application desk review to assess progress.

A yearly report made to the JACCTE will contain an overview of each consortium on Structure of the consortia, program implementation and accountability.

It is the understanding of CDE and COCCC that the process above will be a yearly reporting system to the JACCTE with the intent to determine the need for statewide or local technical assistance, individual consortium improvement plans and/or recommendation of change of Consortium fiscal agent or management team.

## Attachment I

### Title II – Tech Prep Education

#### “SEC. 203. TECH PREP PROGRAM.

“(c) CONTENTS OF TECH PREP PROGRAM.—Each tech prep program shall—

“(1) be carried out under an articulation agreement between the participants in the consortium;

“(2) consist of a program of study that—

“(A) combines—

“(i) a minimum of 2 years of secondary education (as determined under State law); with

“(ii)(I) a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study;  
or

“(II) an apprenticeship program of not less than 2 years following secondary education instruction; and

“(B) integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available;

“(C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations;

“(D) builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;

“(E) leads to technical skill proficiency, an industry recognized credential, a certificate, or a degree, in a specific career field;

“(F) leads to placement in high skill or high wage employment, or to further education; and

“(G) utilizes career and technical education programs of study, to the extent practicable;

“(3) include the development of tech prep programs for secondary education and postsecondary education that—

“(A) meet academic standards developed by the State;

“(B) link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education, through—

“(i) nonduplicative sequences of courses in career fields;

“(ii) the use of articulation agreements; and

“(iii) the investigation of opportunities for tech prep secondary education students to enroll concurrently in secondary education and postsecondary education coursework;

“(C) use, if appropriate and available, work-based or worksite learning experiences in conjunction with business and all aspects of an industry; and

“(D) use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs;

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“(4) include in-service professional development for teachers, faculty, and administrators that—

“(A) supports effective implementation of tech prep programs;

“(B) supports joint training in the tech prep consortium;

“(C) supports the needs, expectations, and methods of business and all aspects of an industry;

“(D) supports the use of contextual and applied curricula, instruction, and assessment;

“(E) supports the use and application of technology; and

“(F) assists in accessing and utilizing data, information available pursuant to section 118, and information on student achievement, including assessments;

“(5) include professional development programs for counselors designed to enable counselors to more effectively—

“(A) provide information to students regarding tech prep programs;

“(B) support student progress in completing tech prep programs, which may include the use of graduation and career plans;

“(C) provide information on related employment opportunities;

“(D) ensure that students are placed in appropriate employment or further postsecondary education;

“(E) stay current with the needs, expectations, and methods of business and all aspects of an industry; and

“(F) provide comprehensive career guidance and academic counseling to participating students, including special populations;

“(6) provide equal access, to the full range of technical preparation programs (including preapprenticeship programs), to individuals who are members of special populations, including the development of tech prep program services appropriate to the needs of special populations;

“(7) provide for preparatory services that assist participants in tech prep programs; and

“(8) coordinate with activities conducted under title I.

**Attachment II**  
**Data Summary Form Composite**  
*(2000-2006)*

	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007<sup>2</sup></b>	<b>Total</b>	<b>6-year Percentages</b>
Amount of Federal Funds Awarded	7,380,959	6,247,996	8,853,525	8,770,500	7,359,316	8,114,974	6,647,652	53,374,922	
Amount of Federal Funds Expend	6,903,732	6,058,208	8,527,064	8,557,660	7,073,755	7,766,975	6,539,029	51,426,423	96.34% of Allocation "Spent"
<i><b>Estimated Federal Funds Expended in:</b></i>									
Curriculum Development and Improvement	1,575,326	1,534,182	2,110,839	2,023,183	1,863,626	1,838,166	1,326,529	12,271,851	23.86%
Professional Development	878,334	968,825	1,175,612	1,014,338	884,979	1,015,804	864,320	6,802,212	11.28%
Partnership Development	856,086	930,242	1,108,063	1,199,855	1,072,627	1,446,032	1,336,514	7,949,419	15.45%
Performance Accountability	407,120	377,595	512,670	611,317	456,134	598,551	547,400	3,510,787	6.82%
<i><b>Student Support Structures</b></i>									(28% total in Student Support Structures)
Adaptive Services	4,388	6,424	19,235	21,565	5,889	14,019	13,057	84,577	Less than 1%
Student Leadership	44,484	42,397	92,524	74,977	64,203	63,957	59,839	442,381	Less than 1%
Counseling/Assessment	419,321	322,507	515,069	549,791	425,382	454,623	381,303	3,067,996	6%

Dependent Care	6,800	0	0	10,318	0	0	0	17,118	Less than 1%
Internships	136,410	158,855	143,312	102,935	91,147	57,821	47,671	738151	1.4%
Mentoring/Job Shadowing	179,177	121,006	148,629	19,1948	114,393	109,799	111,473	976425	1.9%
Recruitment	376,090	409,400	693,950	631,292	531,245	527,411	588,635	3,758,023	7.3%
Textbooks	196,485	96,074	144,383	137,735	117,755	147,127	51,299	890,858	1.7%
Transportation	93,364	85,921	130,210	103,552	105,936	131,016	46,673	696,672	1.3%
Tutoring	65,255	2,786	53,162	29,281	29,194	51,492	5,457	236,627	Less than 1%
Other	254,920	313,035	542,046	487,188	372,400	750,172	591,584	3,311,345	6.4%
<b>Total</b>	<b>5,493,560</b>	<b>5,369,249</b>	<b>7,389,704</b>	<b>7,189,274</b>	<b>6,134,910</b>	<b>7,205,990</b>	<b>5,971,754</b>	<b>38,782,687</b>	<b>44,754,441</b>

**Data Summary Form Composite (2000-2006 Continued)**

<b>Number of Student and Professional Staff Served</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>Total</b>	<b>Percentage</b>
Student Secondary Male			153,753	125,193	132,317	131,521	131,287	542,784	32% of Students end
Student Secondary Female			145,508	123,598	128,262	135,906	131,187	533,274	Up in COCCC in 2006
Student Postsecondary Male			29,308	26,634	27,758	39,152	40,124	122,852	You can see COCCC
Student Postsecondary Female			31,186	28344	29,405	44,745	43,636	133,680	Tracking is increasing
<b>Total</b>	<b>306,6044<sup>1</sup></b>	<b>269,794</b>	<b>359,755*</b>	<b>303,772</b>	<b>317,742</b>	<b>351,324</b>	<b>346,234</b>	<b>1,908,431</b>	yearly
Faculty Secondary Male			4,019	3,242	3,361	3,373	4,820	18,815	27.8 (over 5 years)
Faculty Secondary Female			4,967	4,228	4,999	5,245	5,689	25,128	37.1
Faculty Postsecondary Male			1,867	1,826	2,177	2,653	2,524	11,047	16.3
Faculty Postsecondary Female			2,313	2,128	2,647	2,947	2,681	12,716	18.8
<b>Total</b>	<b>13,677</b>	<b>11,186</b>	<b>13,166**</b>	<b>11,424</b>	<b>13,454</b>	<b>14,218</b>	<b>15,714</b>	<b>92,569</b>	13,539 yearly average student count
Faculty Discipline:									
General			997	780	792	1,510	1,601	5,680	8.4%
Academic Education			3,464	2,530	2,787	2,140	2,545	13,466	19.8%
Vocational Education			5,295	5,270	6,365	6,607	7,211	30,748	45.3%
Guidance/Counselor			2,556	2,145	2,815	3,267	3,560	14,343	21.1%
Instructional Support			874	701	627	694	797	3,693	5.4%

<b>Total</b>			<b>13,186</b>	<b>11,426</b>	<b>13,386</b>	<b>14,218</b>	<b>15,715</b>	<b>67,930</b>	13,586 yearly average professional count
High Schools in Tech Prep Consortium:									
Number Participating	944	898	1138	1,073	1,206	1,252	1,253	7,764	In 2006 there is a 86%
Number Not Participating	149	140	167	250	168	178	177	1,229	High school participation rate
<b>Total</b>	<b>1,093</b>	<b>1,038</b>	<b>1305</b>	<b>1,323</b>	<b>1,374</b>	<b>1,430</b>	<b>1,430</b>	<b>8,993</b>	
Number of Courses:									
Added (New)	540	678	797	726	740	761	744	4,986	2,159 average yearly course
Expanded (Revised)	927	713	1,497***	1120	1,234	1,617	976	8,084	development
Deleted	179	214	269	340	442	383	218	2,045	
<b>Total</b>	<b>1646</b>	<b>1605</b>	<b>2563</b>	<b>2186</b>	<b>2,416</b>	<b>2,761</b>	<b>1,938</b>	<b>15,115</b>	

\*/\*\*/\*\* The anomaly of large number served in relation to the previous and next year was that the allocation was the largest of the 6 year cycle due to the fact that CDE had carryover money that needed to be spent and so rolled over almost 2,000,000 into this fiscal year. Consequently, higher individual allocations resulted in more students and faculty being served and more curriculum being developed.

<sup>1</sup> Fiscal years 2000 and 2001 had ethnicity as well as gender statistics and so they do not compute properly within this chart.

<sup>2</sup> Since all final claims have not been completed this data is missing 7 colleges' allocations and data. This affects the high schools participating count, professional development count, student counts etc.

**Attachment III**  
**Career Pathway Worksheet**  
*(2000-2006)*

	Fiscal Year						
00/01	01/02	02/03	03/04	04/05	05/06	06/07	
							Agriculture and Natural Resources-includes services and products related to Agriculture Production; Agri-business; Ornamental Horticulture & Landscaping; Agriculture Mechanics, Power and Engineering; Forestry; Natural Resources and Rural Recreation
25	31	39	43	42	43	45	
							Arts, Media and Entertainment-includes services and products related to Visual and Performing Arts; Electronic and Multi-media Production; Film, Television and Radio; Printed Publications and Professional Sports
36	44	54	58	68	69	71	
							Building Trades and Construction-includes products and services related to Commercial and Institutional Construction and Structures, Heavy Construction, Building Materials Distribution and Residential Construction
12	20	36	41	42	41	43	
							Energy and Utilities-includes products and services related to the Petroleum Industry, Alternative Energy and Power Industry and Utility Industry
2	5	12	15	14	18	20	
							Engineering and Design-includes products and services related to Engineering Analysis
26	35	41	45	56	53	55	
							Fashion and Interiors-includes products and services related to Apparel Design and Manufacturing, Commercial Interior Design and Furnishings, Residential Design and Furnishings, Textile Design and Manufacturing and Textile Care and Maintenance
8	19	23	27	29	30	32	
							Finance and Business-includes products and services related to Financial Services, Real Estate Services and Business Management
38	47	55	58	67	65	70	
							Health and Human Services-includes products and services related to Dental Care, Medical Care, Pharmaceuticals, Biotechnology and Preventive Practices and Fitness
44	55	60	64	68	68	70	
							Hospitality, Tourism and Recreation-includes products and services related to Amusement, Recreation and Special Events; Food Services; Lodging Services; Travel and Related Services and Recreational Sports
20	34	43	45	49	47	51	
							Information Technology-includes products and services related to Management Information Systems, Data Processing and Telecommunications
38	52	61	64	70	72	66	
							Manufacturing and Product Development-includes products and services related to Printing and Publishing, Consumer Product Manufacturing, Machine Tool Manufacturing, Computer and Electronics Products, Transportation Manufacturing, Equipment Manufacturing, Chemical Manufacturing and Industrial Materials Manufacturing
11	22	43	42	52	49	48	
							Public and Private Education Services-includes products and services related to
37	46	57	59	66	66	64	

							Preschool, Elementary and Secondary Education; Colleges, Universities and Professional Education; Trade, Technical Education and Training; Child and Youth Services and Educational Support Services
27	35	43	48	54	55	59	Public Services-includes products and services related to State and Local Government; Justice, Public Order and Safety; National Security and International Affairs; Religious and Civic Organizations and Social Services
6	17	32	37	47	54	55	Retail and Wholesale Trade-includes products and services related to Retail Sales, Distribution and Service; Wholesale Sales, Distribution and Service; Business Management and International Trade
22	29	30	32	39	41	45	Transportation-includes products and services related to Air Transportation, Land Transportation and Water Transportation

## Attachment IV

### Perkins Accountability Measure for Tech Prep

#### **113(b)(2)(A) Secondary**

“(2) INDICATORS OF PERFORMANCE.—

“(A) CORE INDICATORS OF PERFORMANCE FOR CAREER AND TECHNICAL EDUCATION STUDENTS AT THE SECONDARY LEVEL.—Each eligible agency shall identify in the State plan core indicators of performance for career and technical education students at the secondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

“(i) Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act.

“(ii) Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry recognized standards, if available and appropriate.

“(iii) Student rates of attainment of each of the following:

“(I) A secondary school diploma.

“(II) A General Education Development (GED) credential, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities).

“(III) A proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the State in conjunction with a secondary school diploma).

“(iv) Student graduation rates (as described in section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965).

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“(v) Student placement in postsecondary education or advanced training, in military service, or in employment.

“(vi) Student participation in and completion of career and technical education programs that lead to non-traditional fields.

#### **113(b)(2)(B) (Postsecondary)**

“(B) CORE INDICATORS OF PERFORMANCE FOR CAREER AND TECHNICAL EDUCATION STUDENTS AT THE POSTSECONDARY LEVEL.—Each eligible agency shall identify in the State plan core indicators of performance for career and technical education students at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

- “(i) Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.
- “(ii) Student attainment of an industry-recognized credential, a certificate, or a degree.
- “(iii) Student retention in postsecondary education or transfer to a baccalaureate degree program.
- “(iv) Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- “(v) Student participation in, and completion of, career and technical education programs that lead to employment in non-traditional fields.

**Title II 203(e)**

“(e) INDICATORS OF PERFORMANCE AND ACCOUNTABILITY.—

“(1) IN GENERAL.—Each consortium shall establish and report to the eligible agency indicators of performance for each tech prep program for which the consortium receives a grant under this title. The indicators of performance shall include the following:

“(A) The number of secondary education tech prep students and postsecondary education tech prep students served.

“(B) The number and percent of secondary education tech prep students enrolled in the tech prep program who—

“(i) enroll in postsecondary education;

“(ii) enroll in postsecondary education in the same field or major as the secondary education tech prep students were enrolled at the secondary level;

“(iii) complete a State or industry-recognized certification or licensure;

“(iv) successfully complete, as a secondary school student, courses that award postsecondary credit at the secondary level; and

“(v) enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education.

“(C) The number and percent of postsecondary education tech prep students who—

“(i) are placed in a related field of employment not later than 12 months after graduation from the tech prep program;

“(ii) complete a State or industry-recognized certification or licensure;

“(iii) complete a 2-year degree or certificate program within the normal time for completion of such program; and

“(iv) complete a baccalaureate degree program within the normal time for completion of such program.

“(2) NUMBER AND PERCENT.—For purposes of subparagraphs (B) and (C) of paragraph (1), the numbers and percentages shall be determined separately with respect to each clause of each such subparagraph.



**Appendix D**  
**JACCTE Meeting with the Governor Proposal**  
November 15, 2007

That the JACCTE or a sub-committee of the JACCTE arrange a meeting with the Governor and his educational staff to review the newly formulated State CTE Plan and its recommendations for career technical education “program improvement efforts” at both the Community College and Secondary systems.

The ability to aggressively pursue these recommendations is tied to the availability of adequate resources. Furthermore, in view of the current fiscal restraints facing the State, we would ask that in developing the State budget for the forthcoming year that every consideration be given towards matching those federal dollars currently allocated to support “high quality” CTE programs at both secondary schools and community colleges.