

CHAPTER FOUR

RESPONSES TO THE U. S. DEPARTMENT OF EDUCATION GUIDE FOR THE SUBMISSION OF THE 2008–2012 STATE PLAN FOR THE PERKINS IV FUNDS

I. Planning, Coordination, and Collaboration Prior to Plan Submission

A. STATUTORY REQUIREMENTS

- 1. The State must conduct public hearings, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations) an opportunity to present their views and make recommendations regarding the state plan. [Section 122(a)(3)]**

RESPONSE

In accordance with Section 122 (a)(3) of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and the "Guide for the Submission of State Plans," the California Department of Education (CDE) and the California Community College Chancellor's Office (CCCCO) jointly conducted a comprehensive and thorough process to elicit public input on the state plan. Public hearings were conducted, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with state law, employers, labor organizations, parents, students, and community organizations) an opportunity to present their views and make recommendations regarding the state plan.

The following state plan development activities were conducted in accordance with the framework of consultations required by section 122(b)(1)(A-B) and section 122(b)(2) of the Act:

- » A statewide needs assessment
- » Structured input from a State Plan Resource Group that included representation from all the required stakeholders
- » Web-based input to draft plan
- » Public hearings

Appropriate records for these mandated consultations have been maintained.

Statewide Needs Assessment. In anticipation of the reauthorization of the Carl D. Perkins Act, during the period February 15, 2006 - December 15, 2007, the CDE and the

CCCCO contracted with WestEd to conduct a CTE needs assessment. The primary purpose of this study was to examine the status of CTE in California and explore opportunities for strengthening the CTE system as a whole. The secondary purpose was to identify and document potential system improvements to provide direction for California's 2008–2012 state plan. CTE improvement issues, solutions, and effective practices that surfaced through participant input and responses may be implemented through any number of initiatives, all working toward the creation of a coherent and comprehensive CTE system.

Specifically, this study sought to answer two major questions:

- » What is the status of CTE in California and what are the major trends?
- » What resources and system improvements are essential at the state and local levels to ensure that CTE meets the current and evolving needs of students, communities, and the economy?

To answer these questions, WestEd first conducted a literature review on state and national CTE trends, and then elicited input directly from the field through a survey of stakeholders, as well as focus groups and interviews.

Customized surveys were developed and disseminated to:

- » Administrators
- » CTE instructors
- » Academic only (non-CTE) instructors
- » School/college and community-based counselors/career advisors
- » Business/industry

Focus group meetings and interviews involved:

- » Administrators and staff representing special populations groups
- » Representatives from economic and workforce development and industry organizations
- » Administrators of high schools, community colleges, Regional Occupation Centers and Programs (ROCPs), and adult education programs
- » Secondary and postsecondary CTE instructors
- » Counselors/advisors
- » Students in CTE programs
- » Parents

A comprehensive report of the needs assessment findings, conclusions, and recommendations was prepared and the results shared in a presentation to the State Plan Resource Group at its first meeting on February 5-6, 2007.

State Plan Resource Group. The CDE and CCCCCO, with the assistance of WestEd and additional facilitators, conducted a series of two-day State Plan Resource Group meetings, in February, March, and May 2007, to elicit input on the state plan from all the required stakeholder groups. The State Plan Resource Group consisted of approximately 52 participants selected by the CDE and CCCCCO.

Web-Based Input. A public Web site was developed by WestEd to publicize the opportunity to review and comment on the CTE plan. It included background information on the planning process and links to download the five chapters as PDF files, and a link to comment on the chapters. It also included a link to subscribe to an email list to receive updates about the project. Individuals were offered the option of entering comments directly into text boxes on the Web site, or to email comments to staff. The Web site also included information about the public hearings and the means by which individuals could participate either in person or via Webcast.

Beyond notifications posted on the Web site, individuals were informed of their opportunities to provide input to the state plan through public notices, email notification through all pertinent listservs, and an extensive network of professional organizations.

E-mail notifications were sent to:

- » The CTE project listserv
- » The CDE high school listserv
- » CCCCCO listservs
- » All county offices of education (for distribution to districts)
- » The Chancellor's Office of the California Community Colleges (for distribution to interested staff and faculty)
- » The Chancellor's Office of the California State University (for distribution to interested staff and faculty)
- » The University of California Office of the President (for distribution to interested staff and faculty)
- » The California State PTA (for inclusion in their calendar and publications)
- » The California School Boards Association (for distribution to members)

- » Business and industry organizations suggested by the Joint CDE-CCCCO State Plan Steering Committee
- » CTE professional associations and organizations

Notices of the field review period and the public comment meetings as well as other response options were posted per the Bagley-Keene Open Meeting Act requirements on both the CDE and CCCCCO Web pages. Options individuals had for responding included:

- » Web-based input (WestEd Web site: www.wested.org/cteplan)
- » E-mail comments (cteplan@wested.org)
- » Mail or fax input to WestEd
- » Regional public hearings

Public Hearings. For those individuals preferring to provide input to the state plan in person, or to amplify their written input, public hearings were held on September 7, 14, 17, and 24 in Los Angeles, Fremont, Fresno, and Sacramento, respectively. The public also had the opportunity to provide input to the plan at the JACCTE meetings beginning in November 2006 and spanning through November 2007. Notices of the field review period and the public hearings were posted per the Bagley-Keene Open Meeting Act requirements on the CTE plan Web site, as well as on both the CDE and CCCCCO Web sites. Appendix B provides more detailed information about the public hearings.

2. State must include a summary of the above recommendations and the eligible agency's response to such recommendations in the state plan. [Section 122(a)(3)]

RESPONSE

A summary of the recommendations is included in Appendix C. Following the public hearings, the recommendations were either integrated into the draft plan and approved by the State Board of Education or rejected because they did not relate to Perkins IV.

3. The state plan must be developed in consultation with academic and CTE teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with state law; parents and students; institutions of higher education; the state Tech Prep coordinator and representatives of Tech Prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor

organizations in the state. The state must consult the Governor of the state with respect to the development of the state plan. [Section 122(b)(1)(A)-(B)]

RESPONSE

The state plan was developed in consultation with a State Plan Resource Group comprising academic and career technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with state law; parents and students; institutions of higher education; the state Tech Prep coordinator and representatives of Tech Prep consortia; entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the state. Effective activities and procedures, including access to information needed to use such procedures, were used to allow these individuals and entities to participate in state and local decisions related to the state plan's development. The Governor's Office was also consulted with respect to state plan development. A list of the 52-member group is provided in Appendix D.

- 4. The State must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 to participate in State and local decisions that relate to development of the state plan. [Section 122(b)(2)]**

RESPONSE

Please see response to #3.

- 5. The State must develop the portion of the state plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, Tech Prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other two-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final state plan is objectionable, the State agency must file its objection to the State. The State must respond to any objections it receives in the state plan submitted to the Secretary. [Section 122(e)(3)]**

RESPONSE

The distribution of funds formula approved for the 2000–2004 state plan and 2006–2007 State Transition Plan was approved by the JACCTE for the 2008–2009 program year. The CDE and CCCCO will convene a representative field committee for advising the JACCTE on alternative options for distributing these funds in subsequent years.

II. Program Administration

A. STATUTORY REQUIREMENTS

- 1. The State must prepare and submit to the Secretary a state plan for a 6-year period; or a transition plan for the first year of operation of programs under the Act. [Section 122(a)(1)]**

RESPONSE

With a combined total of nearly 4.5 million secondary and adult students, California has made major strides in its commitment to reform and revitalize its CTE system. In the last three years:

- » The CTE Model Curriculum Standards were developed for the 15 industry sectors addressed by the state and approved by the State Board of Education (SBE) in May 2005.
- » A CTE “curriculum framework” was developed to guide LEA implementation of the CTE and academic standards and approved by the SBE in January 2007.
- » A comprehensive needs assessment of the state’s CTE system and a review of relevant research were completed in January 2007; the contracted needs assessment and research review were conducted in anticipation of the reauthorization of the Perkins Act and to provide a research-based foundation for the development of the state’s 2008–2012 Plan.

The statewide needs assessment focused on two key issues: (1) major trends and the status of CTE programs in the state; and (2) 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.

The assessment process used online surveys and meetings with CTE stakeholder groups to obtain current status and needs information on a myriad of pertinent CTE topics. It also included the review of relevant research and statistical reports to determine the importance of CTE in state and national education reform and in the preparation of the skilled workforce required for healthy state and national economies, to identify the critical organizational characteristics or elements of effective state and local CTE programs, and to

develop a list of effective state and local CTE program improvement practices that should be considered in the implementation of the reauthorized Perkins Act.

The findings, conclusions, and recommendations of the completed needs assessment report were carefully examined in the state plan development process, which involved a Joint State Plan Steering Committee of CDE and CCCCCO staff members; a State Plan Resource Group (SPRG) comprised of representatives of CTE stakeholder groups, business and industry, students, parents, teachers, administrators, counselors, higher education, teacher education, and each of the other groups mandated in Section 122(b)(1) of the new Act; and the state's Joint Advisory Committee on Career Technical Education (JACCTE) described in the response provided for Item B2 in Section II. The SPRG deliberated future trends in education and the economy; the statewide needs assessment findings, conclusions, and recommendations; the intent and mandates of Perkins IV; and a myriad of policy issues related to state and local administration and uses of the Perkins IV funds. CTE system improvements and Perkins IV-related policies recommended by the SPRG were forwarded to the JACCTE for further deliberation, approval action, and decisions regarding inclusion in the state plan.

2. The State must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of:

(a) The career and technical education programs of study that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that:

- i. Incorporate secondary education and postsecondary education elements;**
- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
- iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**

- iv. **Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

RESPONSE

The state acknowledges the potential of the program of study's organizational structure to deliver high school graduates who are prepared for immediate employment and postsecondary education. It also recognizes the challenges posed in the requirement that programs of study must incorporate secondary and postsecondary elements. The state's current CTE delivery system comprises secondary and postsecondary programs connected by articulation agreements. The transition from this system to a system based primarily on programs of study will demand that a high priority be given to the development of an action plan to implement the program alignment actions presented in Chapter Three of this plan. In the interim, all local educational agencies (LEAs) receiving Perkins IV funds must provide at least one program of study that includes the elements identified in items i., ii., and iv. All other LEA programs to be assisted with the funds must meet items ii. and iii, in addition to a number of other planning, organization, and operation requirements determined by the state to be essential to effective, high-quality programs. Please refer to Chapter Five for the requirements for CTE programs to be assisted with Perkins IV funds.

- (b) How the State, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;**

RESPONSE

As noted in the response to 2(a), each LEA receiving Perkins IV funds will be responsible for providing at least one CTE program that meets the Perkins IV program of study requirements. CDE and CCCCCO staff will utilize a variety of professional development activities and strategies to provide LEAs with the direction, resources, leadership, and technical assistance needed to develop and implement programs of study. The combined impact of the Perkins IV requirement of programs of study in Tech Prep programs and the state's decision to retain the Tech Prep program for no less than two more years is expected to significantly increase the number and quality of programs of study developed and implemented throughout the state.

- (c) How the State will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;**

RESPONSE

Beginning in the 2005–06 program year and continuing through the 2013–14 program year, California is using state funds through its Initiative on Economic Development and Career Technical Education (SB70, SB1133) to support regional and statewide articulation. Led by the Academic Senate of the California Community Colleges, the Statewide Career Pathways project (www.statewidepathways.org) is working to systematize the state's articulation efforts and promote regional and statewide articulation.

The project's purpose is as expressed in the pertinent 2005–06 Budget Language: "... to improve the coordination and articulation of curriculum between K–12 and community college career technical education programs ... and to increase relevant course availability for K–12 students." The project focuses on improving the linkages and career technical pathways among high schools, ROCPs, and the community colleges, and is developing the technological and human infrastructure for articulation between those institutions. The project will also coordinate with grant-funded regional articulation projects to ensure that appropriate resources are available to the faculty tasked to develop articulation agreements.

The state's implementation of the Perkins IV Title I and Title II guidelines will be brought into alignment with these emerging articulation templates and standards.

(d) How programs at the secondary level will make available information about career and technical education programs of study offered by eligible recipients;

RESPONSE

Outstanding LEA CTE programs of study will be identified by CDE and CCCCCO staff through reviews of local plans and applications and on-site Perkins monitoring visits. Information on these programs of study and strategies for their implementation will be disseminated to LEAs electronically and through a variety of statewide professional development activities.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the State, to develop, improve, and expand access to appropriate technology in career and technical education programs;

RESPONSE

Technology, consistent with the needs of industry, is a required element of all CTE programs assisted with Perkins IV funds. This Section 124 and 135 mandate will continue to be addressed through annual statewide Perkins workshops that emphasize Section 135

and state-established quality criteria requirements for programs to be assisted with the funds, a variety of pathway-specific professional development activities supported with State Leadership funds, a thorough examination of the annual LEA Section 131 and 132 applications to ensure compliance with the technology requirement, and an established CTE program on-site monitoring process to confirm LEA compliance.

(f) The criteria the State will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will:

- i. promote continuous improvement in academic achievement;**
- ii. promote continuous improvement of technical skill attainment; and**
- iii. identify and address current or emerging occupational opportunities;**

RESPONSE

The instructions developed by the CDE and CCCCCO for the 2008–2012 Section 131 and 132 local plans will require LEAs to identify projected levels of performance for core indicators 1S1, 1S2 and 2S1 for program years 2008–09 and 2009–10 as required in Section 113(b)(4)(A)(ii), and to describe proposed actions to promote continuous improvement in all three core indicator areas as required in Section 113(b)(4)(A)(i)(II). The criteria used by CDE and CCCCCO to assess the potential effectiveness of the LEA's proposed actions will be based on the degree to which the proposed actions are expected to result in improved continued improvements in the three core indicator performance levels that meet or exceed the state-adjusted levels.

The local plan instructions will also require the LEAs to identify the occupational programs to be assisted with the funds, and to describe the process used to ensure that the CTE programs assisted with the funds will prepare students for current and emerging occupations. A variety of labor market demand information sources will be used to validate the LEA response, including Labor Market Information (LMI) data, Regional Economies Project reports and analyses, labor market projections in the California Workforce Investment Plan, and other industry analyses and reports on economic and labor market trends.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

RESPONSE

As is evidenced by the state's Consolidated Annual Performance, Financial, and Accountability Report data, the graduation (diploma) rate of high school CTE program completers (including members of special population groups) has consistently paralleled the state's regular high school graduation (diploma) rate. Development and implementation of the high-quality CTE programs of study described in (b) and (h) that require alignment with the model academic standards and articulation with postsecondary instruction should enable the state to maintain its high CTE student graduation rates. These high-quality programs are also expected to significantly increase the number and percentage of high school students who enroll in and complete CTE programs and successfully enter employment and/or transition to further education or training for careers.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high skill, high wage, or high demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

RESPONSE

All CTE programs assisted with Perkins IV funds must be designed to recruit and serve all students, including those who are members of special populations. LEAs must ensure that CTE program components are:

- » Aligned with the required academic and CTE skills established in the California CTE Model Curriculum Standards and Framework
- » Designed to facilitate secondary to postsecondary articulation

All CTE students will receive career guidance based on industry standards and the latest labor market trends. In compliance with negotiated performance standards, attention will be given, as necessary, on the outreach and recruitment, skill attainment, completion, placement, and retention of all students, especially of women in nontraditional, high skill, high wage, and/or high demand, current, or emerging occupations that lead to self-sufficiency.

Perkins IV requires LEAs to identify any gaps or disparities in performance of each category of special population students and be able to quantify the progress these students have made toward meeting the negotiated levels of performance. Every statewide secondary and postsecondary CTE communication system will be used to disseminate to participating students, counselors, and instructional faculty, training

resources and employment opportunities regarding current or emerging high skill, high wage, or high demand and/or nontraditional occupations.

(i) How funds will be used to improve or develop new career and technical education courses:

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended;**
- ii. At the postsecondary level that are relevant and challenging; and**
- iii. That lead to employment in high skill, high wage, or high demand occupations;**

RESPONSE

The state's awareness of the importance of having a CTE system that is responsive to the workforce needs and state, regional, and local labor market priorities is clearly reflected in the needed system improvements presented in Chapter Three and in the number of new CTE courses and programs approved annually for assistance with the Perkins funds. Though state funds provide the primary support for maintaining local CTE programs, the Perkins Act provides critically needed funds to improve and update existing secondary and postsecondary programs, develop new courses and programs, integrate CTE and academic education, imbed technology into the curriculum and instructional delivery, provide staff training and development, and link the programs to the state's industry and labor needs.

Perkins IV funds will provide the impetus and fiscal resources needed to bring the CTE and academic standards of all secondary CTE courses and programs assisted with Perkins IV funds into alignment with the state's approved California CTE Model Curriculum Standards and Framework. Note: The standards contained in this document are aligned with the academic content and student achievement standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as amended.

Perkins IV funds will also facilitate a variety of activities used by postsecondary CTE administrators and faculty to provide academic rigor and relevance in CTE courses and programs. These activities include, but are not limited to, the application of applied problem solving, work-based learning, and rigorous academic study.

All secondary and postsecondary programs approved for assistance with Perkins IV funds must prepare students for high skill, high wage, or high demand occupations.

(j) How the State will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

RESPONSE

The state's effort to provide a statewide conduit and repository for Tech Prep best practices, resources, and statewide dissemination was initiated in 1992 through a State Center Tech Prep Consortium Outreach and Guidance project developed and administered with Perkins II, Title III, Part E Tech Prep funds. The project was expanded in 1999 to include a Resource Clearinghouse that is currently being funded as a part of the Tech Prep special project to provide statewide access to career paths, best practices, and legislative updates, and to facilitate statewide networking discussions on critical state Tech Prep issues. The State Center Consortium is also coordinating the Clearinghouse activities with SB70 funds to develop a Technical Assistance Center for Career Pathways and Work-Based Learning that will continue the communication and coordination of the following statewide activities related to Economic Development, Tech Prep, STC, Workforce Investment Act (WIA), and Perkins III/IV:

- » Identification and cataloguing of effective CTE practices, products, services, and curricula statewide and making this available through the online Web site (this is already in place and allows for both an electronic and hard copy lending library)
- » Development, maintenance, and evaluation of the effectiveness of an Internet-based Web site to provide ongoing support to CTE practitioners to improve the achievement of students enrolled in CTE programs of study through e-mail, web-based discussion(s); link major technical assistance providers nationwide, and maintain a calendar of events
- » Coordination of regional forums to provide training and share in-depth information and to encourage attendees to access the Web site and participate in dialogues

The most successful forum conducted by the State Center Tech Prep Consortium is the statewide Education for Careers conference that provides cutting-edge speakers, a large number of workshops highlighting California's best practices in Tech Prep and CTE, and a statewide project directors meeting. This annual conference is attended by approximately 1,200 Tech Prep consortia personnel, brings together all 81 Tech Prep project directors, offers a variety of networking venues for statewide career technical organizations, and facilitates partnership building and regional collaboration.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement;

RESPONSE

As noted in the response to (b), Tech Prep will be maintained as a separate funding stream through the 2008–09 program year. The 81 Tech Prep consortia supported by these funds involve all 109 of the state’s community colleges and approximately 1,252 secondary schools. Services are provided annually to more than 14,200 faculty members and 350,000 Tech Prep students.

Each consortium comprises secondary institutions, postsecondary institutions, and business partners with a formal written agreement to develop Tech Prep program curricula, provide for professional development, provide for student recruitment, retention, and support services, and facilitate equal and full access to all programs and services. The required alignment of all of the state’s CTE programs with the Model Curriculum Standards for CTE that integrate rigorous academic content standards with industry-specific knowledge and skills is expected to have a significant impact on CTE student achievement of academic skills.

(l) How the State will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec.122(c)(1)(A)–(L)]

RESPONSE

The effectiveness of the state’s effort to integrate coherent and rigorous content aligned with challenging academic standards in CTE programs will continue to be measured by increases in the number and percent of secondary and postsecondary CTE students who successfully complete articulated career pathways and receive diplomas, industry-recognized certifications, and advanced degrees. The results will be reflected in the annual Consolidated Annual Performance, Financial, and Accountability Reports.

3. The State must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that:

(a) promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through

opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

- (b) increases the percentage of teachers that meet teacher certification or licensing requirements;**
- (c) is high-quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**
- (d) encourages applied learning that contributes to the academic and career and technical knowledge of the student;**
- (e) provides the knowledge and skills needed to work with and improve instruction for special populations; and**
- (f) promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Section 122(c)(2)(A)-(G)]**

RESPONSE

Professional development is both a required State Leadership activity and an established state priority for the use of the Perkins IV State Leadership and Title I, Part C funds. Because of the number and diversity of the state's CTE programs, the annual professional development activities conducted by the CDE and CCCCCO are necessarily comprehensive in scope, focus, and content. Major thrusts include the following:

- » The support of efforts to recruit new CTE teachers, the preparation of new CTE teachers, the mentoring of beginning CTE teachers, and efforts that address the continuing and advanced degree needs of experienced teachers.
- » Ensuring that LEA teachers and faculty have a current awareness of industry standards and are able to teach to the standards; are able to provide their students with an understanding of all aspects of the industry; understand the importance of and are capable of developing coherent sequences of courses that prepare students for immediate employment and further education; are using state-of-the-art curriculum materials, information, and instructional methodologies – including work-based learning; understand the importance of, and strategies for, developing student leadership skills; are aligning their courses and programs with the California CTE Model Curriculum Standards and Framework; are using and teaching current technology; are effectively integrating academic and CTE; and understanding the needs of, and are

recruiting and effectively serving students who are members of special populations in their courses and programs.

- » Allocating \$2 million a year for five years from the Governor's Career Technical Education Initiative (SB70) to improve the CTE teacher preparation pipeline. The goal of this effort is to increase the number of students enrolling in CTE teacher preparation programs and the number of well-prepared CTE classroom teachers that complete the programs.

Efforts will also continue to be made to involve the state's secondary and postsecondary career guidance and academic counselors and site- and district-level administrators in pertinent professional development activities and to keep this group apprised of evolving CTE trends, career opportunities, successes in career and advanced education preparation, and discipline-specific best practices.

4. The State must describe efforts that it and eligible recipients will make to improve:

- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession;**

RESPONSE

The CTE statewide needs assessment and national research effort conducted to support the development of this state plan identified development of a comprehensive K-adult career guidance system and expansion and promotion of CTE teacher preparation models as essential to building an effective CTE system and to meeting the current and evolving employment preparation demands of the state's population and new economy. As such, these were incorporated into the Plan as two of the eleven "key elements of a high-quality CTE system for California." (See Chapter Three.) The state is addressing the guidance needed through legislation, which provides more than \$200 million annually for increased counseling services related to careers and the high school exit exam. The adult schools, ROCPs, and community colleges are currently meeting their CTE teacher/faculty supply and retention needs through effective recruitment practices and a variety of teacher qualification criteria.

An action plan to expand the state's CTE teacher preparation program to provide a sufficient supply of well-trained high school CTE teachers will be developed to effectively mitigate the following barriers to recruiting and retaining high school CTE teachers identified in the needs assessment findings:

- » Low pay compared to the private sector

- » An inadequate supply of qualified teacher candidates
- » An inadequate supply of CTE teacher preparation programs
- » A cumbersome and extensive credentialing process that deters otherwise skilled professionals from becoming teachers
- » Difficulties in retaining teachers for part-time positions
- » Challenges in recruiting teachers for positions in rural areas
- » Pressures on teachers to continually retrain in order to keep pace with industry trends

(b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

RESPONSE

The state use of a designated subjects (DS) credential program to prepare and employ individuals with recent industry experience as teachers in CTE programs conducted in adult education and regional occupational centers and programs (ROCPs) has been highly successful. The community colleges are also able to employ, as part- or full-time CTE instructors, individuals in business and industry with master's degrees. Efforts undertaken to transition individuals from business and industry to regular high school CTE classrooms have been successful, but limited. Much more planning and organization must occur in order to take full advantage of this potential source of CTE teachers. Three noteworthy points: 1) creating partnerships with business and industry for the recruitment and professional development of faculty is one of the needed actions on the "visionary" list described in the response to 4(a); 2) a task force created by the California Commission on Teacher Credentialing to address the CTE teacher shortage problem is studying alternatives for encouraging individuals in business and industry to consider full- or part-time careers as CTE teachers; and 3) the state's DS credential program is being streamlined to reduce the number of credentials from 175 to 15 (1 for each of the 15 industry sectors) and expand authorization of the 15 credentials.

- 5. The State must describe efforts that it and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]**

RESPONSE

The California Education Code and California Code of Regulations (Title 5) mandate transfer as a primary mission of the state's community colleges. Both Codes direct the

California Community College Board of Governors (BOG) to establish transfer centers on each community college campus and to develop and adopt plans to ensure transfer of students to baccalaureate granting institutions. The CCCCCO provides training to colleges to help facilitate the annual transfer of approximately 94,000 community college students to four-year institutions and support the training of college staff responsible for transfer and articulation efforts. The CCCCCO also works closely with the California State University and University of California systems to facilitate policies and practices that support student transfer. Finally, the CCCCCO uses \$1.1 million of budgeted state funds to support a transfer counselor Web site, transfer research and outreach campaigns, and other systemwide transfer activities.

6. The State must describe how it will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

RESPONSE

The CCCCCO and CDE are actively involved in the planning, development, implementation, and evaluation of CTE at the state and local levels. In addition to the State Plan Resource Committee's involvement in the development of the state plan, as described in Section I of this Chapter:

- » The CDE and CCCCCO both have statewide advisory committees that assist in the development of priorities for program improvement, implementation, and evaluation
- » An industry-based advisory committee for each CTE program assisted with the Perkins IV funds
- » Each school district participating in CTE, in accordance with Section 8070 of the California Education Code, must maintain a CTE advisory committee to develop recommendations for the program and provide a liaison between the district and potential employers. The Section also identifies the required composition of the committee
- » Each local plan for the secondary and postsecondary Perkins IV funds must include a description of how these individuals and groups will be involved in the CTE planning, implementation, and evaluation processes

7. The State must describe efforts that it and eligible recipients will make to:

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic**

and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in –

- i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**
- ii. Career and technical education subjects;**

RESPONSE

The California CTE Model Curriculum Standards and Framework, cited in the response to A(1), integrate California's rigorous academic content standards with industry-specific knowledge and skills to prepare students for direct entry into the state's vibrant industry sectors and for postsecondary education. The state will use these documents to support the following strategies for improving the academic and technical skills of students participating in CTE programs:

- » CTE courses will integrate academic content that is appropriate for the career technical subjects being presented. Students will apply academic content and skills in order to accomplish CTE goals in the classroom and in the workplace, and will be made aware of the academic standards being addressed.
- » Real-world applications for academic content standards will be developed for academic classes that partner with CTE programs and/or for academic classes that request this resource.
- » Integration of academic and CTE knowledge and skills will be accomplished through strategies such as project-based learning, problem-based learning, service learning, integrated courses, CTE courses that meet university requirements, team teaching, and other similar approaches.
- » CTE will provide support for students who have not passed the California High School Exit Exam by approaching targeted standards and competencies in a manner that applies those concepts in the career technical areas.
- » Technical skills will be furthered and supported through partnerships with industry, updating of curriculum, development of courses and programs of study that address workforce needs, articulation with postsecondary education programs, recruitment and training of qualified CTE teachers, teacher externships, and ongoing professional development opportunities.

(b) Provide students with strong experience in, and understanding of, all aspects of an industry;

RESPONSE

Strong experience in, and understanding of, all aspects of an industry is incorporated into the state's CTE Model Curriculum Standards, which are integral to each LEA application for Section 131 or 132 funds. In addition, each LEA application includes a signed statement of assurances that the programs identified for assistance with the funds will provide students with strong experience in and understanding of all aspects of the industry addressed by the program(s). CDE and CCCCCO staff use annual statewide application funds for workshops to provide the LEAs with detailed information related to the "all aspects" requirement, including the importance of this instruction and strategies for its provision, the types of knowledge and skills that encompass each of the eight aspects and performance objectives for each, and a matrix that illustrates how the needed experience and understanding can be spread over the entire sequence of courses developed for the program. Program monitoring visits and scheduled program reviews are used by both state agencies to determine LEA compliance with this Section 135 requirement.

(c) Ensure that students who participate in career and technical education programs are taught the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

RESPONSE

Pursuant to California Education Code Section 60851, commencing with the 2005–06 school year and each year thereafter, each student completing grade twelve, including students who participate in CTE programs, must successfully pass the high school exit examination as a condition of graduating from high school. The examination was developed by the Office of the State Superintendent of Public Instruction to measure student achievement of the academically rigorous content standards for English language arts and mathematics adopted by the State Board of Education (SBE) and described in Section 60605 of the Education Code. Each student must also complete the minimum state-mandated course requirements for graduation, as prescribed in Code Section 51225.3, which include three years of English; two years of mathematics (including Algebra 1); three years of social science (including U.S. history and geography; world history, culture and geography; one semester of American government; and one semester of economics); and two years of science (including biology and physical science).

As noted in the response to 2(a), the CTE Model Curriculum Standards and Framework have been developed and approved for the 15 industry sectors addressed by the state. Commencing with the 2007–08 school year, all CTE programs assisted with Perkins IV funds must be aligned with the California CTE Model Curriculum Standards and

Framework. This alignment should help to ensure that academic content and rigor being provided in CTE courses and programs are consistent with that which is being provided in the academic core courses.

8. The State must describe how it will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

RESPONSE

CDE and CCCCCO staff provide LEAs and state institutions with two types of technical assistance. One is concerned with local receipt, administration, use, and accountability of the Perkins funds. State administration funds are used by both state agencies to provide this assistance. The other is concerned with the elements, content, design, instruction, accountability, funding, and success of CTE pathways in the schools and colleges. State Leadership funds are used by both agencies to provide needed curriculum development, professional development, and technical assistance activities. CDE and CCCCCO staff assign a high priority to ensuring that LEA administrators and teachers are provided with the statewide workshops, presentations, and variety of oral and written technical assistance activities needed to effectively administer and use the Perkins funds.

Much of the professional development activity and technical assistance directed to improve special population student access to CTE programs and the support services needed to enhance their success in the programs emanate from actions undertaken or recommended by the Joint Special Population Advisory Committee (JSPAC) described in Section III. Noteworthy efforts include career awareness programs; counseling and guidance for students with special needs; supportive services such as transportation, child care, and assistance with books and tuition; appropriate use of needed technology; special training for CTE teachers and administrators; and professional development targeted to the total school population to foster an equitable climate for special population students.

9. The State must describe how its career and technical education program relates to occupational opportunities in the State and region. [Section 122(c)(16)]

RESPONSE

California's commitment to ensuring that its CTE programs relate to state and regional occupational opportunities is reflected in goal number six of the state's approved CTE System Goals (see Chapter Three) and in the following state statutes related to this issue:

- » CA Code of Regulations, Title 5, Section 11504(j) specifies that courses offered by Regional Occupational Centers and Programs (ROCPs) may only be for providing

training, upgrading, and retraining in recognized occupations and/or emerging occupations to meet the labor demand.

- » CA Education Code, Section 52302.3 requires that every CTE course or program offered by a ROCP be reviewed every two years to ensure that each course or program meets a documented labor demand.
- » CA Education Code, Section 52519 requires the governing board of any high school district or unified district, prior to establishing a CTE program for adults, to conduct a job market study of the labor market area in which it proposes to establish the program.
- » CA Education Code, Section 52520 requires that every CTE training program for adults offered by any high school district be reviewed every two years to ensure that the program continues to meet a documented labor market demand.
- » CA Education Code, Section 78015 requires the governing board of a community college district, prior to establishing a CTE or occupational training program, to conduct a job market study of the labor market area.
- » CA Education Code, Section 78016 requires that every CTE or occupational training program offered by a community college district be reviewed every two years to ensure that it continues to meet a labor market demand. Labor market demands are determined through a variety of methods, including reviewing Labor Market Information (LMI) data, reviewing Regional Economies Project reports and analysis using the labor market projections in the California Workforce Investment Act Plan, and reviewing other industry analysis and reports on economic and labor market trends.

10. The state must describe the methods proposed for the joint planning and coordination of programs carried out under this legislation with other federal education programs. [Section 122(c)(17)]

RESPONSE

The Perkins Joint Management Team (PJMT), comprising appointed staff from the CDE and CCCCCO, is responsible for the joint planning and coordination of programs conducted under Perkins IV. The committee will meet monthly to:

- » Cooperatively plan and discuss items of mutual concern and resolve issues related to the administration and operation of all state and federally funded CTE programs and services, including Perkins IV
- » Plan and coordinate support services to the Joint Advisory Committee on Career Technical Education (JACCTE), including preparation of agendas, meeting minutes, reports, and staff recommendations

- » Participate in the planning, development, dissemination, implementation, and evaluation phases of the state plan, and provide LEAs with information on the process and specific timelines to develop and/or amend the state plan
- » Establish procedures for addressing local performance
- » Plan and coordinate data collection and statistical and narrative information for annual fiscal and performance reports as required by state and federal regulations
- » Evaluate the state's performance in reaching established goals
- » Develop operational definitions and methods of verification for core indicators, division of funds, program review, program compliance, and fiscal and performance reporting
- » Recommend committee appointments as needed to ensure compliance with the state plan
- » Address other topics of mutual concern and interest pertaining to state and federally funded CTE programs and services
- » Serve as support staff to the JACCTE

11. The State must describe the procedures to be developed to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Section 122(c)(20)]

RESPONSE

At the state level, the CCCCCO and the California Workforce Investment Board (CWIB) have developed strategic plans to provide a comprehensive guide for improving student access and success for the state's workforce. The CCCCCO's strategic plan for the community colleges was developed with input from a wide range of external stakeholders and partners, including other segments of education, business, and state agencies. In addition, a Strategic Plan Steering Committee, with representation from these stakeholder groups, developed recommendations for review by the California Community Colleges Board of Governors (BOG). One of the five major goals of the Strategic Plan is Partnerships for Economic and Workforce Development. Under this major goal are six strategies including Regional Collaboration through Multi-Agency Networks. An Implementation Oversight Committee comprising a wide range of both internal and external constituencies and external stakeholders and partners will oversee the implementation process both at the state and local levels.

As a member of the CWIB, the CCCCCO joined the CWIB Partner Coordination Team to assist in creating a strategic workforce plan for the state that provides a framework

for the development of workforce policy and fiscal investment and the operation of California's labor exchange, workforce education, and training programs.

Also at the state level, the CCCCCO chairs the Life Long Learning Committee, one of the four major Committees of the CWIB, and is an active participant on the Business and Industry Committee. In addition, the CCCCCO has assisted the CWIB in the implementation of the State Youth Vision Team, as required by the federal WIA. The CCCCCO is currently investigating ways to involve the Department of Corrections and Rehabilitation in providing services to youthful offenders.

At the regional level, the CCCCCO:

- » Is continuing to implement, as part of the Perkins State Leadership activities, regional partnerships with the Local Workforce Investment Boards (LWIBs). Each of the community college CTE regional consortia is creating partnerships with the LWIBs and One Stops to identify and address regional workforce development issues.
- » Will partner with the California Economic Strategy Panel, the California Employment Training Panel, and the CWIB to provide train-the-trainer sessions throughout the state. The CCCCCO will use the California Regional Economies studies and data to prioritize policy, programmatic, and investment decisions to develop regional community action plans and effectively design a coordinated response to the workforce needs of key industries and industry clusters.
- » Will collaborate with the CWIB, the CDE, the Division of Apprenticeship Standards, and private and public employers to provide apprenticeship for different industries and to develop strategies to create apprenticeship programs to meet the needs of industries with a high demand for workers.
- » Will collaborate with the CWIB to promote the Career Advancement Academies currently being offered in three regions within the state. Information will be disseminated to encourage local boards and employers to develop contextualized basic skills programs and provide employment opportunities to successful completers.

Guidelines for implementing community college district CTE programs at the local level are provided in the California Education Code. Section 78015 requires the local governing board, prior to establishing a CTE program, to conduct a job market study of the labor market area served by the district. The study must include an analysis of available labor market information. An analysis must also be conducted of existing CTE programs for adults operated by area high schools, community colleges, and private-postsecondary schools to ensure that the anticipated employment demand for students in the proposed program justifies the establishment of the proposed program. The local governing board of the community college district shall determine whether the study provides sufficient justification.

Section 78016 of the Code requires that every community college CTE program be reviewed biennially by the district's governing board to ensure that each program continues to meet a documented labor market demand, does not unnecessarily duplicate other workforce development programs in the area, and is effective as measured by the employment and completion success of its students. Any program that does not meet these requirements shall be terminated within one year. A written report of the board's findings must be made available to the public. The required process shall include the opportunity for review and comments by the local WIB prior to any decision by the local governing board.

B. OTHER DEPARTMENT REQUIREMENTS

- 1. The State must submit a copy of its local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

RESPONSE

The 2008–2012 Local Plan Instruction document prepared by CDE for eligible recipients of Section 112, 131 and 132 funds distributed to state special schools and secondary correctional agencies, unified and union high school districts, charter schools, county offices of education, ROCPs, and adult school agencies is available at <http://www.cde.ca.gov/ci/ct/pk/>. The 2008–2012 Local Plan Instruction document prepared by CCCCCO for the eligible recipients of Section 112 and 132 funds distributed to the state's adult correctional agency and community college districts is available at http://www.cccco.edu/divisions/esed/cte/grants/perkins_1c/perkins_1c.htm.

- 2. The State must provide a description of its governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.**

RESPONSE

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

The Joint Advisory Committee on Career Technical Education (JACCTE) was created to ensure shared planning and coordination of CTE in California and to provide a forum for

the discussion of policies and procedures related to the Perkins funds. The committee consists of three members of the SBE and three members of the BOG appointed by their respective board presidents. The committee's chair and vice chair assignments rotate each year between SBE and BOG members. Staff support for the committee meetings is provided by CDE and CCCCCO.

The operational functions of JACCTE are to:

- » Facilitate coordination in the planning, development, and implementation of the state plan and/or amendments to the plan
- » Distribute federal funds between CDE and CCCCCO in accordance with the state plan, MOU, and the Perkins Act
- » Verify 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
- » Facilitate collaborative long-range planning among various stakeholders to meet the education and employment needs of California, including emerging occupations, applications of new technologies, and high skill, high wage, or high demand careers
- » Provide for programs that prepare members of special populations for high skill, high wage, or high demand careers

The CDE Assistant Superintendent and Director of the Secondary, Postsecondary, and Adult Leadership Division and State Director of Career Technical Education 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 school and adult education agencies.

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

In the 2007–08 program year:

- » Section 112(a)(2)(A) funds were distributed to four state institutions: School for the Blind, Fremont; School for the Deaf, Fremont; School for the Deaf, Riverside; and

the California Department of Corrections and Rehabilitation (for secondary and postsecondary programs).

- » Section 131 funds were distributed to 420 LEAs, including 388 unified and union high school districts, seven public charter schools, 24 court and community schools administered by county offices of education, and the California Department of Corrections and Rehabilitation (for secondary programs).
- » Section 132 funds were distributed to 201 LEAs, including 41 ROCs, 86 adult school agencies, one county office of education, 72 community college districts, and the California Department of Corrections and Rehabilitation (for postsecondary programs).

3. The State must provide a description of the role of postsecondary career and technical education in the One Stop Career Center delivery system established by Title I of WIA.

RESPONSE

Perkins IV and the Workforce Investment Act (WIA) are part of the effort to build a comprehensive workforce preparation system. Specific requirements in both Acts require close coordination of the activities each provides, including the requirement that all agencies receiving Perkins IV funds be partners in the One Stop system.

Perkins IV programs and activities are part of the referral system for core services and training provided at the One Stop Career Centers. A listing of all postsecondary, adult, and school dropout programs have been made available to the Service Delivery Area system established under Title I for funding One Stop Career Centers. LEAs receiving Perkins IV funds are required to determine, in conjunction with local workforce investment areas and One Stop operators, the required resources and services to be provided. This is accomplished through the use of MOUs.

The MOUs are developed between the Local Workforce Investment Boards (LWIBs) and the One Stop partners. They describe the services to be provided through the One Stop delivery system, how the costs of such services and the operating costs of the system will be funded, methods of referral of individuals between the One Stop operators and the One Stop educational partners for the appropriate services, and the duration of the MOU, and procedures for amending the MOU.

Some postsecondary institutions operate One Stops on their campuses while others operate them at separate locations near the school campus. All postsecondary institutions are involved with their local One Stop operators providing a variety of services depending on the service needs of the area served by the One Stop Center. Many of the postsecondary and secondary schools are represented on their local WIBs.

III. Provision of Services for Special Populations

A. STATUTORY REQUIREMENTS

- 1. The State must describe its program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations:**

(a) Will be provided with equal access to activities assisted under the Act;

RESPONSE

Perkins IV requires the state plan to describe strategies to ensure special populations equal access, nondiscrimination, and programs to enable them to meet the state levels of performance, while State Leadership requirements dictate that the state assess the needs of special populations, promote preparation for nontraditional fields, and provide instructional and/or support programs for special populations. The state affirms its continuing commitment to provide and ensure equal access to CTE programs and support activities and services for all secondary and postsecondary students who elect to enroll in these programs, particularly members of special populations.

As required by the Act, LEAs must disaggregate and report data for each of the core indicators of performance and for each special population group. Much of the state's current difficulty in collecting accurate and consistent special population student enrollment data in its K-12 and adult programs will be resolved by the upcoming implementation of a new student-level data system. The availability of this information on the special population groups in the K-12 and adult education systems will also enable LEAs to objectively develop and implement strategies to inform these students about available CTE programs and services, ensure that they have equal access to the programs, and that they are provided with the support services needed for successful completion of the programs and placement.

Furthermore, the state encourages LEAs to design educational environments that are attuned to the needs of special population students. This includes developing and/or disseminating training and informational materials for administrators, faculty, counselors, and student support staff to assist students who are members of special populations gain access to and succeed in quality CTE programs; providing adaptive equipment and services; and increasing the flexibility of program schedules to accommodate working students and students with young children.

(b) Will not be discriminated against on the basis of their status as members of special populations;

RESPONSE

In meeting the requirement of the federally mandated Vocational Education Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Disability, the CDE and CCCCCO provide continuous oversight and technical assistance to schools and colleges with respect to preserving nondiscrimination of students who are members of special populations. California community colleges and selected secondary school districts systematically receive annual statistical reviews or audits of programs and enrollments to ensure equal access and compliance with policies related to race, sex, disability, limited English proficiency, salary, hiring practices, harassment, and technology. The ongoing federal Office of Civil Rights (OCR) compliance reviews conducted by both agencies and the continuous oversight and monitoring by the departments' assigned staff members ensure that special populations are not discriminated against in programs and classes, and that all special population groups have access to all programs.

The OCR provides guidance that secondary, adult, and alternative school agencies and community colleges receiving Perkins IV funding comply with the CTE-Civil Rights regulations and that state-administered compliance reviews meet all OCR-approved timelines. Biennial site visit schedules and targeting plans will continue to be developed and submitted for OCR approval and both agencies will continue to submit CTE-Civil Rights reports as required by the OCR.

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high skill, high wage, or high demand occupations. [Sec. 122(c)(9)(A)-(C)]

RESPONSE

K-12 and adult education will continue to develop and use a variety of program organization and instructional strategies to motivate and engage all students, including those who are members of special populations, in higher math and science as well as CTE courses in order to enable special populations to meet high school graduation requirements, prepare for entry into nontraditional, high skill, high wage, or high demand occupations, and prepare for further education or training. Additional support for students to gain knowledge regarding specific industry clusters and acquire leadership skills is provided through student organizations and other student leadership activities.

Under Perkins IV, the state is responsible for professional development to LEAs on serving *all* special population students. This service is especially critical to institutions that are not meeting their negotiated performance measures. California will continue to use the

maximum amount of its Section 112(a)(2)(B) nontraditional set-aside funds to fund the Joint Special Populations Advisory Committee (JSPAC). The JSPAC provides expert state leadership to facilitate and improve access to quality CTE programs and the necessary support services for special populations to achieve nontraditional, high skill, high wage, or high demand occupations that lead to self-sufficiency. Since its formation in 2000–01, the JSPAC has been jointly supported by the CDE and the CCCCCO. The 30-member JSPAC represents the education community served by CDE (grades K–12, ROCPs, and adult education), the 10 California community college regions, and private and public sector groups, including representatives from industry, labor, professional organizations, community-based organizations, affiliated agencies, and/or four-year universities. Additional information about the JSPAC is located at www.jspac.org.

The JSPAC has focused its efforts on bringing about the following school and college improvements intended to ensure special population student access and success in the state's CTE programs:

- » Outreach and recruitment to increase student/parent awareness of educational/career options
- » Career support (career development and exploration, field trips, mentoring and exposure with a focus on career paths that include high skill, high wage, or high demand jobs)
- » Academic support (advisement, tutoring, and special instructional classes)
- » Financial support (for childcare, transportation, books, and instructional materials)
- » Access to technology (special populations need technology skills to succeed)
- » Staff development (Staff need to be informed about the specific needs of special populations and provided with the most effective tools and strategies to assist special population students. Many of these students fall into more than one special population category and face multiple barriers.)

Examples of support services available to special population students include:

- » Linkages to support services on and off campus
- » Support for child care, transportation, and other needs
- » Participation in CTE student organizations; educational, skills, and interest assessment; and academic and career counseling
- » Financial aid
- » Matriculation services

- » Remedial education or basic skills programs
- » Strengthening skills in mathematics and science
- » Noncredit instruction
- » Vocational English as a Second Language courses
- » Apprenticeship and pre-apprenticeship programs
- » Learning laboratories
- » Tutoring, coaching, and mentoring
- » Assistance with study and test-taking skills
- » Placement and employment services

With online access to up-to-date employment information and job skills requirements, faculty, counselors, librarians, and instructional support personnel effectively help special population students make informed career choices, including nontraditional, high skill, high wage, or high demand occupations that lead to self-sufficiency and/or toward a baccalaureate degree or higher.

In California, labor information is collected, analyzed, and reported by the Labor Market Information Division (LMID) of the Employment Development Department (EDD). The CDE's Secondary, Postsecondary, and Adult Leadership Division and the CCCCCO collaborate with other state agencies such as EDD and the California Workforce Investment Board to provide student access to online resources for career information and workforce opportunities through One Stop Career Centers and other online workforce sites.

2. The State must describe how it will adequately address the needs of students in alternative education programs, if it has such programs. [Sec. 122(c)(14)]

[RESPONSE](#)

California's alternative education system provides a supportive environment with specialized curriculum, instruction, materials, guidance and counseling, psychological services, and tutorial assistance to help students overcome barriers to learning. Many of the students served by the system have behavioral problems, are at risk of academic failure, and have been referred by expulsion, probation, or a school attendance review board. Others are simply disengaged from academia.

The system comprises a variety of alternative schools and programs administered by school districts and county offices of education, including alternative schools of choice,

magnet schools, community day schools, county community and juvenile court schools, continuation schools, opportunity education, and home and hospital instruction. Though different security measures are required in the various schools and programs, alternative instructional opportunities and strategies are common as each program strives to foster the academic, social, and emotional development needed by its students to complete the high school graduation requirements. Integral to the strategy is a supportive environment and the provision of challenging academic curricula and socialization opportunities to develop prosocial skills and resiliency. These efforts may include an integration of core academic, career technical education, either as specific CTE course offerings, and/or as CTE content embedded in standard academic courses, practical applications and simulations, and work experience opportunities to offer academic and career preparation and development skills to students with distinctive needs.

For further information, see <http://www.cde.ca.gov/sp/eo/as/aeoverview.asp>.

3. The State must describe how funds will be used to promote preparation for high skill, high wage, or high demand occupations and nontraditional fields. [Sec. 122(c)(18)].

RESPONSE

The state will provide direction, leadership, professional development, and technical assistance to promote high skill, high wage, and/or high demand and nontraditional fields by supporting the JSPAC, separately sponsored activities, and other special projects.

The JSPAC assists secondary and postsecondary eligible recipients of Perkins IV funds to address these issues by identifying, developing, and disseminating:

- » Performance of all special population students and overcome performance gaps
- » Opportunities for professional development to address the needs of special populations
- » Effective practices on serving nontraditional and special population students
- » Research-based documents on nontraditional and special population students to improve public awareness and marketing materials to support and promote outreach to and recruitment of special population students

Related activities or services provided by the JSPAC include:

- » A statewide leadership training conference and regional workshops
- » Information and policy recommendations to facilitate statewide planning

- » Training and strategies to educators to assist special population students in meeting or exceeding state-adjusted levels of performance
- » Linkages and partnerships to support special population students, including the identification of community-based organizations, social service agencies, and workforce development agencies
- » Collaboration with other programs and service providers to address the needs of nontraditional and special population students

The CDE and CCCCCO separately sponsor ongoing related activities. The Nontraditional Careers Statewide Leadership Project supported by the CDE since 2004 includes:

- » A Web site at <http://nontrad.info/> with resources and tips for nontraditional enrollment/retention
- » Online professional development courses for Nontraditional Awareness for educators
- » Women in Industrial Technology – instructor and nontraditional student encouragement project
- » Training/technical assistance workshops in partnership with JSPAC for educators/ local educational agencies to increase nontraditional student success and meet local accountability goals

The Community College Special Populations Collaborative Project provides research on and support for special population students in the California Community College system. Initiated in 2002, the Project developed and maintains:

- » A statewide survey of community college programs and services for special population students
- » Identification of effective practices for meeting the needs of all special population groups
- » Analyses of core indicator performance of each special population category
- » Dissemination of strategies for assisting special population students

Further information about this project is available at <http://www.cccspecialpopulations.org>.

4. The State must describe how funds will be used to serve individuals in state correctional institutions. [Sec. 122(c)(19)]

RESPONSE

The CTE programs in the California Department of Corrections and Rehabilitation (CDCR) are designed to enhance employability skills, advance inmate literacy and computation proficiency, and prepare the students for initial employment and career progression. The CDCR, Office of Correctional Education currently operates 45 different program types in 12 different curriculum areas. A portion of the Perkins IV funds will be used to update and modernize educational curriculum.

The CDCR's CTE delivery system consists of more than 418 shops providing instruction in 30 occupational areas. There are more than 286 CDCR inmates enrolled in CTE programs at 33 prison facilities. Perkins IV funds will be used to support activities that will increase the success of students in CTE programs within the CDCR. Due to the special needs of the student population, Perkins IV funds will be used to assist students in assessment, learning laboratories, tutorials and assistance with study skills, as well as provide funding for the Developmental Disability Program (DDP) CTE courses. The DDP sets specific requirements to enable all students, including those with developmental disabilities, to have the same opportunities as nondisabled students. Perkins IV funds will be used to assist the student inmate population and developmentally disabled students to assimilate into both apprenticeship and non-apprenticeship programs. By combining the expertise of the trades and CTE training, the program benefits by a curriculum that reflects current industry standards, and the trades benefit from an enlarged pool of immediately employable students; in addition, women in nontraditional occupations benefit from the nationally recognized certifications offered in the other program areas of improvement.

5. The State must describe how it will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act (GEPA) as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

RESPONSE

The state's annual Perkins IV Section 131 and 132 applications for funds will inform LEAs of the GEPA Section 427 statute and requirement, and will require them to annually review all of the local CTE programs planned for assistance with Perkins IV funds to:

- » Determine if any of these programs, based on local circumstances, has a gender, race, national origin, color, disability, or age barrier that could prevent or impede the access or participation of any students, teachers, and/or other program beneficiaries with special needs
- » Identify any program(s) which has such a barrier
- » Provide a clear and succinct description of the actions that will be taken to ensure that the barrier is effectively removed

IV. Accountability and Evaluation

Perkins IV made major revisions in the accountability and reporting requirements of state and local agencies participating in these federal funds. Under this new Act, states must meet all of the annual secondary and postsecondary core indicator performance levels established through a negotiation process with the U.S. Office of Vocational and Adult Education (OVAE). Local agencies must also set specific performance level targets for each core indicator and be responsible for meeting these targets. State and local agencies failing to meet at least 90 percent of any of their established performance-level targets will be required to develop and implement an improvement plan. Failure to sufficiently correct determined performance-level deficiencies at either level within a three-year period could ultimately result in the loss of part or all of the Perkins IV funding.

The new Act also made significant changes in the core indicator measures for secondary and postsecondary programs. At the secondary level, the academic attainment of students enrolled in CTE programs must now be measured by the academic assessments the state has approved under NCLB graduation rates and must be reported as defined in NCLB; and technical proficiency should include student achievement on technical assessments that are aligned with industry-recognized standards when possible.

At the postsecondary level, academic attainment will no longer have to be reported as a separate measure, but, like the secondary level, technical skill proficiency should include student achievement on technical assessments that are aligned with industry-recognized standards, when possible. Also at the postsecondary level, student placement in high skill, high wage, or high demand occupations or professions must be measured.

The following revised secondary and postsecondary core indicators were established for state and local agency recipients of the Perkins IV funds.

SECONDARY CORE INDICATORS

- » Academic Attainment: as adopted by the 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 academic assessments

- » Skill Attainment: career and technical skill proficiencies, including student achievement on technical assessments, aligned with industry-recognized standards
- » School Completion: obtainment of a secondary school diploma, a General Education Development (GED) credential, or other state-recognized equivalent
- » Graduation Rates: as described in Section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965
- » Placement: in postsecondary education or advanced training, in military service, or in employment
- » Nontraditional Enrollment and Completion: participation in and completion of career technical education programs leading to employment in nontraditional fields

POSTSECONDARY CORE INDICATORS

- » Skill Attainment: career and technical skill proficiencies, including student achievement on technical assessments, aligned with industry-recognized standards
- » Credential, Certificate, or Degree: attainment of a postsecondary degree, certificate, or credential
- » Student Retention/Transfer: career and technical education student retention in postsecondary education or transfer to advanced training
- » Placement: career and technical education student placement in military service or employment
- » Nontraditional Enrollment and Completion: participation in and completion of career technical education programs leading to employment in nontraditional fields

Annual agreed-upon performance levels for each secondary and postsecondary core indicator are established through a negotiation process with OVAE. The state's failure to meet these levels is expected to result in the required development and implementation of a state improvement plan. Failure to correct determined performance level deficiencies could ultimately result in federal sanctions and the loss of part or all of the state's Perkins IV funding.

To satisfy the federal reporting requirements of Perkins IV, staff from the CDE and the CCCCCO meet separately and as a team to address the accountability requirements. Both agencies are committed to addressing the issue of accountability in ways that are mindful of the burdens of data collection and are useful to LEAs in improving local programs while complying with the federal mandate.

IMPROVEMENT OF CALIFORNIA'S ACCOUNTABILITY AND PERFORMANCE MANAGEMENT SYSTEM

The state is continuing to improve and expand its statewide data collection system to meet the new Perkins IV accountability requirements. It is also expanding the use of the achieved core indicator performance levels to identify and direct needed program improvements and technical assistance activities. Data collection instruments will be assessed and improved to better measure student and program outcomes. The measures described in this state plan offer the best approaches currently available for the collection of accountability data as defined in Perkins IV.

Significant efforts are underway to improve the quality of secondary level student data and coordination of the exchange of information across education and workforce systems. The California Student Information System (CSIS), a student-level data system designed to include information on participation at all levels of CTE, is currently being beta tested. Upon its completion and statewide implementation, local agencies will report data directly through the system, thus eliminating separate data entry systems. The California Longitudinal Pupil Achievement Data System (CALPADS), a system that will allow tracking a student's academic performance over time, is also being developed. This system will enable California to meet the federal requirements of NCLB and the accountability measures in Perkins IV.

The California Community Colleges system maintains an electronic, relational, student-level information system that includes the Social Security number as a unique student identifier. The CCCC continues to increase the data quality of this database through both special projects for specific areas for data clean up and provides workshops throughout the state to help colleges understand the requirements for submitting accurate and reliable data. Additionally, the system office intentionally uses the same data for both funding and accountability to increase the validity and reliability of the data.

Finally, the CDE and CCCC are working to improve the transfer of student information across both agencies. A joint task force, composed of representatives of secondary, adult, and higher education systems, is continuing to work on the alignment of pertinent definitions across agencies and to explore the potential of linking secondary and higher education student records. California currently has more than 2,600 elementary schools, high schools, community colleges, colleges, and universities from 40 counties participating in the Cal-PASS partnership. Cal-PASS is an initiative that collects, analyzes, and shares student data in order to track performance and improve success from elementary school through university. These data focus primarily on student transcript information, such as courses, grades, and student outcomes. Each participating institution agrees to provide data once a year to the Cal-PASS system. Each eligible recipient of Perkins IV Section

131 funds desiring to participate in a Tech Prep consortium must join the system in the 2008–09 program year. A one year exemption to this requirement is available (see page 219) for local agencies that cannot join this system because of staff time commitment to the implementation of CALPADS. All eligible recipients of Section 131 and 132 funds must have the Cal-PASS system in place by the 2011–12 program year as a condition of funding. Upon request, the CDE and CCCCCO staff will assist the eligible recipients with the implementation and use of the system.

A. STATUTORY REQUIREMENTS

- 1. The state must describe the procedures it will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)–(B), sec. 113(b)(2)(A)–(C)]**

SECONDARY AND ADULT RESPONSE

Representatives from the CDE and the CCCCCO meet monthly as a Perkins Joint Management Team (PJMT) to discuss issues related to the state and local administration of the Perkins funds. During these meetings, the core indicators and measures of performance are frequently the topic of discussion. Recommendations from this group are used to develop definitions and establish parameters for determining the impact of changes in the performance levels. Prior year data are reviewed to provide estimates of new performance measures. Feedback from staff is provided to the PJMT members and shared with local recipients to ensure that eligible recipients are capable of providing the necessary data elements.

Ten regional workshops are conducted annually to review the Perkins accountability requirements with local agencies and gather input from eligible recipients on the viability and reasonableness of the proposed core indicator measurement definitions, approaches, and standards. Information gathered at the 2007 workshops was shared with the approximately 60-person State Plan Resource Group (SPRG), described in the Introduction, for review and recommendations. The SPRG's recommendations were forwarded to the JACCTE for that body's review and use in directing state staff action on the establishment of the measurement definitions and approaches and the state-adjusted levels of performance for each of the core indicators.

POSTSECONDARY RESPONSE

All of the 10 statewide advisory committees used to obtain input in the postsecondary system are concerned with program accountability and evaluation; however, one committee has as its primary focus research, accountability, and evaluation. The Vocational Education Research and Accountability Technical Advisory Committee is responsible for the development of the recommended community college core indicators and levels of performance under Perkins II and III and will continue through Perkins IV. The committee meets at least three times a year in person and often continues discussions through e-mail and conference calls.

The committee's approximately 15 regular members represent CTE educators, administrators, and researchers from community colleges across California, with faculty representatives approved by the statewide Academic Senate for the California Community Colleges. Additional representatives are recruited, as needed, from specific areas in colleges, business, industry, and labor, as well as four-year institutions, state labor department representatives, and secondary education. Appropriate agencies and associations nominate business and industry representatives.

Under Perkins, college districts must determine how the federal funds can most effectively be used to improve career and technical education programs. Data from the Perkins performance accountability system and new and existing evaluation and assessment activities must be analyzed so that informed decisions can be made and priorities for program funding can be identified. Because this committee serves as a liaison to the statewide industry-based advisory committees and the 10 regional consortia, it provides a conduit for information regarding access and success of students, current and future research, and implementation and use of the accountability systems. The committee maintains strong linkages to the Academic Senate, Regional Consortia, Economic Development, and appropriate professional associations providing access to thousands of practitioners across California for input and information dissemination.

The Vocational Education Research and Accountability Advisory Committee makes recommendations in the following areas:

- » Career and technical education research and accountability issues
- » Implementation of the accountability provisions of Perkins IV (Section 113), including the core indicators and negotiated levels of performance
- » Design and implementation of core indicator program level reports that facilitate local planning and continuous program improvement

- » Policy development and/or implementation of guidelines that will facilitate alignment of state and federal career and technical education and workforce improvement accountability requirements

Over the past three years, throughout the Data Quality Institute process, the committee has discussed and deliberated on proposed modifications to the Perkins accountability measures and approaches in an effort to bring the California Perkins accountability system in line with the definitions and approaches derived by consensus at the institutes and keep alignment with other federal and state accountability systems.

Established processes for developing performance targets include development of analysis reports for each core indicator, which are then reviewed and commented on by the Vocational Education Research and Accountability Advisory Committee and members of the Perkins Joint Management Team.

The postsecondary Perkins IV performance accountability system, through appropriate performance indicators, benchmarks, levels of performance, and performance goals, maximizes the utility of accountability information by providing local districts with data and other information that can be used by faculty and administration to improve student performance. The accountability process is coordinated with other accountability requirements including those of the Workforce Investment Act (WIA) and the Accountability Reporting for the Community Colleges developed pursuant to the requirements of California law AB 1417 (Pacheco), [Chapter 581, Statutes of 2004]. Wherever similar outcomes are being measured and reported, efforts have been made to use existing definitions and criteria.

No additional postsecondary indicators of performance have been identified for inclusion in the 2008–2012 State Plan.

- 2. The state must describe the procedures it will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

[SECONDARY, ADULT, AND POSTSECONDARY RESPONSE](#)

Please refer to the responses provided for #1.

- 3. The state must identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches it will use for each of the**

core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. The state must describe how its proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

SECONDARY RESPONSE

Academic Achievement, 1S1 and 1S2. This will be determined by the number of secondary CTE completers performing proficient or above on the California High School Exit Exam. The proficiency level for English language arts will meet the requirements for core indicator 1S1 and mathematics will be reported under 1S2. This is the same measure currently used by the state for determining Adequate Yearly Progress as defined in the NCLB guidelines.

CTE Technical Skill Attainment, 2S1. Lacking statewide skill assessments for all career pathways, the state has determined that the most valid measure of technical skill attainment for core indicator 2S1 will be the same measure used under Perkins III. Successful program completion will be determined by the program instructor and validated by the content area advisory committee. CTE programs throughout the state are in the process of implementing the state's CTE Model Curriculum Standards and Framework. These curriculum standards are designed around 15 industry sectors and 58 career pathways. The curriculum standards include 11 areas of foundation standards, most of which are directly aligned with the state's core academic standards, as well as specific career pathway standards. Over the next several years, one of the priorities of the CDE is to ensure that assessments are designed or made available for and align with the 58 pathway standards. The California CTE Model Curriculum Standards and Framework were validated by business and industry representatives and approved by the state curriculum committee and the State Board of Education. The numerator will be the number of secondary CTE concentrators who passed an end-of-program technical skill assessment that is aligned with industry-recognized standards, including the California CTE Model Curriculum Standards, during the reporting year. The denominator will be the number of secondary CTE concentrators who took an end-of-program technical skill assessment during the reporting year.

Attainment of a High School Diploma, 3S1. The measurement definition for this core indicator will not change with Perkins IV. The numerator will be the number of twelfth grade CTE program completers earning a high school diploma by June 30. The denominator will be the number of twelfth grade CTE program completers for the program year ending on June 30.

CTE Student Graduation Rate, 4S1. California is expected to complete and implement its statewide longitudinal student achievement data system in the 2008–09 school year. Until that time, the state will not be able to disaggregate the CTE student graduation data requested for core indicator 4S1. Therefore, for the 2006–07 and 2007–08 program years, in accordance with the formula negotiated with the U.S. Department of Education (USDE) pursuant to NCLB, and in recognition of the fact that the State's CTE student graduation rate has historically met or exceeded the state's total student population graduation rate, the CTE graduation rate reported for core indicator 4S1 will be the state's approved NCLB four-year high school completion rate. The rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades nine through twelve, respectively, in consecutive years, plus the number of high school graduates. The rate incorporates four years of data and thus is an estimated cohort rate. Put simply, this rate asks, "Of those students who have left school, what proportion has done so as graduates?" If a hypothetical graduating class began as ninth graders in Year 1, this four-year "graduation" rate would look like:

(High school graduates Year 4) divided by [dropouts (Grade 9 Year 1 + Grade 10 Year 2 + Grade 11 Year 3 + Grade 12 Year 4) + high school graduates Year 4]

The numerator will be the number of CTE concentrators who, in the reporting year, were included as graduates in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. The denominator will be the number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

Placement, 5S1. The placement of twelfth grade CTE program completers will continue to be based on the status of these students six months after their exit from high school. The state will continue to rely on placement data obtained from local agencies through mailings, phone calls, and other survey-type instruments and electronically reported to the CDE through an online system. The placement numerator will be the number of the twelfth grade CTE program completers in the military, enrolled in further education or training, or employed six months after exiting the high school. The denominator will be the total number of the twelfth grade program completers who exited the high school.

Nontraditional Participation and Completion, 6S1 and 6S2. The measurement definitions for nontraditional participation and completion are unchanged from Perkins III. These indicators are calculated in the same way as the completion rate of all students but only using the students enrolled in nontraditional fields.

ADULT RESPONSE

Note: Although core indicator performance data on noncredit adult courses will not be submitted in the state's consolidated annual performance, accountability, and financial status report, CDE will require the following indicators, targets, and negotiation process for adult school agencies and ROCPs receiving Perkins IV Section 132 funds.

CTE Technical Skill Attainment, 1A1. Lacking statewide skill assessments for all career pathways, the state has determined that the most valid measure of technical skill attainment core indicator 2A1, will be the same measure used in the past. Successful program completion of programs with advisory committee-validated industry standards and content will be determined by the program instructor. CTE programs throughout the state are in the process of implementing the state's CTE Model Curriculum Standards and Framework. These standards are designed around 15 industry sectors and 58 career pathways. The standards include 11 areas of foundation standards, most of which are directly aligned with the state's core academic standards, as well as specific career pathway standards. Over the next several years, one of the priorities of the CDE is to ensure that assessments are designed or made available for and align with the 58 pathway standards. The California CTE Model Curriculum Standards and Framework were validated by business and industry representatives and approved by the state curriculum committee and the State Board of Education. The numerator for this measure will be the number of adult CTE concentrators who successfully completed a CTE program as defined by the instructor. The denominator will be the number of adult CTE concentrators enrolled in a CTE program during the reporting year.

Attainment of a Credential, Certificate, or Degree, 2A1. Students who complete a transfer program and transfer to a California public two-year or four-year institution to continue their education, or who earn a degree, certificate, or their equivalent will provide a valid and reliable assessment of those completing a program of study. The numerator for this measure will be the number of adult CTE completers who successfully completed a CTE program area and or who received a degree, certificate, or equivalent, or completed a transfer program to a California public two-year or four-year educational institution. The denominator will be the number of adult CTE program completers.

Student Retention or Transfer, 3A1. This indicator is in the development process using the work of the DQI, Perkins reauthorization, and state plan guidance from OVAE. The state will continue to develop the measure using the required collaborative development process with the eligible recipients within the adult schools through the statewide field input groups.

Student Placement, 4A1. The placement of adult CTE program completers will continue to be based on the status of these students six months after their exit from adult school. The state will continue to rely on placement data obtained from local agencies through mailings, phone calls, and other survey-type instruments and electronically reported to the CDE through our online system. The placement numerator will be the number of the adult CTE program completers in the military, enrolled in further education or training, or employed six months after exiting the adult school. The denominator will be the total number of the adult program completers who exited the adult school during the reporting year.

Nontraditional Participation and Completion, 5A1 and 5A2. The measurement definitions for nontraditional participation and completion are unchanged from Perkins III. These indicators are calculated in the same way as the completion rate of all students but only using the students enrolled in nontraditional fields. For 5A1, the numerator will be the number of adult CTE participants from underrepresented gender groups who participated in a program sequence that leads to employment in nontraditional fields during the reporting year. The denominator is the number of adult CTE participants who participated in a program sequence that leads to employment in nontraditional fields during the reporting year. The numerator for adult completion data reported under core indicator 5A2 will be the number of adult CTE concentrators from underrepresented gender groups who completed a program sequence that leads to employment in nontraditional fields during the reporting year. The denominator will be the number of adult CTE concentrators who completed a program sequence that leads to employment in nontraditional fields during the reporting year.

POSTSECONDARY RESPONSE

The California Community Colleges system maintains an electronic, relational, student-level information system that includes the Social Security number as a unique student identifier. Accordingly, the higher education system collects and reports student participation and completion data while students are enrolled in community colleges, and tracks student transitions into the California State University and University of California systems, other public and private two- and four-year institutions, and the workforce. The state also collects data on special populations participating in and completing CTE programs, adult students, and students in Tech Prep programs that are linked to other student-level data. The same data that are collected for accountability purposes are also used for funding, which contributes to the reliability of the data.

For Perkins accountability purposes, a higher education CTE program “Concentrator” is defined as a student who has, within the previous three years, completed a minimum threshold of 12 or more units of related coursework in a CTE program area (defined as a two-digit TOP¹²⁸ code) with at least one of those courses teaching job specific skills. While this criterion can be used to establish a minimum level of student participation in a program, the state has focused its analyses on different student populations for different measures, in part to address systemwide performance goals as well as to meet federal reporting requirements in the Perkins Act. A reading of the measures will provide the information needed to interpret the data.

Higher education institutions collect and report enrollment data linked to program area (TOP code). Data will be aggregated across CTE program areas to meet federal reporting requirements. However, the state will also provide information to individual institutions disaggregated to program area and special population groups within programs, including students participating in Tech Prep programs, to assist colleges in conducting internal program improvement efforts.

1P1: Technical Skill Attainment. Legislation – [Perkins IV, Section 113(b)(2)(B)(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.

Performance Goal – The final agreed upon 2008-2009 performance level for this core indicator, determined through a process of negotiations with the U.S. Department of Education, is 92.46%. See Part C(II)(B) for the complete set of final negotiated levels.

Validity and Reliability – Students successfully completing CTE courses must attain a foundation of basic academic and career and technical skills. Since content in CTE courses must meet state standards of rigor in academic and career and technical skill areas as specified in Title 5 of the California Education Code (section 55100) as well as meet business needs and labor market demand (California Education Code section 78016), students who earn a grade of C or better in apprenticeship courses, advanced occupational courses, and clearly occupational courses (SAM¹²⁹ A-C, respectively) have attained a core set of competencies embedded in CTE programs.

The validity of this measure is based on the cumulative assessment of technical skill attainment, as measured by the tests, papers, projects, activities, demonstrations of

128 For additional information on TOP, see *California Community Colleges, Taxonomy of Programs*, Sixth Ed. (2004, November).

129 For additional information on SAM priority codes, see *California Community Colleges, Student Accountability Model, 1984*, and Appendix 10 of the 2000–2004 California State Plan.

competency, 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 complete their postsecondary education. Student grade point average (GPA) then can be used as a valid and reliable unduplicated measure of students' technical skill attainment over their educational career.

The Technical Skill Attainment measure will use student GPA, reflective of grades indicating demonstrations of competencies attained, in "clearly occupational" (SAM "C") or higher courses that contain a level of difficulty and technical skill attainment normally associated with courses that are at least above the introductory level in a sequence of CTE courses that make up a program.

Indicator – The state will use the existing approved Perkins III technical skill attainment measure as authorized by Section 113(b)(2)(D) of Perkins IV as the percentage of students earning a GPA of 2.0 or higher in CTE courses to assess technical skill attainment.

2P1: Credential, Certificate, or Degree. Legislation – [Perkins IV, Section 113(b)(2)(B)(ii)] Student attainment of an industry-recognized credential, a certificate, or a degree.

Performance Goal – The final agreed upon 2008-2009 performance level for this core indicator, determined through a process of negotiations with the U.S. Department of Education, is 66.13%. See Part C(II)(B) for the complete set of final negotiated levels.

Validity and Reliability – Students enter community colleges for a variety of reasons, such as transfer, degree or certificate attainment, job training, skill development, or lifelong learning. These goals are dynamic over time as students persist through collegiate programs or return to upgrade skills. Students may attend college sporadically over the years as they proceed through their evolving educational goals. Expectations are different, however, for those with careers who are looking for job skill upgrading or lifelong learning and those training for a new career with no employment history.

California Education Code Section 78016 requires that programs demonstrate to local governing boards biennially that the program meets business needs, has continued labor market demand for trained students, and has demonstrated effectiveness as measured by the employment and completion success of its students. Practitioners want to know whether the students who reach a threshold of coursework in their particular vocational area complete programs, meet state-required certifications, or continue their educational careers. The focus of this measure is to assess student completion across a number of possible outcomes.

"Leavers and Completers" who complete a transfer program and become transfer prepared, or who earn a degree, certificate, or their equivalent will provide an unduplicated valid and reliable assessment of those completing a program of study.

Indicator – This measure is the percentage of "Leavers and Completers" who have successfully completed a minimum "threshold of 12 or more units of related coursework" in a CTE program area or received a vocational certificate of less than 12 units and who: 1) receive a degree, certificate, or equivalent; or 2) complete a transfer program and are classified as transfer prepared.

3P1: Student Retention or Transfer. Legislation – [Perkins IV, Section 113(b)(2)(B)(iii)] Student retention in postsecondary education or transfer to a baccalaureate degree program.

Performance Goal – The final agreed upon 2008-2009 performance level for this core indicator, determined through a process of negotiations with the U.S. Department of Education, is 82.18%. See Part C(II)(B) for the complete set of final negotiated levels.

Validity and Reliability – This indicator is based on considerations of the work of the DQI, Perkins reauthorization, and state plan guidance from OVAE. Administrative data will be used to develop student persistence within the community colleges and transfer to baccalaureate institutions through student tracking systems available to the California community college system.

The "Leavers and Completers" cohort used in 2P1 will be expanded to include those student concentrators who persisted in community colleges or four-year institutions. A measure of those who persist in a two- or four-year institution to continue their education will provide a valid and reliable assessment of student retention (i.e., persistence) and transfer.

Indicator – This measure is the percentage of CTE student concentrators who have successfully completed a minimum "threshold of 12 or more units of related coursework" in a CTE program area and who: 1) persisted in education at the community college level or 2) transferred to a four-year institution.

4P1: Student Placement. Legislation – [Perkins IV, Section 113(b)(2)(B)(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.

Performance Goal – The final agreed upon 2008–2009 performance level for this core indicator, determined through a process of negotiations with the U.S. Department of Education, is 79.86%. See Part C(II)(B) for the complete set of final negotiated levels.

Validity and Reliability – This measure uses administrative data matches to identify student transitions to employment, apprenticeship, and military service. Although this indicator includes transitions to military service, no procedures are currently in place at the California community colleges that meet FERPA guidance from the U.S. Department of Education. The CCCCCO will continue to pursue options to collect this data from the military and federal government employment sources.

Students who leave a higher education institution should do so with the knowledge and skills that will assist them in either pursuing additional education or in securing employment or military placement. This measure will assess the percentage of CTE program completers who have some form of positive employment placement associated with their leaving.

California community college CTE programs have required biennial evaluations that include assessing sufficient size, scope, and quality to meet business and industry needs and labor market demands (California Education Code, Section 78016). Continuation of a program depends on meeting criteria for high skill, high wage, or high demand occupations or professions.

Administrative data follow-up is conducted on program leavers and completers in the year following exit to determine whether they continued their education at a four-year university, were found employed in federal or California Unemployment Insurance (UI)-covered employment, or enlisted in the military is a valid and reliable assessment of student placement.

Indicator – This indicator is the percentage of CTE program leavers and completers who did not transfer to a two- or four-year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI-covered employment, the federal government, or the military. Although the state currently does not perform data matches with the adult education-offered apprenticeship programs, the federal government, or the military, the state will continue to pursue those administrative data matches.

5P1 & 5P2: Nontraditional Participation and Completion. Legislation – [Perkins IV, Section 113(b)(2)(B)(v)] Student participation in, and completion of, career and technical education programs that lead to employment in nontraditional fields.

Performance Goal – The final agreed upon 2008–2009 performance levels for these core indicators, determined through a process of negotiations with the U.S. Department of Education, are 21.47% for Participation and 23.28% for Completions. See Part C(II)(B) for the complete set of final negotiated levels.

Validity and Reliability – These measures use administrative data to evaluate participation in and completion of programs leading to nontraditional employment as specified in the OVAE guidance, "Student Definitions and Measurement Approaches for the Core Indicators of Performance." The state will use the table of nontraditional program areas developed through collaborative efforts of the National Alliance for Partnership in Equity and OVAE.

Indicator – These measures are the percentages of students who enroll in courses and complete programs that lead to employment in occupations that are nontraditional for their gender.

5P1: Participation. The state will use the percentage of female concentrators participating in CTE program coursework leading to employment in occupations nontraditional for females and male concentrators participating in CTE program coursework leading to employment in occupations nontraditional for males.

5P2: Completion. The state will use the percentage of completers in programs leading to employment in nontraditional occupations that are of the underrepresented gender (i.e., female students completing programs leading to employment in occupations nontraditional for females and male students completing programs leading to employment in occupations nontraditional for males). Completion is defined as: 1) receiving a degree, certificate or equivalent; 2) completing a transfer program and being designated as transfer-prepared; 3) transferring to a two- or four-year institution; or 4) enlisting in the military.

4. The state must describe how, in the course of developing core indicators of performance and additional indicators of performance, it will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other state and federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

SECONDARY AND ADULT RESPONSE

Though the state does not yet have a statewide student data system, as noted in #3, it is in the development stages of a system that will provide this type of information. The Secondary, Postsecondary, and Adult Leadership division of CDE has designated a staff member to work directly with the U.S. Department of Education's (USDE's) technical

development team to ensure compliance with the required data sets under Perkins IV and aligned with similar data gathered by other state and federal programs. It is anticipated that this data collection system will be operational in the 2008–2009 school year. Additionally, to the extent possible, the state has aligned its core indicator measures and performance levels with the USDE guidelines.

[POSTSECONDARY RESPONSE](#)

Please read the response to #1.

- 5. On the forms provided in Part C of this Guide, the state must provide, for the first two years covered by the state plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that states submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the states' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the states to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)–(ii)]**

[SECONDARY AND POSTSECONDARY RESPONSES](#)

Please refer to Part C: Accountability Forms for the state's secondary and postsecondary core indicator levels of performance for 2007–08 and 2008–09.

- 6. The state must describe its process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State-adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]**

[SECONDARY AND ADULT RESPONSE](#)

The CDE's current accountability policy requires all agencies receiving Section 131 and 132 funds to meet or exceed the state-adjusted levels of performance. To facilitate this process, 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. During the application review process, state staff provide the LEAs with technical

assistance, as deemed necessary, to ensure that the planned core indicator performance level improvement actions will result in the needed performance level increases.

POSTSECONDARY RESPONSE

Districts can choose to accept the state-negotiated performance target established with the Secretary or negotiate with the state to reach its own performance targets for each of the core indicators.

The negotiated performance measures will be in percentage form, require improvement over time, and be identified in the local plan. The first negotiation process will set performance targets for the first year of the Perkins IV Five-Year Plan. The second and third scheduled negotiations will occur in year two and year four of the five-year plan and will be for two years of performance. Districts may request renegotiations when an unanticipated circumstance arises as specified in Section 113 (b)(4)(A)(vi).

The agreement will require continuous improvement on the indicators of performance and shall take into account: how the negotiated performance target compares with other districts' performance levels, the characteristics of participants in CTE in that district, and the services and instruction provided in CTE in that district.

Districts will indicate on their annual application for funds whether they accept state-negotiated targets for performance, previously negotiated local targets, or request a local negotiation. Districts and colleges will have access to their own and other district reports that include the state-negotiated target for each indicator along with five years of prior performance data disaggregated by population groups and program areas. Local applications will not be approved until negotiations have been completed.

- 7. The state must describe the objective criteria and methods it will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

SECONDARY ADULT RESPONSE

LEAs that experience unanticipated circumstances as described in Section 113(b)(4)(A)(vi) will have the choice of accepting the state-negotiated performance level or negotiating with the state for an alternative performance level for each of the core indicators. The negotiated performance level will be stated as a percentage, require improvement over time, and be identified each year in the local application for funds. The agreement will require continuous improvement on the negotiated performance levels compared to the state-negotiated performance levels. The first negotiation process will establish

performance levels for 2008–09. The annual application for funds will serve as the vehicle for conducting the negotiation.

POSTSECONDARY RESPONSE

Please refer to the response provided for #6.

- 8. The state must describe how it will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in Tech Prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205]**

SECONDARY, ADULT, AND POSTSECONDARY RESPONSE

The CDE and CCCCCO both use online systems for receiving and reporting CTE accountability data on all students, including special populations, and students participating in Tech Prep programs. The accountability specialists for both agencies meet separately and as a team to draft measures that are complete, accurate, and reliable, and will satisfy all of the Perkins IV accountability and reporting requirements, including those required for Tech Prep programs. Both agencies are committed to addressing the issue of accountability in ways that are mindful of the burden of data collection, useful to LEAs in improving their programs, and in compliance with the federal mandates. Additionally, as indicated in the postsecondary response to the general validity and reliability question in #3, the CCCCCO uses the same student enrollment-level data for accountability that it uses for funding. This ensures that for every student used to determine a college's funding, the college is held accountable. Additionally, the use of a student enrollment-level data system provides the most accurate and reliable assessment of the college's performance.

- 9. The state must describe how it plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

SECONDARY AND ADULT RESPONSE

The MOU submitted by each Section 131 and 132 consortium, and signed by each participating member, must include a statement that acknowledges the requirement that the consortium must meet the minimum level of performance for each of the core indicators, not the individual members; that each member of the consortium will

provide the consortium's fiscal agent with its annual accountability data, which will be aggregated with the accountability data received from the other members to prepare the consortium's annual accountability reports; that the consortium's annually reported levels of performance for each of the core indicators of performance must meet or exceed the state-adjusted levels of performance; and that failure to meet these minimum levels could result in the consortium's loss of the Perkins IV funds. The accountability section of the consortium's annual application for funds will identify its core indicator performance levels for the past three years and the state performance target for the current year. Consortia failing to meet the state performance targets must provide a narrative explanation of why the target was not met and the steps that will be taken to meet or exceed the state levels in the year covered by the application. During the application review process, the consortia will be provided with technical assistance required to ensure that the planned program improvements will result in the needed performance level increases.

POSTSECONDARY RESPONSE

Each consortium will be held responsible for meeting performance targets negotiated by the eligible recipient. The local application for funds submitted by each consortium will include a statement that acknowledges the requirement that the consortium as the eligible recipient must meet the minimum level of performance for each of the core indicators, not the individual members, just as a multicollege district must meet the minimum level of performance, not the individual colleges; that the consortium's annually reported levels of performance for each of the core indicators must meet or exceed 90 percent of the negotiated levels of performance; and that failure to meet these minimum levels could result in sanctions on the consortium. During the negotiation and application review process, the consortia will be provided with technical assistance required to ensure that the negotiating performance targets are reasonable and meet the criteria for performance targets for all other districts.

10. The state must describe how it will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how it is coordinating those programs with other federal programs to ensure nonduplication. [Sec. 122(c)(8)]

SECONDARY, ADULT, AND POSTSECONDARY RESPONSE

Evaluation of CTE program effectiveness occurs at every level of the state's education system, including classrooms, programs, schools, colleges, and the state. The application for funds process administered by the CDE and the CCCCCO requires that local and state attention be given to the nine requirements of local programs assisted with the funds, which includes developing and implementing evaluation of the CTE programs carried out

with Perkins IV funds, including an assessment of how the needs of special populations are being met [Section 135(b)(1)]. The application for funds is also used in conjunction with the annual core indicator accountability data reported by LEAs to identify CTE programs that need improvement and to prescribe needed improvements. Monitoring processes established by both state agencies help to ensure the validity of the local application and the accountability data.

California Education Code Sections 52520, 52302.3, and 78016, require a biennial program review of all adult education, ROCP, and community college CTE programs, respectively, to ensure that these programs are of sufficient size, scope, and quality to meet labor market demand. Additionally, the state's community college accountability system, Accountability Reporting for the Community Colleges (ARCC), developed pursuant to the requirements of AB 1417 (Pacheco) [Chapter 581, Statutes of 2004], provides for the annual evaluation of the colleges' and college programs' ability to facilitate student completion of courses and programs as well as student program completer employment and earnings. The ARCC uses a system that includes benchmarking programs and colleges with themselves over time and peer benchmarking, with peers developed through cluster analysis that facilitates evaluation of system, college, and program performance by policymakers, local college faculty and officials, and elected boards. The ARCC and Perkins IV indicators have been aligned to complement each other for performance analysis. Additionally, the Perkins IV accountability system and evaluation process will be coordinated with other accountability requirements including those of the Workforce Investment Act (WIA). Local Workforce Investment Boards often use Perkins accountability measures to evaluate effective programs at community colleges when determining effective training provider programs.

Last, but not least, the Western Association of Schools and Colleges accrediting commission and accreditation process ensure that all facets of a community college, including instruction and services, have a process to assess student learning outcomes and include those assessments and improvement plans within the program review and college planning and budgeting cycles.

B. OTHER DEPARTMENT REQUIREMENTS

- 1. The state must identify the program areas for which it has technical skill assessments, the estimated percentage of students who will be reported in the state's calculation of CTE concentrators who took assessments, and the state's plan for increasing the coverage of programs and students reported in this indicator in future program years.**

SECONDARY, ADULT, AND POSTSECONDARY RESPONSE

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.

- 2. The state must identify the program areas for which it has technical skill assessments, the estimated percentage of students who will be reported in the state's calculation of CTE concentrators who took assessments, and the state's plan for increasing the coverage of programs and students reported in this indicator in future program years.**

SECONDARY, ADULT, AND POSTSECONDARY RESPONSE

Though a number of LEAs currently use technical skill assessments for the purpose of issuing certificates of occupational proficiency and certifying program completion, the state has not yet developed or formally adopted technical skill assessments for its occupational programs. Nor has a system been developed for identifying the number of CTE program concentrators who have taken the available assessments. Prompted by the emerging accountability requirements of Perkins IV and the needed CTE assessment and accountability actions presented in Chapter Three, the state will assign high priority to the identification and implementation of a viable statewide system for assessing, certifying, and reporting CTE program concentrators who have achieved industry-recognized skill and knowledge standards. The identification process will address and deliberate a myriad of issues related to skill assessments, including but not limited to the following:

- » Should the assessments be industry-specific or based on basic skills common to a career cluster?
- » Should the assessments be determined at the state level or at the local level by established program advisory committees?
- » May the assessment requirement be satisfied by successful completion of CTE programs based on industry-validated content?
- » Should the assessments be based on student performance of required skills, demonstrated knowledge of the required skills, or both?
- » Who should administer the assessments – teachers, industry advisory persons, or contracted agencies?
- » Should successful completion of the assessments result in the receipt of industry-recognized and accepted certificates? If so, what information and whose signature should be on the certificates? Also, what strategies are recommended to obtain industry support for the certification process?

V. Tech Prep Programs

California will retain Tech Prep as a separate categorical program. This decision was made by the state's JACCTE at its June 7, 2007 meeting. California recognizes that Tech Prep is markedly recast in Perkins IV, with the redefinition of articulated agreements, secondary and postsecondary Tech Prep students, required data collection and reporting, and programs of study. Accordingly, the JACCTE will reevaluate the Tech Prep program at the end of the 2008–09 program year to determine if appropriate realignment has been made and what changes in future funding of local consortia should be stipulated.

The state's future Tech Prep programs will comprise programs of study that combine a minimum of two years of secondary education with a minimum of two years of postsecondary education, or with an apprenticeship program, in a nonduplicative, sequential course of study that is accountable, integrated, and articulated among the program levels and leads to technical skill proficiency, an industry recognized credential, a certificate, or a degree, in a specific career field; and leads to placement in high skill, high wage, or high demand employment, or to further education. These pathways will be academically rigorous and will provide students with the skills required for postsecondary admission and the technical skills needed for successful careers in the state's new and highly technical economy.

The future Tech Prep program delivery system will build upon the momentum, practices, infrastructure, and programs that have already been developed; that is, elements of the school-to-career system; the current Tech Prep local consortia; state funding through

the Governor's Initiative for CTE and Economic Development Pathways; ROCs (AB 2448); and others. The delivery system will continue to have two major components: 1) state administration and leadership; and 2) Tech Prep local consortia. The effective organization of these components will ensure:

- » Linkage of programs with the local, state, and regional economies
- » Collaboration and systematic articulation of programs among high schools, ROCs, and community colleges
- » Development of comprehensive strategies among multiple state and federal programs to encourage joint planning and avoid unnecessary duplication of service delivery
- » Funding and programmatic decisions directed toward high skill, high wage, and/or high demand industry priorities
- » Focus on accountability, an infrastructure for monitoring effectiveness evaluation strategies, and evaluation strategies
- » Capacity for researching and identifying effective programs and practices linked to academic and industry standards
- » Focus on new and emerging technical occupational areas

CDE and CCCCCO will continue to jointly administer the Tech Prep program. The two agencies will also be responsible for:

- » Devising a transition plan to realign the Tech Prep program with the requirements of Perkins IV.
- » Establishing state performance measures and levels as required by Perkins IV.
- » Reviewing and certifying Tech Prep funding awards and distributing funds to consortia fiscal agents.
- » Developing articulation guidelines that ensure systematic coordination with segmental and statewide standards.
- » Providing policy guidance to local consortia in the development of strategic plans, accountability, funding, and other administrative and programmatic issues.
- » Meeting and conferring regularly with representatives of local consortia.
- » Reviewing and summarizing annual accountability reports submitted by the local consortia and facilitating strategies for evaluating the Tech Prep program, as necessary.
- » Monitoring local consortia for fiscal and programmatic compliance.

- » Producing required state and federal reports and conducting other functions as deemed necessary.
- » Developing for JACCTE review and approval, a Tech Prep program improvement plan with appropriate benchmarks that will provide a basis for determining what changes in future funding of local consortia should be stipulated.

Sixty-nine percent of the State's Title II, Tech Prep grant award will continue to be allocated to local consortia by the CCCCCO as described in the response to A1. The CDE will continue to reserve 31 percent of the Title II funds for Tech Prep improvement and expansion projects. These funds will be distributed to Tech Prep consortia, statewide and regionally, through an application process to develop and refine programs of study, regional articulation agreements, and to increase and strengthen collaboratives and partnerships among education, workforce development, and business and industry partners.

Additional activities for Tech Prep funding will include professional development activities that focus on all aspects of Tech Prep program development and implementation, locally, regionally, and statewide.

Title II funds will continue to be used to support statewide resource distribution through electronic medium such as a resource clearinghouse or technical assistance center. California has used a resource clearinghouse model as a venue for statewide distribution of resources and information for Tech Prep programs, and as a lending library and Internet resource site. This dissemination model has proven to be successful and will continue to provide up-to-date resources and information on best practices to schools, statewide.

A. STATUTORY REQUIREMENTS

1. The State must describe the competitive basis or formula it will use to award grants to Tech Prep consortia. [Sec. 203(a)(1)]

RESPONSE

The state's infrastructure for operating, improving, and expanding its Tech Prep programs is largely dependent on the efforts of the 81 Tech Prep local consortia, which serve all 109 of the state's community colleges and 1,252 high schools. The number of colleges included in each local consortium ranges from one to five.

The local consortia are funded on a per-college basis, meaning that each consortium's grant award is based on the aggregated amount of the awards received by its member colleges. The process used to determine the per-college awards involves reducing the CCCCCO's share (69 percent) of the State's Title II, Tech Prep grant award by the 8 percent

allowed for administration and dividing the remaining amount by 109 (the number of community colleges). This formula has been maintained since the inception of Tech Prep when it was determined that all of the state's community colleges and students, rural and urban, should be afforded the Tech Prep opportunity and that a minimum allocation was necessary to run an effective consortium.

2. The state must describe how it will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Section 203(a)(1)]

RESPONSE

Consortia will perform a self-assessment of these factors within their five-year plan and build a program improvement plan for one or more elements with their application that:

- » Provides for effective employment placement activities or the transfer of students to a baccalaureate or advanced degree program.
- » Are developed in consultation with business, industry, institutions of higher education, and labor organizations.
- » Addresses effectively the issues of school dropout prevention and reentry, and the needs of special populations.
- » Provides education and training in an area or skill, including an emerging technology, in which there is a significant workforce shortage based on the data provided by the eligible entity in the state under Section 118.
- » Demonstrates how Tech Prep programs will help students meet high academic and employability competencies.
- » Demonstrates success in, or provides assurances of, coordination and integration with eligible recipients described in Part C of Title I, of Section 131 and 132 funds.

3. The state must describe how it will ensure an equitable distribution of assistance between urban and rural consortium participants. [Section 204(f)]

RESPONSE

Please refer to the response provided for #1.

4. The state must describe how it will ensure that each funded Tech Prep program:

- (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;**

RESPONSE

CDE and CCCCCO staff will provide the instruction and monitoring efforts necessary to ensure that the articulation agreements between Tech Prep consortium participants conform to the Section 3(4) requirements. Additionally, the Tech Prep consortium articulation agreements must:

- » Align with standard formats and guidelines as approved by the state, and as developed by the California Community College Academic Senate's regional articulation structure. (Requests for exemptions will be considered and may be granted, if sufficient justification is provided.)
- » Fully disclose all procedures, rights, responsibilities, and fees to affected teachers, faculty, and students.

Each LEA participating in a consortium must certify that its program has been aligned with the appropriate state CTE curriculum standards and provide evidence of participation in Cal-PASS (see pages 171-172).

(b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

RESPONSE

Local consortia will be responsible for meeting all of the Tech Prep section 203(c) requirements. The joint CDE and CCCCCO effort to ensure that the requirements are met will be accomplished through extensive professional development activity, refinements of the local plan, and annual application for funds documents to include required descriptions of planned consortium actions or assurances of intended compliance, a thorough review of the annual application content, and an effective monitoring process. If the state determines that performance is deficient, it may elect to require improvement plans and monitoring, technical assistance, consortia consolidation, or de-funding.

(c) Includes the development of Tech Prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

RESPONSE

Please refer to the response provided for (b).

(d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act;

[RESPONSE](#)

Please refer to the response provided for (b).

- (e) Provides professional development programs for counselors that meet the requirements of section 203(c)(5)(A)–(F) of the Act;**

[RESPONSE](#)

Please refer to the response provided for (b).

- (f) Provides 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 [Section 203(c)(6)];**

[RESPONSE](#)

Please refer to the response provided for (b).

- (g) Provides for preparatory services that assist participants in Tech Prep programs [Section 203(c)(7)];**

[RESPONSE](#)

Please refer to the response provided for (b).

- (h) Coordinates with activities under Title I. [Section 203(c)(8)]**

[RESPONSE](#)

Please refer to the response provided for (b).

- 5. The state must describe how its state plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Section 204(e)(1)]**

Because the Tech Prep consortia must now report core indicator performance-level data, each community college and high school participating in the consortia will be required to join Cal-PASS (a model student tracking system).

The consortia can choose to accept the minimum core indicator performance levels established for the state, or negotiate with the state to determine its own minimum core indicator performance levels. The negotiated minimum performance levels will be

in numbers and percentages to correspond to the individual indicators of performance specified in sections 113(b) and 203(e) of the Act, will require improvement over time, and will be identified in the local plan and each subsequent application. The first negotiation process will set minimum performance levels for the first year of the five-year Tech Prep plan. Subsequent negotiations may occur in following years as applications are submitted. As specified in section 113(b)(4)(A)(vi), consortia may request renegotiations in the event that an unanticipated circumstance arises.

Each consortium's annual application for funds will indicate its acceptance of the minimum core indicator performance levels established for the state, previously negotiated performance levels, or a request to renegotiate its performance levels. Consortia will have access, where available, to their own and other consortia reports that include the state or negotiated level for each indicator along with three to five years of prior performance data disaggregated by population groups and program areas. Local applications will not be approved until negotiations have been completed.

The agreement on each consortium's continuous improvement on core indicator performance levels will consider how the negotiated performance level compares with the performance levels negotiated with other consortia; and unique factors related to the size, scope, and quality of the CTE programs conducted by the community colleges and high schools participating in the consortium.

B. OTHER DEPARTMENT REQUIREMENTS

- 1. The state must submit a copy of the local application form(s) used to award Tech Prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.**

RESPONSE

The application form(s) used to award Tech Prep funds to local consortia is available at http://www.cccco.edu/divisions/esed/cte/grants/tech_prep/tp_grants.htm.

- 2. The state must provide a list of the consortia it expects to fund and the estimated or projected level of funding for each consortium.**

RESPONSE

A list of the State's Tech Prep consortia and their 2008–09 funding levels is available at http://www.cccco.edu/divisions/esed/cte/grants/cte_grants.htm.

VI. Financial Requirements

A. STATUTORY REQUIREMENTS

- 1. The state must describe how it will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that it chooses to consolidate under section 202 of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

RESPONSE

As noted in the response to Section IIA(b), the state will maintain the Title II, Section 202, Tech Prep funds as a separate funding category for the 2008–09 program year. Also, as noted in the responses to B4 and B5 of Section VI, the state will not use the reserve funds option presented in Section 112(c) in the 2008–09 program year. The state will revise the 2008–2012 Plan if it chooses to exercise either of these options in subsequent years.

As described in Appendix F, the Title I, Part C funds are divided between secondary and postsecondary programs based on a comparison of the CTE course enrollments at the two levels in the last completed program year (2005–06) for which enrollment data are available. This annual enrollment comparison process involves the collection and validation of the enrollments in secondary CTE courses conducted by the unified and union high school districts and ROCs; and the enrollments in postsecondary CTE courses conducted by the community college districts, adult school agencies, and the ROCs. Based on a comparison of the aggregated 2005–06 secondary and postsecondary CTE enrollment data, 45.0913551 percent (\$49,639,992) of the 2007–08 Title I, Part C funds were directed to secondary programs and 54.908645 percent (\$60,447,612) of the funds were directed to postsecondary programs. The secondary funds were distributed in accordance with the allocation formula established in Section 131 of the Act. The postsecondary funds were distributed in accordance with the state's approved Section 132 waiver described in Appendix G. Pending USDE approval of the Section 132 waiver extension request described in Section VI(5), the postsecondary funds will continue to be distributed in accordance with the approved alternative formula.

- 2. The state must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)–(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the state. [Section 131(g)]**

RESPONSE

Section 131 funds will be distributed among the state LEAs operating secondary CTE programs (unified and union high school districts, charter schools, and court and community schools administered by county offices of education) in accordance with the formula established in the Act: 30 percent based on the LEA's proportional share of the state's total K–12 population and 70 percent based on the LEA's proportional share of the state's total K–12 population with family incomes below the poverty level established by the Office of Management and Budget. Statistically updated census data will be used in the determination of the allocations. A list of the 2007–08 Section 131 eligible recipients and allocations is available at <http://www.cde.ca.gov/ci/ct/pk>. The 2008–09 Section 131 allocations will be posted on the Web site when available.

- 3. The state must describe how it will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

RESPONSE

The minimum grant award for the Section 131 funds is \$15,000. The minimum grant award for the Section 132 funds is \$50,000. As authorized by Section 131(c)(2), in order to meet the minimum grant award requirement an LEA may enter into a consortium with other LEAs, or may apply for a waiver of the consortium requirement if (a) located in a rural, sparsely populated area, or is a public charter school operating secondary career technical education programs; and (b) can demonstrate its inability to enter into a consortium. As authorized by Section 132(a)(3)(A)(i), in order to meet the minimum grant requirement for Section 132 funds an LEA may form into a consortium with other LEAs to meet or exceed the minimum grant award of \$50,000. Each formed consortium must submit a memorandum of understanding which identifies its member agencies, the fiscal agent, and agreed-upon guidelines for developing a local plan, determining the CTE program(s) to be assisted with the annual funds, and preparing the annual application for funds, required fiscal claims, and annual accountability report. As stated in the Perkins Assurances and Certifications in Section II of the respective Section 132 and 132 local applications for 2008–2009, (a) Consortia formed to meet the minimum requirement will use funds only for purposes and programs that are mutually beneficial to all members of the consortium; and (b) Funds will not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. Local agency adherence to the restriction on reallocation will be closely monitored in the 2008–2009 local application development and approval processes. Note: Section 132 and 132 consortia formed to meet the minimum grant requirements to receive these

funds will also be closely monitored to ensure adherence to the mutually beneficial and prohibited reallocation requirements of Perkins IV.

- 4. The state must describe how it will adjust the data used to make the allocations reflect any change in school district boundaries that may have occurred since the population and/or enrollment data were collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

RESPONSE

Annual Section 131 allocations reflect changes in school district boundaries, unifications, district reorganizations, charter schools, and secondary schools funded by the Bureau of Indian Affairs based on updated enrollment information collected and reported by the CDE Financial Accountability and Information Office.

- 5. The state must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, states must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also states must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

RESPONSE

The state is requesting a renewal (see Appendix G), through June 30, 2013, of the Section 132 funds distribution formula waiver approved for the Perkins II and III funds and the 2007–08 State Transition Plan. The alternative formula significantly increases the number of economically disadvantaged students and CTE programs the state is able to assist with the funds. Compliance with the “more equitable distribution of funds” waiver requirement established in Section 132(b)(1) of Perkins IV is evidenced by the following summaries of the 2005–06 (latest data available) ROCP, adult school agency, and community college district economically disadvantaged CTE enrollment data used for determining the 2007–08 Section 132 allocations.

- » **ROCPs.** Of the 48 ROCPs eligible for funds under the alternative formula, only 26 reported Pell Grant and/or BIA Grant recipients. Of the 52,570 economically disadvantaged adults enrolled in CTE programs conducted during the 2005–06 program year by the 48 ROCPs eligible for funds under the alternative formula, only 202 were Pell Grant recipients; only 54 were BIA Grant recipients.
- » **Adult School Agencies.** Of the 91 adult school agencies eligible for funds under the alternative formula, only 24 reported Pell Grant and/or BIA Grant recipients. Of the 88,800 economically disadvantaged adults enrolled in CTE programs conducted during the 2005–06 program year by the 91 adult school agencies eligible for funds under the alternative formula, only 1,799 were Pell Grant recipients; only 14 were BIA Grant recipients.
- » **Community College Districts.** As illustrated by the comparative data provided in Attachment H, distributing the Section 132 funds based on the proposed alternative formula results in a much more equitable distribution of these funds to the eligible community college district recipients that have the highest numbers of economically disadvantaged individuals than does the formula based on Pell Grant/BIA Grant eligibility. Additionally, the alternative formula enables the state to recognize and serve economically disadvantaged adult CTE students in 89 ROCPs and adult schools that would be excluded by the use of the Pell Grant/BIA Grant eligibility formula.

The alternative formula generates an unduplicated count of adults (unduplicated by period of enrollment, unduplicated by enrollment in more than one CTE course/program, and unduplicated by eligibility in more than one economically disadvantaged category) who are economically disadvantaged; in attendance at an adult school, ROCP, or community college; and enrolled in a CTE course/program. The economically disadvantaged status of the adult CTE students is determined by their participation in one of the following public assistance programs or one of the evidences of a personal or family income below the poverty level:

- » Board of Governors Grant (BOGG)
- » Pell Grant
- » California Work Opportunity and Responsibility to Kids (CalWORKS)
- » Workforce Investment Act (WIA)
- » Supplemental Security Income (SSI)
- » General/Public Assistance
- » Bureau of Indian Affairs (BIA)
- » Eligibility for economic public assistance or student aid

- » Annual income level below poverty level as determined by county of residence
- » Self-declaration by adult

The determination of Section 132 allocations involves the following steps: 1) calculating the per-student allocation amount by dividing the total amount of Section 132 funds available for distribution by the sum of the economically disadvantaged adults reported by the eligible recipients (adult schools, ROCPs, and community college districts); and 2) calculating each eligible recipient's allocation by multiplying the determined per-student allocation amount by the number of economically disadvantaged adult CTE students reported by the recipient.

The determination of Section 132 allocations involves 1) calculating the per-student allocation amount by dividing the total amount of Section 132 funds available for distribution by the sum of the economically disadvantaged adults reported by the eligible recipients (adult schools, ROCPs, and community college districts); and 2) calculating each eligible recipient's allocation by multiplying the determined per-student allocation amount by the number of economically disadvantaged adult CTE students reported by the recipient.

B. OTHER DEPARTMENT REQUIREMENTS

- 1. The state must submit a detailed project budget, using the forms provided in Part B of this guide.**

RESPONSE

Detailed budgets for the 2008–09 Perkins IV, Title I and Title II funds are provided in Part B.

- 2. The state must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

RESPONSE

Lists of the 2008–09 Section 112(a)(2)(A), Section 131 allocations and the Section 132 allocations to the adult school agencies and ROCPs, including consortia allocations, are available at <http://www.cde.ca.gov/ci/ct/pk>. A list of 2008–2009 Section 132 allocations to the community college districts is available at: http://www.cccco.edu/divisions/esed/cte/grants/perkins_1c/perkins_1c.htm. As noted in the responses to B4 and B5, the state will not exercise the reserve funds option in the 2008–09 program year.

- 3. The state must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.**

[RESPONSE](#)

Please refer to the description of the Section 131 (secondary) allocation formula in the response to A2 and the description of the Section 132 (postsecondary) allocation formula in the response to A5.

- 4. The state must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.**

[RESPONSE](#)

The state will not exercise the reserve funds option in the 2008–09 program year.

- 5. The state must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.**

[RESPONSE](#)

This is not applicable because as noted in the response provided for B4, the state will not exercise the reserve funds option in the 2008–09 program year.

- 6. The state must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.**

[RESPONSE](#)

The state applies the following four rural categories defined by the National Center for Education Statistics (NCES) to identify the eligible recipients in rural and sparsely populated areas required by Sections 131(c)(2) and 132(c)(2) of the Act:

33 – Town, Remote: territory inside an urban cluster that is more than 35 miles from an urbanized area

41 – Rural, Fringe: census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster

42 – Rural, Distant: census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster

43 – Rural, Remote: census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster

Part A: EDGAR Certifications and Other Assurances

EDGAR CERTIFICATIONS AND EXECUTIVE ORDER 12372

I hereby certify:

1. That the State Board of Education is eligible to submit the 2008–2012 California State Plan for the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270. [34 CFR 76.104(a)(1)]
2. That the State Board of Education has authority under state law to perform the functions of the State under this program. [34 CFR 76.104(a)(2)]
3. That the State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. That all provisions of the plan are consistent with state law. [34 CFR 76.104(a)(4)]
5. That Jack O’Connell, Superintendent of Public Instruction, has authority under state law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
6. That Patrick Ainsworth, State Director of Career Technical Education, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. That the State Board of Education, on March 12, 2008, adopted and formally approved the plan. [34 CFR 76.104(a)(7)]
8. That the plan is the basis for state operation and administration of the program. [34 CFR 76.104(a)(8)]
9. That a copy of the plan was placed into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]

CALIFORNIA STATE BOARD OF EDUCATION



Date: March 27, 2008

Ted Mitchell, President
California State Board of Education

B. OTHER ASSURANCES

1. **The state must submit a copy of the state plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]**

RESPONSE

Completed. See item 9 of the signed EDGAR certification document.

2. **The state must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements.**

[See <http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>]

RESPONSE

See Appendix I.

3. **The state must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://wdcrobiis08/doc_img/sf424b.doc]**

RESPONSE

See Appendix J.

4. **The state must provide a signed assurance that it will comply with the requirements of the Act and the provisions of the state plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]**

RESPONSE

See item #1 of the signed Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 attached in this Section.

5. **The state must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]**

[RESPONSE](#)

See item #2 of the signed Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 attached in this Section.

- 6. The state must provide a signed assurance that it will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]**

[RESPONSE](#)

See item #3 of signed Assurances of Compliance with the Provisions of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 attached in this Section.

- 7. The state must provide a signed assurance that it will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]**

[RESPONSE](#)

See item #4 of signed Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 attached in this Section.

- 8. The state must provide a signed assurance that it and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]**

[RESPONSE](#)

See item #5 of signed Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 attached in this Section.

9. **The state must provide a signed assurance that, except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]**

RESPONSE

See item #6 of signed Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 attached in this Section.

10. **The state must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]**

RESPONSE

See item #7 of signed Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 attached in this Section.

C. ASSURANCES OF COMPLIANCE WITH THE REQUIREMENTS OF THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006

I hereby certify:

1. That the State will comply with the requirements of the Act and the state plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Section 122(c)(11)]
2. That none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Section 122(c)(12)]
3. That the State will waive the minimum allocation as required in Section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]

4. That the State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Section 323(a)]
5. That the State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographic area served by such eligible agency or eligible recipient. [Section 317(a)]
6. That, except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Section 317(b)(1)]
7. That eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Section 317(b)(2)]
8. That no funds received under the Act will be used to provide career and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students. [Section 315]
9. That no funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major; or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Section 314(1)&(2)]
10. That all of the funds made available under this Act shall be used in accordance with the requirements of this Act. [Section 6]
11. That the funds made available under this Act for career and technical education activities shall supplement and shall not supplant, non-Federal funds expended to carry out career and technical education activities and Tech Prep program activities. [Section 311]
12. That no funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise

from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. [Section 322]

13. That the State will comply with the provisions of Section 112(a)(1) in that not less than 85 percent of the funds made available under Title I, part A of the Act will be distributed to eligible recipients pursuant to such title and approved waivers for Section 131 and 132.

CALIFORNIA STATE BOARD OF EDUCATION



Date: March 27, 2008

Patrick Ainsworth, EdD
Assistant Superintendent and
State Director of Career Technical Education

Part B: Budget Forms

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1

(FOR FEDERAL FUNDS TO BECOME AVAILABLE BEGINNING ON JULY 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$ 128,508,264
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ 0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B)	\$ 128,508,264
D. Local Formula Distribution <i>(not less than 85 percent) (Line C x 85 percent)</i>	\$ 109,232,024
1. Reserve <i>(not more than 10 percent of Line D)</i>	\$ 0
a. Secondary Programs (0 percent of Line D)	\$ 0
b. Postsecondary Programs (0 percent of Line D)	\$ 0
2. Available for formula allocations <i>(Line D minus Line D.1)</i>	\$ 109,232,024
a. Secondary Programs (45 percent of Line D.2)	\$ 47,071,470
b. Postsecondary Programs (55 percent of Line D.2)	\$ 62,160,554
E. Leadership (not more than 10 percent) <i>(Line C x 10 percent)</i>	\$ 11,415,744
a. Nontraditional Training and Employment (\$150,000)	
b. Corrections or Institutions (\$1,285,083)	
F. State Administration (not more than 5 percent) <i>(Line C x 5 percent)</i>	\$ 6,425,413
G. State Match (from non-federal funds) ¹³⁰	\$ 6,425,413

130 The eligibility agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1

(For Federal Funds to Become Available Beginning on July 1, 2008)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$	11,251,821
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$	0
C. Amount of Title II Funds to Be Made Available for Tech Prep (<i>Line A less Line B</i>)	\$	11,251,821
D. Tech Prep Funds Earmarked for Consortia	\$	10,351,676
a. Percent for Consortia: 92 percent (<i>Line D divided by Line C</i>)		
b. Number of Consortia: 81		
c. Method of Distribution (<i>check one</i>): <input checked="" type="checkbox"/> Formula <input type="checkbox"/> Competitive		
E. Tech Prep Administration		
a. Percent for Administration: 8 percent (<i>Line E divided by Line C</i>)	\$	900,145

Part C: Accountability Forms

I. STUDENT DEFINITIONS

A. Secondary Level

Participant – A secondary CTE participant is a student who has completed the equivalent of a conventional 50-minute class taken five times per week for 180 school days, or approximately 150 hours of instruction in a state-recognized CTE sequence or program.

Concentrators – A secondary CTE concentrator is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single, state-recognized, multi-hour course and is enrolled in the second half of that course.

B. Adult Level (Adult Schools and ROCPs)

Participant – An adult CTE participant is an adult student who has completed the equivalent of 20 hours of instruction in a state-recognized CTE program sequence.

Concentrators – An adult CTE concentrator is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single, state-recognized, multi-hour course and is enrolled in the second half of that course.

C. Postsecondary Level (Community Colleges)

Concentrator – For Perkins accountability purposes, a higher education CTE program "Concentrator" is defined as a student who has, within the previous three years, completed a minimum threshold of 12 or more units of related coursework in a CTE program area (defined as a two-digit TOP code) with at least one of those courses teaching job-specific skills.

While this criteria can be used to establish a minimum level of student participation in a program, the state has focused its analyses on different subsets of that student population for different measures to allow evaluation of outcomes within appropriate populations. This subset methodology allows community colleges to address both systemwide performance goals and requirements of the Act by measuring success against an appropriate population.

The criterion used for inclusion in each of the measures is provided in detail in the Community College measures section of chapter four of the state plan.

II. FINAL AGREED-UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator Et Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/ Language Arts 113(b)(2)(A)(i)	<p>Numerator: Sum of 12th grade CTE concentrators with valid scores who have met the proficient or advanced level on the reading/language arts portion of the CAHSEE and who left secondary education in the reporting year.</p> <p>Denominator: Sum of 12th grade CTE concentrators with valid scores on the reading/language arts portion of the CAHSEE and who left secondary education in the reporting year.</p>	State and Local Administrative Records	B: 2007-08	L: 22.3% A:	L: 23.0% A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Sum of 12th grade CTE concentrators with valid scores who have met the proficient or advanced level on the reading mathematics portion of the CAHSEE and who left secondary education in the reporting year.</p> <p>Denominator: Sum of 12th grade CTE concentrators with valid scores on the mathematics portion of the CAHSEE and who left secondary education in the reporting year.</p>	State and Local Administrative Records	B: 2007-08	L: 20.9% A:	L: 22.0% A:
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Sum of secondary CTE concentrators who completed a CTE program with a grade of "C" or better or received an industry recognized certification.</p> <p>Denominator: Sum of secondary CTE concentrators enrolled in CTE courses during the reporting year.</p>	State and Local Administrative Records	B: 2007-08 will be the first year this data is collected.	L: A:	L: 53.0% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
3S1 Secondary School Completion 113(b)(2)(A)(iii) (I-III)	<p>Numerator: Sum of 12th grade CTE concentrators earning a regular secondary school diploma, earned a General Education Development (GED) certificate, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earning a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma during the reporting year.</p> <p>Denominator: Sum of 12th grade CTE concentrators who left secondary education during the reporting year.</p>	State and Local Administrative Records	B: 2007-08 85.0%	L: A:	L: 85.5% A:
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Sum of 12th grade CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Sum of 12th grade CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accounting Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records	B: 2007-08	L: 83.0%	L: 83.2%
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Sum of CTE concentrators who left secondary education during the reporting year and were placed in postsecondary education or advanced training, military service, or employment six months following the program year in which they left secondary.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	State and Local Administrative Records	B: 2007-08 75.0%	L: A:	L: 78.0% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Sum of CTE participants from underrepresented gender groups enrolled in a program sequence that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Sum of CTE participants enrolled in a program sequence that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 2007-08 The formula for this measure is new beginning the 2007-08 year.	L: A:	L: 18.0% A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Sum of CTE concentrators from underrepresented gender groups who completed a program sequence that leads to employment in nontraditional fields during the reported year.</p> <p>Denominator: Sum of all CTE concentrators from underrepresented gender groups enrolled in a program sequence that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 2007-08 The formula for this measure is new beginning the 2007-08 year.	L: A:	L: 23.0% A:

B. ADULT LEVEL: Adult School and ROCP adult performance levels are available at <http://www.cde.ca.gov/ci/CT/PK>

C. POSTSECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2006-07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Unduplicated count of students enrolled in SAM A-C courses who have earned a GPA of 2.0 or above in those SAM A-C courses only.</p> <p>Denominator: All concentrators.</p>	State and Local Administrative Records	B: 2007-08 92.46%	L: A:	L: 92.46% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2006-07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: The number of CTE concentrators in the denominator who earned an industry-recognized credential, a certificate, a degree, or who completed the transfer program and were classified as transfer prepared.</p> <p>Denominator: The number of CTE concentrators who were postsecondary leavers or completers.</p>	State and Local Administrative Records	<p>B: Three year average 2005-06 through 2007-08 66.13%</p>	<p>L: A:</p>	<p>L: 66.13% A:</p>
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: The number of CTE concentrators in the denominator who persisted in the California community college system or transferred to another two- or four-year institution.</p> <p>Denominator: The number of CTE concentrators who did not leave with a degree or hold a degree from a prior year (unless they transferred).</p>	State Administrative Records	<p>B: Three year average 2005-06 through 2007-08 82.18%</p>	<p>L: A:</p>	<p>L: 82.18%* A:</p>
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: The number of CTE concentrators in the denominator who were found during one of the four quarters following the cohort year in UI-covered employment, or an apprenticeship program, the federal government, or the military in the year following the cohort year.</p> <p>Denominator: The number of CTE concentrators who were leavers (did not continue in any institution) or completers.</p>	State and Local Administrative Records	<p>B: Three year average 2005-06 through 2007-08 79.86%</p>	<p>L: A:</p>	<p>L: 79.86%* A:</p>
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: The number of CTE concentrators in the denominator who were of the underrepresented gender.</p> <p>Denominator: The number of CTE concentrators in programs deemed nontraditional for either gender.</p>	State and Local Administrative Records	<p>B: 2007-08 21.47%</p>	<p>L: A:</p>	<p>L: 21.47%* A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2006-07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Nontraditional concentrators in nontraditional programs earning a certificate or degree or transferring to a four-year university.</p> <p>Denominator: All concentrators in nontraditional programs earning a certificate or degree or transferring to a four-year university.</p>	State and Local Administrative Records	B: 2007-08 23.28%	L: A:	L: 23.28%* A:

* See comments following the postsecondary table for the logic for setting the proposed target.

COMMENTS

1S1 and 1S2. The respective baselines for these two core indicators were derived from the 2007-08 CA High School Exit Exam results for all students. It is not currently possible to disaggregate the testing results of CTE students from the results of the total student population because the state's student data collection system does not collect testing information. That problem will be resolved in the 2010-11 program year by the statewide implementation of the two new student data systems: the California Student Information System (CSIS), which will provide a unique and confidential identifier for students, enabling the system to follow students' progress from one program, district, or educational system to another; and the California Pupil Achievement Data System (CALPADS), a relational database which will collect student-level data on demographics, program participation, and course completion. In the interim, the state's Perkins data collection system is being modified to initiate the collection of the individual CTE student academic data for the 2007-08 program year. The results of the latter effort should provide the basis for establishing reasonable performance-level baselines for both core indicators.

2S1. The 2007-08 will be the first year this data is collected. Consequently, we have no data with which to establish a baseline at this time.

4S1. California currently does not have a universal student information system to track students as they change schools, drop out, or graduate; therefore, a four-year completion rate is used, for graduation rate based on the definition established by the National Center for Education Statistics (NCES). This rate includes information on high school completers (e.g., high school graduates who receive a diploma or other type of certificate of completion from high school) and high school dropouts, aggregated over a four-year period. Federal requirements define high school "completers" in the same way as high school "graduates" is defined in the California Basic Educational Data System (CBEDS). Lacking a statewide data collection system to track students over time, it will be impossible for California to provide the U.S. Department of Education with a graduation rate calculated in the same manner just for CTE students. Consequently, we will calculate this indicator using the same measure as 3S1 until the comprehensive statewide data collection system is implemented in 2010-11.

5S1. Data for this measure is collected after December each year and covers a six-month period after graduation. In the past, this data was submitted to OVAE as part of the following year's CAR along with the enrollment data from the prior year. This process causes a situation where the data submitted covers a two-year period with enrollment data from one year and placement data from the prior year. Beginning with the 2008

CAR, the California Department of Education will submit the enrollment data and the placement data covering the same instructional year.

1P1. As the jobless recovery of the early 2000's began to open up jobs in recent years, males in particular began to increasingly leave school for employment, often leaving mid-term and eroding their GPAs. As the economy peaked in 2006 and employment begins to fall and shutdown opportunities through current months in 2008 in California, students in the beginning of their careers will be impacted. Maintaining this high level of performance will be a continuing challenge over the next few years.

2P1. Program completions have continued to increase as the economy grew with about a two-year lag in the period from mid-2003 through mid-2006. The California economy then began a continuous decline through March 2008. We can expect that the economically disadvantaged students, which make up a large percentage of community college students, will be unable to continue their education as the state moves closer to recessionary characteristics. We are therefore proposing that a three-year average be set as the performance target. Achieving that average will present California with a significant challenge to maintain that high level as the economy declines rapidly.

3P1. While the students in the state have persisted at high rates during these rough economic times, levels of persistence decline slightly as the economy contracts and increases slightly as the economy expands. As the California economy started to contract in 2006-07 (the 2007-08 program year), the community colleges were challenged to maintain the high levels of student persistence, especially among the economically disadvantaged as students left college for necessary employment. As a result, the data will unlikely remain at the same high levels as prior years. The California Community Colleges (CCC) propose maintaining the high levels of performance with a target based on the average performance over the last three years (82.18%).

4P1. Employment rates for the populations served by the CCC, specifically, lower- and mid-skilled workers including high percentages of economically disadvantaged students, respond rapidly to changing economic opportunities. CCC student employment rates are an exaggerated replica of the California employment rate – as employment in the state declines, lower- and mid-skilled workers lose employment faster than average and as employment increases, those same groups have increased employment faster than average. Employment in California began to fall in the last half of 2006 and continues to decline through 2008. Along with this declining statewide employment, the California Community Colleges propose setting the target at the three-year average (79.86%) to take into consideration the challenge institutions face in finding employment for their students in a declining economy.

5P1. As the economy expands, economically disadvantaged students often follow employment. A large percentage of those students are in nontraditional programs but represent the traditional gender in the associated occupations (e.g., men in auto, women in childcare or food service). More importantly, as the economy contracts, students who are economically disadvantaged are less likely to risk enrolling in programs that are nontraditional for their gender. As California employment began to fall in 2006, the numbers of students accumulating units in programs nontraditional for their gender began to decline, resulting in lower participation rates. California Community Colleges propose that maintaining the participation rate of 21.47% will be a considerable challenge. Additionally, the increasing diversity of students attending CCC presents an additional challenge to maintain these rates as institutions make efforts to modify college experiences to provide occupational information acceptable within cultural differences of students.

5P2. Similarly, the completions in nontraditional programs have declined as the economy contracted. Students were less likely to risk enrolling or continuing in programs leading to employment in areas nontraditional for their gender during a period of sparse employment. And, although completion rates are higher than participation rates, indicating continued progress once students are in the program, the state proposes that maintaining the completion rate of 23.28% will be a considerable challenge for the CCC.