2000–2004 California State Plan for Vocational and Technical Education

Executive Summary
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Publishing Information

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The Executive Summary and *State Plan* are available in both print and CD format. For information regarding the *State Plan*, please contact the Academic and Career Integration Unit, California Department of Education, at (916) 657-3249.

Should educators focus on *academic* education or *career* education? That question highlights the underlying assumption of many that there is a great divide between the two, and educators must choose sides. But there is no divide between the two; the right answer to the question is both. The *2000–2004 California State Plan for Vocational and Technical Education* aligns well with this premise. The Plan offers a blueprint for local educators and my staff as they collaborate to help all students build a bright future by achieving world-class academic standards that are integrated into vocational and technical education.

Delaine Eastin,
State Superintendent of
Public Instruction,
California Department of
Education

Thomas Nussbaum,
Chancellor,
California Community Colleges

California's community colleges are the state's largest workforce preparation provider to *technically skilled positions in well-established occupations,* such as administration of justice, nursing, fire science, medical assistance, dental hygiene, computer and data processing, automotive technology, aviation maintenance, culinary arts, apprenticeable trades, and hospitality management. We are also a leading provider of *technically skilled positions in the new economy,* such as digital systems, multimedia, entertainment, advanced transportation technology, biotechnology, and geographic information systems.

Preface

We are pleased to have been a part of this massive effort to develop the *2000-2004 California State Plan for Vocational and Technical Education.* In crafting the plan, we attempted to go beyond the mere requirements of the federal legislation and present a document which speaks directly to the complex California education scene and links vocational and technical education to other aspects of California education in elementary and middle schools, high schools, ROC/Ps, and community colleges. The view that education is a continuum—that all education services from preschool to graduate school are inextricably linked—permeates our efforts. Equally important is the interrelatedness of the curriculum across subject matter. Strong vocational programs improve academic learning, and academic programs are strengthened by the kinds of learning activities so prevalent in quality vocational and technical education programs. Both of these concepts are essential, but not sufficient prerequisites, for preparing our youths for the future. A third vital component is to improve linkages between the world of schooling and the world of work. We trust that the plan is true to these core beliefs.

This document presents a brief summary of the 300-page plan. The first part attempts to paint a brief view of the demographic and economic context for California education. California is the largest and the most complex of states. A solid understanding of that context is essential in the preparation of a plan. The next part represents the work of California's Field Review Committee in responding to the need to establish a set of principles and priorities that would guide the plan. We then look at vocational and technical education from the view of the California Department of Education and of the Chancellor's Office, California Community Colleges. A section follows on accountability and evaluation—subjects highlighted by the new Perkins Act requirements. Tech-Prep Education, covered in the next part, deserves special treatment since it marks a new level of the cooperative working relationships we hope will be fostered by the creation of this plan. The various funding categories of Perkins and the distribution of funds within the categories are displayed in Table 1 on page 23. Finally, we have appended two sections from the Perkins Act that cover local planning and uses of funds.

Such a comprehensive plan and this summary document would not have been possible without the hard work and support of literally hundreds of individuals—too numerous to mention all here. We have attempted to recognize many of these individuals in our preface to the full version of the plan. However, we would be remiss if we did not acknowledge some of the key players in this summary. Our thanks go first to Delaine Eastin, California's State Superintendent of Public Instruction, the members of the California State Board of Education, Tom Nussbaum, Chancellor of the California Community Colleges, and the Board of Governors of the California Community Colleges, for their unwavering belief in the importance of high-quality vocational and technical education. Their leadership is essential. Very special thanks are also due to the 80 members of the Field Review Committee, who provided us with their valuable and absolutely essential views on how vocational and technical education could best be provided. It would be nice, but not accurate, to say that all their views converged on all the issues. It is accurate to say that all their views were given very serious attention in the development of this plan. Our thanks also go to the many individuals who gave us their comments during the public hearings and who responded to the State Plan web site.

The staffs of the two agencies who worked on the plan all deserve our thanks. We cannot list all of them here, but we do need to recognize those who were most essential to the successful completion of the plan. The two who provided overall leadership were Patrick Ainsworth, Associate

Superintendent and Director, Standards and High School Development Division, California Department of Education, and Director of Vocational and Technical Education, and Victoria Morrow, Vice Chancellor, Education Services and Economic Development in the Chancellor's Office. Our biggest thanks are reserved for Beverly Campbell, Manager of the Academic and Career Integration Unit, California Department of Education, Vicki Warner, who served as Dean of Vocational Education in the Chancellor's Office and Peggy Olivier, Specialist (and for a time Interim Dean) in Vocational Education in the Chancellor's Office. They held the point positions for most of our contact within the two agencies and were responsible for contributing much of the information that provides the meat of the plan.

A project of such scope and breadth requires an unusual range of expertise and knowledge. Fortunately, we had a coterie of knowledgeable and capable people upon whom to draw. Among these were my professional colleagues at PACE, Bruce Fuller and Mike Kirst, who assisted in deliberating on how vocational and technical education fit in the overall scheme of things. We were able to draw upon the nation's most thoughtful academics who resided at the National Center for Research on Vocational Education when it was centered at the University of California, Berkeley (UCB). David Stern, the former director of the Center, was instrumental in providing a framework which guided our work. Norton Grubb, formerly Berkeley Site Director for the Center, aided us immensely in thinking about how best to conceive of the appropriate state and local roles. Norena Badway, also formerly with the Center, helped us focus on planning and accountability. Gary Hoachlander, President of MPR Associates, provided central insights into the accountability provision of the Perkins Act. Gary's colleague at MPR, Steve Klein, performed marvelously in the development of the accountability sections of the report.

Two additional consultants were instrumental in the development of the plan. Bill Furry, formerly of the staff of the Governor's Secretary of Education Office, provided much of the information concerning California's economy and demography. Thanks go to Bill Anderson, former Director of Vocational Education in the Chancellor's Office, who worked on the plan's overall content.

We were also able to draw upon a remarkable group of brilliant, hard-working graduate students at UCB to assist us, Denise Bell, Barbara Burton, Mary Crabb, and Rebecca Grove. Thanks also go to the competent staff of the Berkeley office of PACE, Diana Smith and Regina Burley. Special kudos are reserved for Robert Dillman of the Sacramento office of PACE, who was primarily responsible for the tremendous logistics and report production on the project.

Gerald C. Hayward
Co-Director, Policy Analysis for California Education
University of California, Berkeley

Introduction

A dynamic economy and an increasing demand for results from most of our social institutions are making this a critical time to reshape the role of vocational and technical education in California. New directions in federal and state workforce development policy are changing a landscape that is already being drastically altered by long-term economic and demographic forces. A creative and energetic response to these challenges is essential if vocational and technical education is to prepare California's workforce for the future. The new State Plan for the Carl D. Perkins Vocational and Technical Education Act of 1998[1] is only the start of the reshaping process. The process must be carried much further in the coming months and years.

Powerful economic and demographic changes confront California—indeed, the entire nation—as the twenty-first century dawns. The overriding reality is that the Industrial Age that drove the original federal legislation on vocational and technical education is long gone. We have moved not just into but through the Information Age, to a knowledge economy in which skills we train for today may be out of date next year. Jobs with good wage potential now demand higher education or advanced training beyond high school. More education has become not just desirable but essential to economic success and quality of life. We are dealing with not only a new type of economy but one in which the United States is competing on a global scale.

This does not mean there is no longer a need for vocational and technical education. It does mean that our planning for and delivery of vocational and technical educational services must be driven by the needs of both our populace and our rapidly-changing economy and must take into account the major demographic and educational forces that operate within that economic context. The success of vocational and technical education is clearly linked to the larger question of how students prepare for life as productive, self-sufficient workers, contributing citizens, successful family members, and lifelong learners—the goals of the Labor Secretary's Commission on the Achievement of Necessary Skills (SCANS). That 1991 report makes it clear that *all* students are, in a sense, vocational and technical education students who must prepare for multiple roles as adults.

Perkins III intends:

- To build on the efforts of states and localities to develop challenging academic standards.
- To promote the development of services and activities that integrate academic, vocational, and technical instruction and that link secondary and postsecondary education.
- To increase state and local flexibility to provide services and activities.
- To disseminate national research and to provide professional development and technical assistance that will improve vocational and technical education programs.

[1] This Act is referred to as the Perkins Act, Perkins III, or VTEA throughout this document.

This document, while it hopes to make larger connections than are found in most funding plans, is necessarily limited to the requirements of the Perkins Act. It can open the discussion of what vocational and technical education should be in California and how it should fit into the larger educational context. But California urgently needs to develop a larger plan for vocational and technical education that extends beyond the specifics of funding program improvements to a visionary plan for how vocational and technical education can contribute to California's economic future. It is our hope that the development of such a master plan will follow closely upon the completion and submission of this plan.

Patrick Ainsworth, Ed. D.
Associate Superintendent and
Director, Standards and High School
Development Division,
and State Director of Vocational and
Technical Education,
California Department of Education

Demographic and Economic Context

California's economy is the fifth-largest in the world, and its regions vary considerably in industrial composition, population, and economic status. State planning for vocational and technical education must take into account these important differences.

Economic Regions of the State

To illustrate the range of economic conditions around the state, we can examine the unemployment rate and construction growth in major metropolitan areas in the spring of 1999. Large portions of the state, including Sacramento, San Diego, Riverside, and San Bernardino counties, enjoyed essentially full employment (less than 5% unemployment), while the highest-employment county in the Central Valley had a 12% unemployment rate. Another indicator of economic condition is construction growth. Here too the regions reported highly variable results. Some counties reported a 20% to 25% decline in residential construction, while others were engaged in an unprecedented building boom.

In a state as large and complex as California, geographical differences are critical. To meet the educational and occupational training needs of citizens throughout the state, the state plan for vocational and technical education must take into account regional differences in industry needs, economic structure, and availability of training resources.

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Statewide Employment Growth by Industry, 1996–2006

The following are projected employment changes between 1996 and 2006 prepared by California's Employment Development Department (EDD) for major industries, for occupational categories, and for segments of those industries showing the largest absolute changes in employment.

Overall, EDD projects an increase in employment from 1996 to 2006 of more than three million, a 25% rise. Nearly all industries, with a few minor exceptions, are expected to gain employees.

Largest Absolute Changes

- Business services (+641,000) and retail trade (+500,000) will account for more than one-third of the increase in jobs.

- Health services (+278,000) and local education (+218,000) will make up an additional 16% of the increase in employment.

- Other large gains in jobs will be found in the manufacturing of durable goods (particularly computers, office equipment, and instruments), engineering and

management services, construction, state and local non-education government, and wholesale trade.

- The largest declines in employment will be in depository institutions (-27,700); manufacturers of transportation equipment, excluding motor vehicles (-13,700); federal Department of Defense agencies (-8,700); manufacturers of search and navigation equipment (-8,700); and manufacturers of electronic components (-5,600).

Largest Percentage Changes

- Among large-industry categories, the leaders in percentage gains of employment will be manufacturers of computer and office equipment (+69%), business services (+66%), social services (+46%), and trucking and warehousing businesses (+44%).

- Also in large industries, gains in employment of between 30 and 40 percent are shown in air transportation, eating and dining places, engineering and management services, amusement and recreation services, and motion pictures.

- Industries demonstrating the largest declines in employment are manufacturers of glass and glassware (-38.3%), structural clay products (-39.1%), hydraulic cement (-37.5%), and metal cans and shipping containers (-37.5%). It should be noted that these are all relatively small industries.

Implications for Vocational and Technical Education

What do the projections tell us about the needs of vocational and technical education? First, the sheer volume of educational opportunities must increase dramatically to meet the demand created by California's burgeoning population. Merely keeping pace with rapid enrollment growth in both secondary and postsecondary education will require herculean efforts in both program expansion and the provision of adequate facilities and equipment.

Second, changes in work organizations and technology will make frontline workers responsible for operational improvement, problem solving, and quality control. Workers will have to work "smarter" and apply advanced computation and communication skills. This new set of skills blends what have traditionally been separate academic and vocational competencies.

Third, in California *all* students—not just a select group bound for baccalaureate degrees—should gain advanced literacy and mathematics skills as well as sophisticated technical competencies and an ability to understand the interdependency among all aspects of an industry. Attaining this goal will require fundamental improvements in secondary and postsecondary vocational and technical education programs. Program improvements will build on existing endeavors and strengthen connections among the complementary facets of career

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preparation. California vocational and technical education, as described in more detail later, will:

- Integrate theory and application.
- Combine technical, computational, reasoning, and communication skills.
- Incorporate school- and work-based learning experiences.
- Better connect secondary and postsecondary educational opportunities.
- Strengthen connections among education, business, labor, and government.

Fourth, for the entire California education system, improvement of vocational and technical education is not an independent reform. Rather, it is interrelated with other statewide reforms, including clearer high-level learning goals for elementary and middle school students, higher secondary graduation and subject matter standards, additions to the University of California and California State University entry requirements, efforts to improve gender equity, services to disadvantaged students, service-learning, and other secondary and postsecondary initiatives. By declaring that all students are both vocational and academic, and that effective learning is not the sole domain of either academic or vocational and technical education programs, California has established an important principle for the improvement of vocational and technical education programs. Nothing short of this dual preparation will allow students to climb a ladder of wages and responsibility.

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Fifth, beyond preparation for immediate employment, vocational and technical education must anticipate that change will continue at a rapid pace. Today's students will need the capacity—based on a solid grasp of academic fundamentals in language, mathematics, and science—to embrace future changes no one can foresee. A strong academic foundation is necessary not only for work and further education but also for the ability to deal with issues students will face in daily life as parents and citizens.

Sixth, California's extraordinary cultural diversity imposes additional responsibilities on vocational and technical education. Almost every working person interacts with people at work—coworkers, supervisors, subordinates, clients, or customers—who differ in race, primary language, or country of origin. People are likely to be more effective in this kind of setting if they are acquainted with one another's history, language, and culture. Vocational and technical education programs must continue to include some of the subjects known as humanities. Again, these are valuable not only for work but also for enhanced participation in a civilized society.

Seventh, responding to these challenges and opportunities requires a kind of vocational and technical education that is technically sound and up-to-date as well as academically rigorous and culturally inclusive. Vocational and technical

education must be an integral part of the educational system from elementary school through graduate school, continually relating theoretical ideas and concepts to the practical world of work and utilizing job shadowing, internships, mentoring, and early career exposure. It should offer something useful and interesting to any student, regardless of gender, learning style, language proficiency, socioeconomic background, gender, or disability. Above all, in a world of accelerating change, vocational and technical education should aim to keep students' options open.

More specifically, vocational and technical instruction must be delivered in a way that enhances preparation for further education because the great majority of young people aspire to some form of postsecondary education. The growth in postsecondary enrollment is in part a response to the dramatically increased economic payoff for education beyond high school—students with Associate in Arts degrees from community college or baccalaureate degrees from four-year colleges have substantially higher potential incomes. Keeping students' options open, therefore, means respecting students' and parents' aspirations by ensuring that students have the opportunity to fulfill the academic prerequisites necessary for admission to, and success in, postsecondary institutions as well as proper preparation for further vocational and technical education.

Establishing Priorities

California's Field Review Committee, a distinguished, broad-based group appointed by the Chancellor and the Superintendent, was charged with providing advice on the development of the State Plan. The committee was asked to pay particular attention to the new emphases in the Perkins Act on accountability and to assist the state in determining the issues to which the state could most appropriately turn its attention.

The recommendations that emerged from the subgroups fell into the following categories: [2]

- Accountability
- Curriculum Development
- Professional Development
- Linkages and Partnerships
- Student Support Services
- Student Organizations
- Funding

Finally, the committee strongly adheres to the belief that vocational and technical education is for *all* students—that all students must have technical competencies as well as advanced literacy and mathematics skills.

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Accountability

Recommendation 1. Spell out carefully every dimension of the new accountability mechanism. Specify standards, performance criteria, definitions of eligible students and courses, and sensible consequences (rewards and interventions). Utilize existing data collection systems as much as possible. Integrate vocational and technical education data needs within existing effective data collection efforts.

Recommendation 2. Maximize the use of accountability information to improve local programs and enhance student performance. Teachers and college faculty must be able to receive the accountability information in formats useful to them and must be given time to review the information and use it to improve programs.

Curriculum Development

Recommendation 3. Emphasize the development and continuous improvement of integrated curriculum based on up-to-date industry standards (developed in partnership with industry), statewide tests, SCANs, and other generic skills, including education for a global economy.

[2] The use of technology was perceived as integrated within all of the categories.

Professional Development
Recommendation 4. Create a sustainable, systematic, sequential, and comprehensive professional development program for vocational and technical educators that includes provisions for academic faculty, administrators, counselors, and board members in its design and development.

Linkages and Partnerships
Recommendation 5. Create statewide industry-based advisory committees serving as advisers to the Chancellor's Office of the Community Colleges and the California Department of Education for all secondary and postsecondary vocational and technical education programs. Such committees should advise and assist in the development of student competencies, model curricula, and professional development priorities. Continually emphasize collaborative efforts, especially as they relate to linking with other statewide workforce development initiatives.

Student Support Services
Recommendation 6. Help counselors, librarians, and other student and instructional support personnel obtain accurate, up-to-date information about job markets, skills, and requirements.

Student Organizations
Recommendation 7. Continue support for vocational student organizations. Better integrate student-sponsored activities across student organizations.

Funding
Recommendation 8. As a condition of funding, ensure that Perkins Act dollars are used to improve student performance.

Recommendation 9. Guarantee that recipients of scarce vocational and technical education funds have made a sufficient local effort to provide high-quality vocational and technical education programs. Promote the exploration of matching requirements or other mechanisms to accomplish this goal.

Recommendation 10. Restructure multiple funding streams in order to eliminate redundant and sometimes conflicting requirements and to maximize resources from various funding sources.

Administrative and State Leadership

Both the California Department of Education and the California Community Colleges play a role in vocational and technical education.

California Department of Education

Some important "big picture" themes that form the basis for the particular strategic responses chosen by the Department are summarized here. These themes are closely aligned with the basic principles embodied in the Perkins Act. They are:

- A Comprehensive, Sequential Approach
- Focus on Industry Clusters or Sectors
- Leveraging of Multiple Resources

A Comprehensive, Sequential Approach
A repeated refrain in this plan is that vocational and technical education must be viewed as a critical part of a comprehensive education system. This broader view encompasses all or parts of several initiatives relating to the delivery of vocational and technical education as well as other initiatives relating to high school reform in general. Powerful and interrelated components of a comprehensive approach can be found in California's existing vocational and technical subject matter projects, the Tech-Prep program, California's efforts to implement the vision in *Second-to-None,* California's Partnership Academies, and the New American High School initiative sponsored by the U.S. Department of Education. The underlying supposition is that vocational and technical education, if it is to be successful, must be an integral part of schools' and districts' overall reform efforts.

Vocational and technical education must be viewed as a critical part of a comprehensive education system.

Successful versions of comprehensive models share the following features:

- An integrated program of learning that combines basic academic and career-related content.

- Interdisciplinary course work that connects basic academics to a career- or work-related context.

- Articulated course work that spans the education segments and is sequentially more challenging.

- Substantial support from partners (especially business and higher education) beyond the school setting.

Focus on Industry Clusters or Sectors
The Department has determined that in order to prepare students for careers with high skill levels, high wages, employment opportunities, and career ladder opportunities, the appropriate focus should be on the most promising industry sectors. After a long and careful review, the Department identified the 15 highest-employing or potentially highest-employing industry groups within California. The Department is engaged in developing curriculum for each of those industry sectors:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment Technology
- Building Trades and Construction
- Business and Finance
- Energy and Utilities
- Engineering
- Fashion and Interior Design
- Health Services
- Hospitality, Tourism, and Recreation
- Information Technology
- Manufacturing and Product Development
- Public and Private Education Services
- Public Services
- Retail and Wholesale Trade
- Transportation

These industry sectors were selected on the following criteria. Each industry sector:

- Has an identifiable industry connection within the sector
- Offers at least 100 individual job titles
- Has a core content of at least seven standards
- Offers high employment opportunity
- Has a high growth potential5
- Provides for work-based learning opportunities

The U. S. Department of Education has identified 16 career clusters that have been crosswalked with those selected by California. These 16 career clusters will be used for reporting purposes as each state submits its Vocational and Technical Education Annual Performance Report.

Leveraging of Multiple Resources
A comprehensive approach to vocational and technical education that combines continuity with sequenced content from the earliest education experience to the point of departure must be put into place. Only by combining all available resources can this goal be accomplished. To increase the funds available to do the job, resources from the following federally funded initiatives should be pulled together: Vocational-Technical Education Act (VTEA), Elementary and

Secondary Education Act (ESEA), Improving America's Schools Act (IASA), School-to-Work Opportunities Act (STWOA), Workforce Investment Act (WIA), and Service-Learning. Several state-funded programs can also be leveraged to support school reform: Apprenticeship, CalWorks, Student leadership (AB8), Agriculture and Home Economics Careers in Technology Incentive Grants, Partnership Academies, and the (academic) Subject Matter Projects.

Each of these resources, though unique in funding and reporting requirements, can be utilized to improve vocational and technical education programs. Administration and leadership for the various programs and initiatives are situated primarily in the Standards and High School Development Division in the Department, thus making it possible to better integrate activities and utilize multiple resources for a single goal—program improvement.

California Community Colleges, Chancellor's Office

The Chancellor's Office will use state leadership funds in accordance with Section 124 of the Vocational-Technical Education Act (VTEA) for the purpose of improving vocational and technical education programs. [3] Activities will concentrate in the five major categories of performance accountability, curriculum development, professional development, student support structures, and partnership development. Funds will be made available to support a variety of activities and special projects that will be designed to address State Plan priorities. State staff will conduct, arrange, and/or facilitate some of the leadership activities. Most activities and projects will be conducted through funded contracts that will result from a competitive request for application process.

The VTEA-required set-aside for supporting activities to serve individuals in state institutions will provide funds to establish annual interagency agreements with these institutions for leadership activities to initiate, improve, and expand vocational and technical education programs. Prior to receiving funds for the annual interagency agreements, the institutions shall submit a report that describes outcomes from the previous year's activities and an annual plan outlining their activities and expected outcomes. The VTEA-required set-aside for nontraditional training and employment will fund activities to improve and expand training in programs that are nontraditional as determined by gender enrollment.

The following state leadership priorities and specific activities are planned to be implemented and/or completed during the period of the State Plan:

1. *Performance Accountability:* Activities will be directed toward the implementation and operation of the community college portion of the VTEA performance accountability system. These include determining performance indicators, levels of performance, and performance goals and maximizing the utility of accountability information by providing local districts with data and

[3] This Act is referred to as the Perkins Act, Perkins III, or VTEA throughout this document.

other information that can be used by faculty and administration to improve student performance. The accountability process will be coordinated with other accountability requirements, including those of the Workforce Investment Act (WIA).

2. *Curriculum Development and Improvement:* Activities related to this goal will concentrate on reviewing, upgrading, and improving curriculum currency, value, rigor, and delivery of instruction and, where business and industry needs dictate, developing new courses and programs that satisfy the needs of changing and emerging occupations. Curriculum development and improvement will be linked to occupational disciplines and must be based upon the integration of up-to-date industry standards. Improving the quality of vocational and technical education programs and courses will include the integration of academics, SCANS competencies, and other generic skills.

3. *Professional Development:* A major thrust will be directed toward ensuring that faculties are current with industry standards and have the resources to teach to industry standards. Efforts will be directed toward increasing the number of faculty engaged in integrating academic and vocational and technical education, implementing work-based learning, using technology in the curriculum and in the delivery of instruction, and assisting special population students in gaining access to and achieving success in vocational and technical education programs. Provisions will be made for the inclusion of administrators, all faculty, counselors, and local district board members in appropriately designed professional development activities. Local educational personnel and representatives of various state-level organizations, such as the academic senate, California Community Colleges Association of Occupational Educators, state advisory committees and regional consortia, as well as representatives of business and industry, will assist in the identification of priorities for professional development activities. These individuals and groups will also assist in the design and delivery of professional development programs and activities.

4. *Student Support Structures:* Activities will be directed toward increasing access to and success in vocational and technical education for all students who elect to enroll in vocational and technical education programs, particularly members of special populations, through a variety of support structures and services (e. g. , assessment, counseling, matriculation services, English as a second language, basic skills instruction, adult noncredit instruction, learning laboratories, tutorials, and assistance with study skills). Up-to-date information regarding the job market and employment and job skills requirements will be developed and made available to counselors, librarians, and other instructional support personnel to assist students in making informed choices on career decisions. Where appropriate, information regarding community college vocational and technical education programs and services, job market information, and employment and job skills requirements will be made available through the One-Stop delivery systems. Additional support for students in gaining knowledge regarding specific industry clusters and acquiring leadership skills will be provided through student organizations and other student leadership activities.

Activities will be directed toward increasing access to and success in vocational and technical education for all students.

5. *Partnership Development:* Efforts will improve linkages, cooperation, and collaboration among a variety of partners to produce responsive solutions to workforce development needs. Vocational and technical education partners include secondary and postsecondary education, business, industry, labor, state and local government, the community, and many organizations that have as their goal the improvement and expansion of vocational and technical education, workforce development, and the economic development of the state.

Accountability Measures

Accountability measures are grouped in two categories: Secondary Education Indicators of Performance and Higher Education Indicators of Performance.

Secondary Education Indicators of Performance

Local educational agencies will report data on students taking one or more vocational courses, on vocational program completers, on special populations, and on Tech-Prep students, controlling for industry sector. The state will provide local educational agencies with guidelines to help administrators link vocational program sequences with specific industry sectors. Data will be aggregated across local vocational program areas and crosswalked into the 16 broad career areas defined by the Office of Vocational and Adult Education. Data will also be collected and reported separately on adult students participating in secondary programs (where such data exists).

Academic Skill Proficiencies
Performance Goal: To increase the number of vocational completers who attain challenging academic proficiencies.

Core Indicator

- The state will increase the percentage of 12th grade vocational program completers who earn a cumulative grade point of 2. 5 or higher.

Level of Performance: At the state level 60% of vocational program completers will earn a cumulative grade point average of 2.5 or higher (A=4.0) by the 2003-04 academic year. Since the state does not presently have cumulative grade point average data on vocational program completers, the state will adjust this level of performance when data on student performance become available.

Occupational Skill Proficiencies
Performance Goal: To increase the number of vocational program completers who attain the vocational skills they need to pursue further education or work.

Core Indicators

- The state will increase the percentage of 12th grade secondary students who complete a vocational program sequence after completing a vocational course in any vocational program area as of June 30 of their senior year.

- The state will increase the percentage of adult Regional Occupational Centers/Programs (ROC/Ps) and adult education students who earn a Certificate of Completion.

Level of Performance

Secondary program completion. The state does not presently have data on the percentage of 12th grade secondary students who complete a vocational course in any vocational program area. As a transitional measure, the state has identified that 14% of all students complete course work in a vocational program area after enrolling in any vocational course. The state will adopt new measures and revise its levels of performance when data on 12th grade student performance will be available.

Adult certification. The percentage of adults earning a Certificate of Completion will increase from 43.8% to 55% over the five years of the Perkins Act. The level is to be established based on the collection of 1999-2000 base year data. Until then, the state is planning to use 1998-99 adult vocational program completion data as a transitional proxy measure of occupational attainment. Since most, if not all, adults who complete a vocational program in an ROC/P or adult education are awarded a Certificate of Completion, the preferred measure, this approach will enable the state to provide accurate baseline numbers. As a baseline transitional measure, the state has identified that 79.3% of all adults complete a vocational program after taking initial course work in an ROC/P or adult education.

Secondary School Completion

Performance Goal: To increase the percentage of students who complete their education.

Core Indicator

- The state will increase the percentage of 12th grade vocational program completers who receive a secondary school diploma or its equivalent by June 30 of their senior year.

Level of Performance: The percentage of entering 12th grade vocational program completers who graduate from high school will equal or exceed 89.4% in 1999-2000 and increase to 92% by the 2003-04 academic year. This level of performance will be revised when data on student performance will be available.

Placement in Postsecondary Education, Employment, or the Military

Performance Goal: To increase the percentage of vocational program completers who are placed in postsecondary education or training, employment, or the military.

Core Indicators

- The state will increase the percentage of secondary vocational program completers who are placed in further education, employment, or the military within the six months following program completion.

- The state will increase the percentage of adult ROC/P and adult education vocational program completers who are placed in further education, employment, or the military within the six months following receipt of a Certificate of Completion.

Level of Performance: The placement rate for secondary vocational program completers will meet or exceed 69.1% in 1999-2000 and increase to 75% by the 2003-04 academic year. This level of performance will be revised when data on student performance will be available.

The placement rate for adult vocational program completers will meet or exceed 57.2% in 1999-2000 and increase to 63% by the 2003-04 academic year. This level of performance will be revised when data on student performance will be available.

Nontraditional Programs
Performance Goal: To increase the rates of participation and completion of males and females in industry clusters preparing students for occupations in which one gender constitutes less than 25% of those employed.

Core Indicators

- The state will increase the percentage of females at the secondary level participating in male-dominated industry clusters and males at the secondary level participating in female-dominated industry clusters associated with nontraditional employment.

- The state will increase the percentage of females at the secondary level completing male-dominated industry clusters and males at the secondary level completing female-dominated industry clusters associated with nontraditional employment.

- The state will increase the percentage of adult females enrolled in ROC/Ps participating in male-dominated industry clusters and adult males enrolled in ROC/Ps participating in female-dominated industry clusters associated with nontraditional employment.

- The state will increase the percentage of adult females enrolled in ROC/Ps completing male-dominated industry clusters and adult males enrolled in ROC/Ps completing female-dominated industry clusters associated with nontraditional employment.

Level of Performance: The percentage of females and males participating in industry clusters associated with nontraditional employment will rise from 16.1% in 1999-2000 to 20% by the 2003-04 academic year. The percentage of females and males completing programs in industry clusters associated with nontraditional employment will rise from 23.1% in 1999-2000 to 25% by the 2003-04 academic year. This level of performance will be revised when data on student performance will be available.

Higher Education Indicators of Performance

Higher education institutions will collect and report data by vocational program area. Data will be aggregated across vocational program areas for federal reporting purposes; however, the state will provide program area information to individual institutions to assist them in conducting internal program improvement efforts. Data will also be collected and reported separately on students participating in noncredit programs and on students participating in Tech-Prep programs.

Academic and Vocational and Technical Skill Proficiencies
Performance Goal: To increase the number of vocational and technical education students who attain challenging academic and vocational and technical skill proficiencies.

Core Indicator

- The state will increase the percentage of students earning a grade of "C" or better in vocational and technical education courses.

Level of Performance: The state will initially institute a 76.49% level of performance for successful skill attainment (grade of "C" or better) for students enrolling in vocational and technical education courses. The level of performance will be re-evaluated in early 2001 and renegotiated with USDE for the 2000-2001 program year and performance levels will be determined for the 2001-2002 through 2003-2004 program years. While skill attainment rates for special populations will be delineated in statewide reports, all special population students are expected to perform at the statewide performance level.

Estimates indicate that over the next few years, academic preparation and readiness of freshmen entering the state's colleges will be at a lower level. Community colleges will be challenged to prepare these academically disadvantaged students in order that they may succeed in vocational and technical education programs. Meeting and exceeding the negotiated levels of performance will require significant effort on the part of the colleges.

Community college districts and colleges will attempt to attain the 76.49% successful skill attainment rate for vocational programs in the first year and the negotiated and agree-upon levels for the years through 2003-2004. Programs that are below the performance level will be identified and that information will be provided to the districts and colleges. Skill attainment rates for special populations will be delineated for all programs so local institution staff can target efforts where they are most severely needed. Staff development in teaching and working with student populations will help address this challenge. Special population groups falling below the performance level will be identified within the program delineations.

Completion
Performance Goal: To increase the percentage of students who meet a minimum course work threshold level and who transfer or receive a postsecondary degree, certificate, or equivalent.

Core Indicator

- The state will increase the percentage of leavers and completers who have successfully completed a minimum "threshold of 12 or more units of related course work" in a vocational or technical program area and who: 1) receive a degree, certificate, or equivalent; 2) transfer to a four-year educational institution; or 3) enlist in the military.

Level of Performance: Statewide, the previous year's vocational and technical education leaver and completer cohort will have a 60.55% completion rate. California will institute a local performance level of 60.55% completion. Local reports will identify program areas and special populations within program areas at each college that fall below the 60.55% completion level so that efforts can be focused on bringing all populations in vocational and technical programs above that level.

Placement in Postsecondary Education, Employment, or the Military
Performance Goal: To increase the percentage of program leavers and completers who transfer to four-year postsecondary institutions, who find employment, or who enter the military.

Core Indicator

- The state will increase the percentage of vocational and technical education program leavers and completers who were found during one of the four quarters following the cohort year in unemployment insurance (UI) covered employment, the Federal Government, the military, or a four-year educational institution.

Level of Performance: Statewide, student leavers and completers will have a placement rate adjusted by economic indicators of at least 85.89%. Those districts and colleges in which placement performance levels in vocational and technical education programs and for special populations within the programs fall below the 85.89% rate will be identified in order that efforts may be directed toward improving placement outcomes.

Retention in Employment
Performance Goal: To increase the percentage of program leavers and completers who are retained in employment.

Core Indicator

- The state will increase the percentage of vocational and technical education program leavers and completers who were found in UI-covered employment during one of the four quarters after the cohort year and were

not federal employees, in the military, or continuing their education at another college, who had three or more consecutive quarters of employment.

Level of Performance: Although not required for the 1999-2000 federal Consolidated Annual Report, the state will implement a level such that statewide, at least 84.53% of the cohort found exclusively in UI-covered employment will be found in three or more consecutive quarters.

District and college vocational and technical education programs and special populations within the programs that are below the 84.53% rate will be identified.

Nontraditional Participation and Completion

Performance Goal: To increase the rates of participation and completion of underrepresented males and females in vocational and technical education programs preparing students for high-skill, high-wage occupations in which one gender constitutes less than 25% of those employed. (A high-skill, high-wage job is defined as one with starting average earnings above 2080 hours multiplied by twice the minimum hourly wage.)

Core Indicators

- The state will increase the percentage of females participating in vocational and technical education course work leading to employment in male-dominated high-skill, high-wage occupations and males participating in vocational and technical education course work leading to employment in female-dominated occupations associated with high-skill, high-wage occupations.

- The state will increase the percentage of female students in programs leading to male-dominated high-skill, high-wage occupations and male students in programs leading to female-dominated high-skill, high-wage occupations who: 1) receive a degree, certificate, or equivalent; 2) transfer to four-year institutions; or 3) enlist in the military.

Level of Performance: The state will focus on three components of the nontraditional indicator:

Component 1: For programs leading to employment in nontraditional occupations, the percentage of the nontraditional gender in enrollments will be at least 26.46%. District and college levels will be set such that programs and special populations within program areas will be identified that are below this rate.

Component 2: For programs leading to employment in nontraditional occupations, the percentage of the nontraditional gender in completions will be at least 27.54%. District and college levels will be set such that programs and special populations within program areas will be identified that are below this rates.

Component 3: The purpose of this component is to examine the relationship between participation and completion. Completion rates of programs identified as nontraditional should be similar to or higher than the participation rates in those programs. Completion rates equal to or higher than participation rates may suggest that no artificial barriers exist within the program structure. District and college levels will be set such that programs and special populations within program areas will be identified that are below these rates.

Tech-Prep Education

Tech-Prep programs in California will be accountable, integrated, and articulated curricular pathways among secondary and postsecondary levels that result in students earning advanced technical certificates and degrees. California's Tech-Prep delivery system will build upon the infrastructure and programs that have already been developed in the state (i.e., elements of the School-to-Career system, the current Tech-Prep Local Consortia and centers, etc.). To ensure that Tech-Prep is successful in creating accountable Tech-Prep programs that are linked to careers in the new economy, the Tech-Prep delivery system will have two major components: (1) State Administration and Leadership; and (2) Tech-Prep Local Consortia. The organization around these two components will ensure:

- Linkage of programs with the local, state, and regional economies.
- Collaboration and systematic articulation of programs among high schools 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 industry priorities.
- Focus on accountability and an infrastructure for monitoring effectiveness.
- Capacity for researching and identifying effective programs and practices linked to academic and industry standards.
- Focus on new and emerging technical occupational areas.

Tech-Prep programs in California will . . . result in students earning advanced technical certificates and degrees.

State Administration and Leadership

The California Department of Education and the Chancellor's Office of the California Community Colleges will jointly administer the Tech-Prep program. The leadership and staffs of the two agencies will convene a Joint Management Team to draft a Memorandum of Understanding (MOU) that will include the program principles, administrative responsibilities, decision-making processes, and operational parameters.

The two agencies will have administrative responsibility for the distribution of funds to the Tech-Prep Local Consortia. Technical assistance and monitoring will be conducted collaboratively and will be coordinated through the Joint Management Team. Other responsibilities of the team will include the coordination of Tech-Prep with other education and workforce preparation efforts.

Tech-Prep Local Consortia

Tech-Prep Local Consortia are the heart of Tech-Prep in California—the locus of the teaching and learning to which resources are directed. Currently, 80 Tech-Prep Local Consortia operate in California. These consortia provide an infrastructure upon which to improve and expand Tech-Prep programs. To achieve desired outcomes, Tech-Prep Local Consortia must develop programs that are systematically articulated by programs rather than by courses. This practice will create educational pathways that ensure that Tech-Prep students experience integrated academic and vocational and technical learning, seamlessly connected through secondary and postsecondary institutions, so that they are well prepared for higher education and meaningful careers in the California economy.

Targeted Use

Tech-Prep Local Consortia will be invited to seek funds to develop articulated curriculum models, multi-measure assessments, and staff development for the 15 industry-based career paths and to apply for supplemental funds for innovative practices and programs.

Distribution of Funds

There are several categories of funding under the Perkins Act. The following table shows the distribution of funds within each of the categories.

Table 1
Distribution of Funds

CARL D. PERKINS VOCATIONAL and TECHNICAL EDUCATION ACT (P.L. 105-332) CALIFORNIA FORMULA ALLOCATION VOCATIONAL-TECHNICAL EDUCATION STATE ALLOTMENTS DISTRIBUTION OF FUNDS, FY2000 *		
PURPOSE		**2000-2001**
BASIC STATE GRANT		**$ 113,266,945**
TITLE I-PART A-SECTION 112(a)(3)		5.00%
State Administration		**$ 5,663,347**
TITLE I-PART A-SECTION 112(a)(2)		8.8675695%
State Leadership		**$ 10,044,025**
TITLE I-PART A-SECTION 112(a)(2)(A)		1.00%
Institutions	**(up to 1%)**	**$ 1,132,669**
TITLE I-PART A-SECTION 112(a)(2)(B)		0.1324305%
Non-Traditional Training and Employment	**($60,000 to $150,000)**	**$ 150,000**
Subtotal		**$ 16,990,042**
TITLE I-PART A-SECTION 112(a)(1)		
Secondary/Postsecondary	**(not less than 85%)**	85.00%
Secondary, Section 131 (40.65%)		**$ 39,136,561**
Postsecondary, Section 132 (59.35%)		**$ 57,140,342**
(Title I-Part C Section 131/132)		**$ 96,276,903**
		100.00%
TOTAL		**$ 113,266,945**
TITLE II-TECH-PREP PROGRAMS		
TITLE II-SECTION 203		100.00%
Tech-Prep Education		**$ 11,631,971**
Technical Assistance		**$ 637,000**
Local Distribution		**$ 10,994,971**
TOTAL OF ALL TITLES		**$ 124,898,916**

Note: This table includes the final allotment made to California by the United States Department of Education on September 27, 2000.

Local Use of Funds

The following citations are from the Carl D. Perkins Vocational and Technical Education Act of 1998:

SEC. 134. LOCAL PLAN FOR VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS.

(a) LOCAL PLAN REQUIRED—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational entities as the eligible agency determines to be appropriate), submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.

(b) CONTENTS—The eligible agency shall determine requirements for local plans, except that each local plan shall—

(1) describe how the vocational and technical education programs required under section 135(b) will be carried out with funds received under this title;

(2) describe how the vocational and technical education activities will be carried out with respect to meeting State adjusted levels of performance established under section 113;

(3) describe how the eligible recipient will—

(A) improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;

(B) provide students with strong experience in and understanding of all aspects of an industry; and

(C) ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students;

(4) describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title;

(5) provide assurances that the eligible recipient will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs;

(6) describe the process that will be used to independently evaluate and continuously improve the performance of the eligible recipient;

(7) describe how the eligible recipient—

(A) will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; and

(B) will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance;

(8) describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations;
(9) describe how funds will be used to promote preparation for nontraditional training and employment; and
(10) describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided.

SEC. 135. LOCAL USES OF FUNDS.

(a) GENERAL AUTHORITY—Each eligible recipient that receives funds under this part shall use such funds to improve vocational and technical education programs.

(b) REQUIREMENTS FOR USES OF FUNDS—Funds made available to eligible recipients under this part shall be used to support vocational and technical education programs that—

(1) strengthen the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;

(2) provide students with strong experience in and understanding of all aspects of an industry;

(3) develop, improve, or expand the use of technology in vocational and technical education, which may include—

(A) training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;

(B) providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field; or

(C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;

(4) provide professional development programs to teachers, counselors, and administrators, including—

(A) inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;

(B) support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;

(C) internship programs that provide business experience to teachers; and

(D) programs designed to train teachers specifically in the use and application of technology;

(5) develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

(6) initiate, improve, expand, and modernize quality vocational and technical education programs;

(7) provide services and activities that are of sufficient size, scope, and quality to be effective; and

(8) link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.

(c) PERMISSIVE—Funds made available to an eligible recipient under this title may be used—

(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

(2) to provide career guidance and academic counseling for students participating in vocational and technical education programs;

(3) to provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs;

(4) to provide programs for special populations;

(5) for local education and business partnerships;

(6) to assist vocational and technical student organizations;

(7) for mentoring and support services;

(8) for leasing, purchasing, upgrading or adapting equipment, including instructional aides;

(9) for teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry;

(10) for improving or developing new vocational and technical education courses;

(11) to provide support for family and consumer sciences programs;

(12) to provide vocational and technical education programs for adults and school dropouts to complete their secondary school education;

(13) to provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;

(14) to support nontraditional training and employment activities; and

(15) to support other vocational and technical education activities that are consistent with the purpose of this Act.

(d) ADMINISTRATIVE COSTS—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

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