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State Superintendent  
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# Perkins 101

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Presented by:  
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Secondary, Career, and Adult Learning Division



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# Workshop Objectives:

- 1. Discuss key elements of Perkins IV.**
- 2. Discuss the State priorities and program requirements in the *California State Plan for Career Technical Education*.**



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# **Carl D. Perkins Career and Technical Education Improvement Act of 2006 Public Law 109-270 (Perkins IV)**

- Signed into law on August 12, 2006.
- Latest of a series of federal career technical education (CTE) funding that began with the Smith-Hughes Act of 1917.



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# Perkins IV Background

- Authorizes federal funding assistance to secondary and postsecondary career technical education (CTE) programs.
- Authorizes funding is for a six-year period:  
**July 1, 2006 to June 30, 2012.**



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# Purpose of Perkins IV

To develop more fully the academic and career technical skills of secondary and postsecondary education students who elect to enroll in CTE programs.

**Perkins IV does not maintain the status quo!**

# Changes after 90 Years

## Past

## Perkins IV

<b>Vocational Education</b>	<b>Career Technical Education</b>
For a few students	For all students
For a few jobs	For all careers
Six to seven Program Areas	15 Industry Sectors and 58 Career Pathways
In-lieu of core academics	Integrated with core academics
High School Focused	High School and Postsecondary Partnerships



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# Perkins IV

Brings CTE into the 21<sup>st</sup> century



- Guarantees modern, durable and rigorous CTE programs
- Prepares students for global competition
- Focuses on careers of the future and ongoing changes in current industry sectors



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# Key Features of Perkins IV

- Aligned with No Child Left Behind (NCLB)
- Expanded to include preparation for careers that require a baccalaureate and possibly a masters degree





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# Key Features of Perkins IV

- Emphasis on:
  - high quality programs that prepare individuals for high skill, high wage, and high demand careers
  - integration of academic and career technical education
  - CTE sequences of courses

# Key Features of Perkins IV

References	in Perkins III	in Perkins IV
<b>NCLB</b>	9 times	<b>23 times</b>
<b>Academic Education</b>	58 times	<b>115 times</b>
<b>Baccalaureate</b>	6 times	<b>28 times</b>
<b>Rigorous</b>	1 time	<b>18 times</b>



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# Key Features of Perkins IV

- Increased Accountability
  - on the appropriate use of Perkins IV funds at the state and local levels
  - on achieving the state's agreed-upon performance levels in all core indicators



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# Key Features of Perkins IV

The CDE must more closely monitor local educational agencies (LEA) CTE programs and the use of Perkins funds in those programs.



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# Accountability in Perkins IV

- Perkins IV provides a detailed description of accountability expectations.
- All data reported must be disaggregated by population groups as described in NCLB.
- Achievement gaps must be identified and quantified.



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# Accountability in Perkins IV

- Separate secondary and postsecondary indicators
- Must use valid and reliable measures
- Specific improvements plan for LEAs not meeting core indicators
- Sanctions



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# Accountability Timeline

2007–2008 – Baseline Year

2008–2009 – Year 1 of new accountability

2009–2010 – Year 2 of new accountability

2010–2011 – Year 3 of new accountability

2011–2012 – potential sanctions



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# Perkins IV Requirements for States

## Section 122: State Plan for CTE

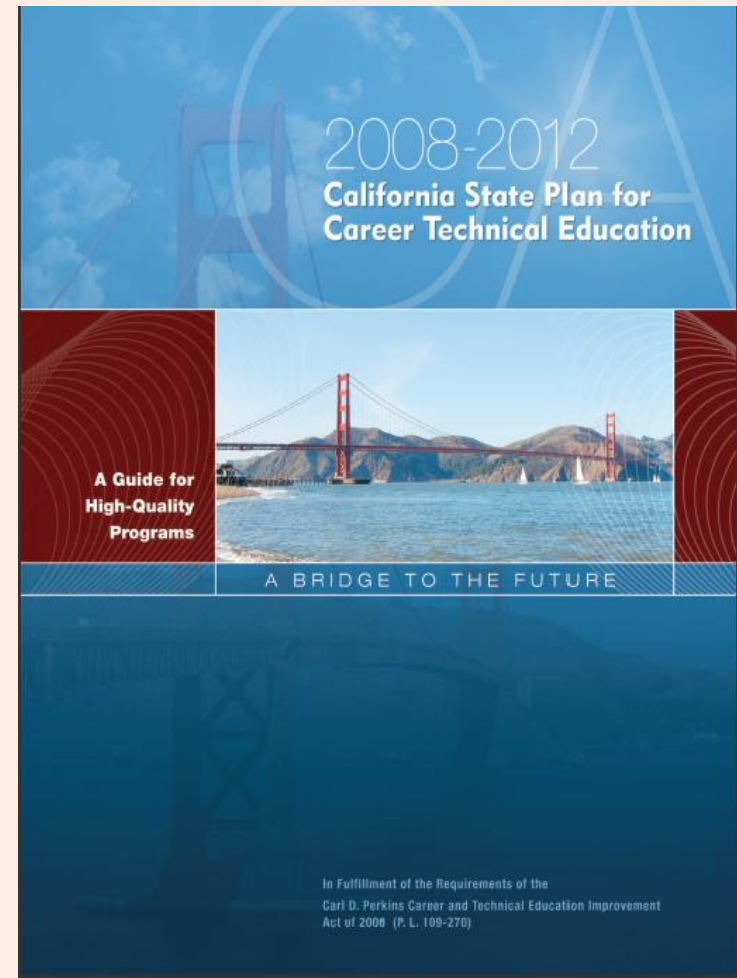
- Written in 2006–08
- Approved by State Board of Education and Community College Board of Governors in 2008
- Approved by Feds in July 2008





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California's  
State Plan is  
posted at the  
following  
outside  
sources:

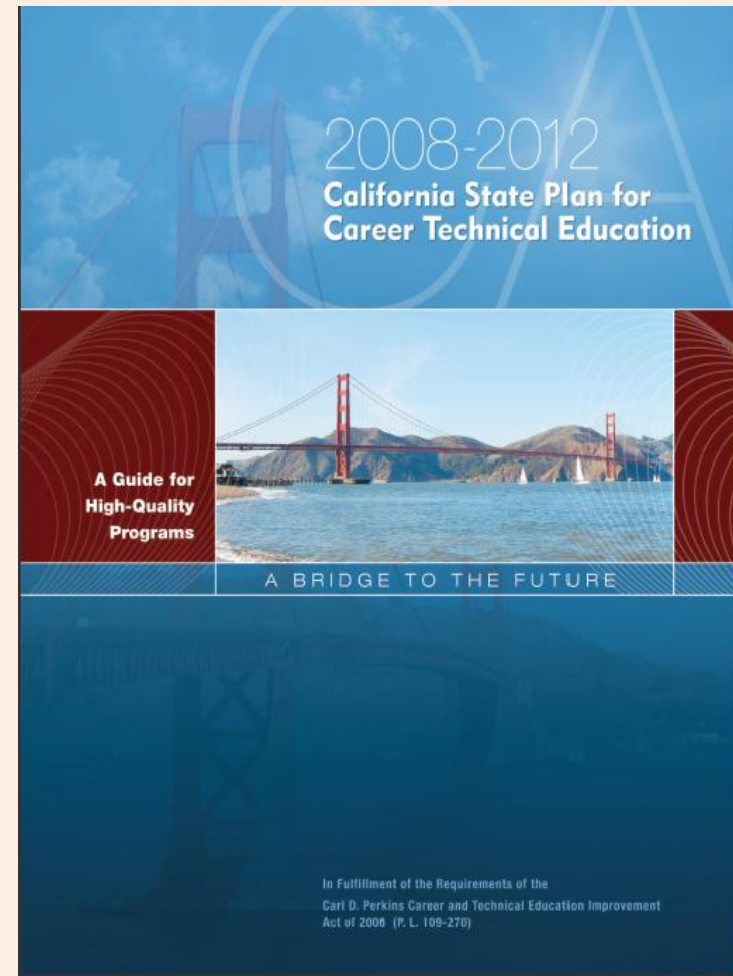


<http://www.wested.org/cteplan> or  
<http://www.cteonline.org/ctestateplan/>.



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California's State Plan goes beyond the basic requirements in Perkins IV and presents a comprehensive blueprint for where CTE should be going in California over the next four years.





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# California's Priorities for CTE

- CTE is woven into the fabric of education, NOT a separate system of education.
- Programs respond to real workforce needs, and state, regional, or local labor market realities.
- All students have access to CTE courses, pathways, and programs of interest.



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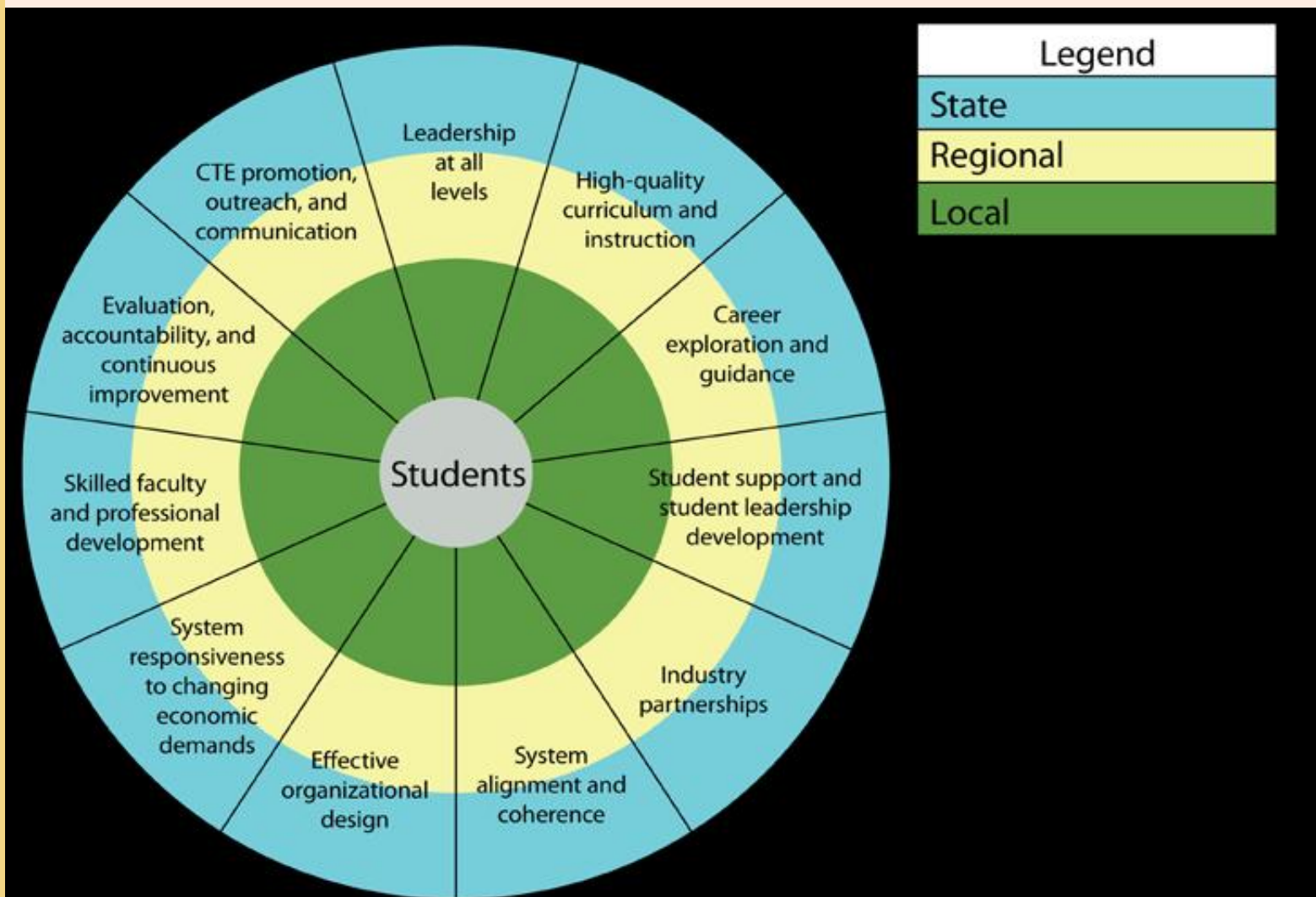
# California's Priorities for CTE

- Learning is lifelong, from early childhood through adulthood and includes career awareness, exploration, and development.
- CTE engages students and improves student outcomes because it focuses on rigor, relevance, relationships, and results.
- CTE contributes to California's economic future.



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# Elements of a High-Quality CTE System





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# Perkins IV Requirements for LEAs

## Section 134: Five-year Local CTE Plan

- Must have an approved CTE plan in order to receive Perkins IV funds
- Was due to the CDE on October 31, 2008.
- Was reviewed and approved by the CDE staff during 2008–09.



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# Local CTE Plan

- Based on Perkins IV mandatory program elements in Section 135(b)
- Made more rigorous by the committee who wrote California's State CTE Plan
- Includes requirements that are specific to California



Perkins IV, Section 135(b) Mandatory Program Elements	California State Plan Policies for CTE Programs that Receive Perkins IV Funds
<ol style="list-style-type: none"> <li>1) <b>Academic Integration:</b> strengthen the academic and CTE skills of students participating in CTE programs by strengthening the academic and career technical components through integration of academics with CTE</li> <li>2) <b>Programs of Study:</b> link CTE at the secondary level and CTE at the postsecondary level</li> <li>3) <b>All Aspects of the Industry:</b> provide students with strong experience in, and understanding of, all aspects of an industry,</li> <li>4) <b>Use of Technology:</b> develop, improve, or expand the use of technology in CTE,</li> <li>5) <b>Professional Development:</b> provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs,</li> <li>6) <b>Evaluating CTE Programs:</b> develop and implement evaluations of the CTE programs, including an assessment of how the needs of special populations are being met.</li> <li>7) <b>Quality CTE Programs:</b> Initiate, improve, expand and modernize quality CTE programs.</li> <li>8) <b>Sufficient size, scope, and quality:</b> provide services and activities that are of sufficient size, scope, and quality to be effective.</li> <li>9) <b>Special Populations:</b> develop and implement evaluations of the CTE programs including an assessment of how the needs of special populations are being met.</li> </ol>	<ol style="list-style-type: none"> <li>1) <b>Requirements of the LEA that receives Perkins IV</b> reinforces the incorporation of the nine Perkins IV requirements. This policy includes 13 elements determined by the state to be critical to high-quality CTE programs. <ul style="list-style-type: none"> <li>• Be staffed by <b>qualified CTE teachers</b></li> <li>• Focus on current/emerging <b>high skill, high wage, high demand occupations.</b></li> <li>• Be <b>aligned with the state's CTE Model Curriculum Standards and Framework.</b></li> <li>• Have <b>extensive business and industry involvement</b>, as evidenced by at least one annual business and industry advisory committee meeting</li> <li>• Provide for <b>certification of students</b> who achieve industry-recognized skill and knowledge requirements.</li> <li>• Be aligned with applicable feeder and advanced-level instruction in the same career pathway.</li> <li>• <b>Integrate the development of CTE and academic skills</b></li> <li>• Provide <b>practical applications and experiences</b> through actual or simulated work-based learning assignments.</li> <li>• Provide for <b>equitable access and needed support services</b> of all students, including special populations and those <b>preparing for nontraditional</b> occupations.</li> <li>• Include planned career awareness and exploration experiences.</li> <li>• Provide for the <b>development of student leadership skills</b> through an established career technical student organization or an alternate strategy.</li> <li>• Use <b>annual evaluation</b> results, including achieved core indicator performance levels, <b>to determine needed program improvements</b>, modifications, and professional development activities for staff.</li> <li>• Have a systematic <b>plan for promoting the program</b> to all concerned groups</li> </ul> </li> </ol> <p>OVER *** OVER *** OVER *** OVER *** OVER *** OVER</p>



	<p align="center"><b>California State Plan Policies for CTE Programs that Receive Perkins IV Funds</b></p>
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- |  |  |
|--|--|
|  | <p>2) <b>Sequence of Courses</b> must:</p> <ul style="list-style-type: none"> <li>• Consist not less than two full year CTE courses with a combined total of not less than 300 hours; or a single, multiple hour course that provides sequential units and meets the 300 hour requirement.</li> <li>• Be coherent, that is, the courses in the sequence show a clear relationship to the occupation/career targeted by the CTE program.</li> <li>• Includes sufficient sequence of courses to prepare students for employment or postsecondary training/ education.</li> <li>• Include not less than one district-funded course.</li> </ul> <p>3) <b>Requirements of Courses assisted with Perkins IV funds:</b></p> <ul style="list-style-type: none"> <li>• Is being/will be <b>taught by an appropriately credentialed teacher</b></li> <li>• Is based on the California Career Technical Education Model Curriculum Standards and incorporates both the foundation standards and pathway (content) standards</li> <li>• Is integral to a <b>CTE sequence of courses</b> and ascribable to one of the fifteen industry sectors and 58 career pathways</li> <li>• <b>Has no less than 50 percent of course curriculum and content</b> directly related to the development of career knowledge and specific industry skills that are used in the workplace.</li> <li>• <b>Business and industry</b> representatives have been involved in the development and validation of the course curriculum</li> </ul> <p>4) <b>Program of Study Requirement</b> A program of study is defined as a planned sequence of articulated courses in a recognized CTE industry sector which includes both secondary and post secondary elements and is aligned with the California Career Technical Education Model Curriculum Standards and Career Technical Education Framework for California Public Schools and academic content standards. Successful completion of a program of study leads to an industry recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree or apprenticeship program.</p> |
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# Perkins IV, Section 135(b) Mandatory Program Elements

- **Academic Integration:** strengthen the academic and CTE skills of students participating in CTE programs by strengthening the academic and career technical components through integration of academics with CTE.
- **Programs of Study:** link CTE at the secondary level and CTE at the postsecondary level.



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# Perkins IV, Section 135(b) Mandatory Program Elements

- **All Aspects of the Industry:** provide students with strong experience in, and understanding of, all aspects of an industry.
- **Use of Technology:** develop, improve, or expand the use of technology in CTE.



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# Perkins IV, Section 135(b) Mandatory Program Elements

- **Professional Development:**  
provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs.



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# Perkins IV, Section 135(b) Mandatory Program Elements

- **Evaluating CTE Programs:** develop and implement evaluations of the CTE programs, including an assessment of how the needs of special populations are being met.
- **Quality CTE Programs:** Initiate, improve, expand and modernize quality CTE programs.



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# Perkins IV, Section 135(b) Mandatory Program Elements

- **Sufficient size, scope, and quality:** provide services and activities that are of sufficient size, scope, and quality to be effective.
- **Special Populations:** develop and implement evaluations of the CTE programs including an assessment of how the needs of special populations are being met.



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# California State Plan Policies for CTE Programs that Receive Perkins IV Funds

CTE programs assisted with Perkins IV funds must incorporate the 13 planning, organization, and instructional elements determined by the State to be critical to high-quality CTE programs.

Each CTE program receiving Perkins IV funds must have the following elements:



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# State Plan Policies for CTE Programs—Policy 2

1. Be staffed by qualified CTE teachers.
2. Focus on current or emerging high skill, high wage, or high demand occupations.

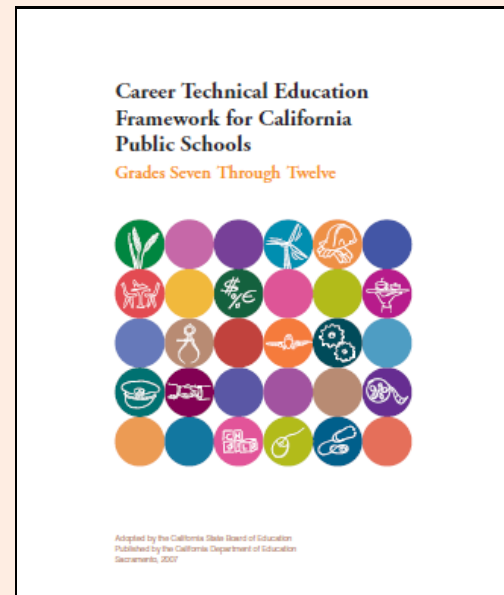
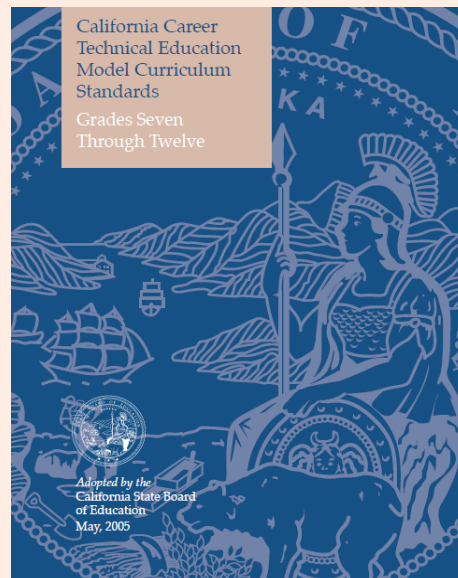




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# State Plan Policies for CTE Programs—Policy 2

3. Be aligned with the state's CTE Model Curriculum Standards and Framework.





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# State Plan Policies for CTE Programs—Policy 2

4. Have extensive business and industry involvement, as evidenced by at least one business and industry advisory



committee meeting annually, and planned business and industry involvement in program activities.



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# State Plan Policies for CTE Programs—Policy 2

5. Provide for certification of students who achieve industry-recognized skill and knowledge requirements.
6. Be aligned with applicable feeder and advanced-level instruction in the same career pathway.



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# State Plan Policies for CTE Programs—Policy 2

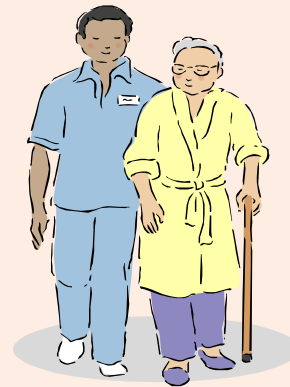
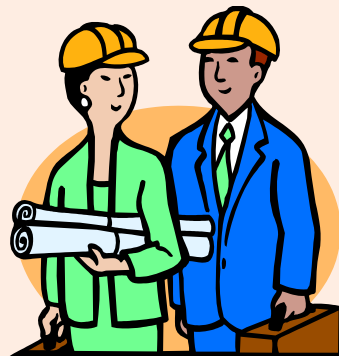
7. Integrate the development of CTE and academic skills in order to prepare students for immediate employment upon graduation and for further education or training.
8. Provide practical applications and experiences through actual or simulated work-based learning assignments.



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# State Plan Policies for CTE Programs—Policy 2

9. Provide for equitable access and needed support services of all students, including special populations and those preparing for nontraditional occupations.

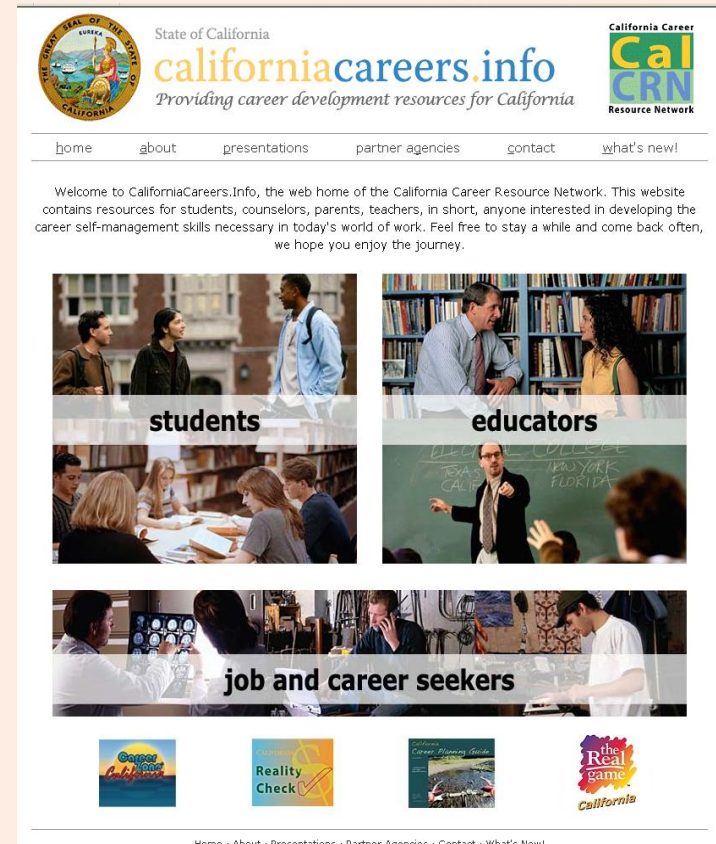




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# State Plan Policies for CTE Programs—Policy 2

10. Include planned  
career awareness  
and exploration  
experiences.

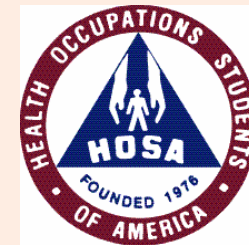




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# State Plan Policies for CTE Programs—Policy 2

11. Provide for the development of student leadership skills through an established career technical student organization or an alternate strategy that incorporates this instruction in all of the courses that make up the sequence.







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# State Plan Policies for CTE Programs—Policy 2

12. Use annual evaluation results, including achieved core indicator performance levels, to determine needed program improvements, modifications, and professional development activities for staff.





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# State Plan Policies for CTE Programs—Policy 2

13. Have a systematic plan for promoting the program to all concerned groups, including, but not limited to, students, parents, counselors, site and district administrators, and postsecondary educational agencies.



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# Other State Plan Policies for CTE Programs that Receive Perkins IV Funds

- CTE programs must have a sequence of CTE courses; stand alone CTE courses cannot be funded. (Policy 3)
- CTE courses must meet the course-specific requirements outlined in the State CTE Plan. (Policy 4)
- Each LEA must have at least one Program of Study in order to receive funds. (Policy 5)



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# Policy 3—Requirements for CTE Sequences of Courses

## Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators, identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- Identify the Industry Sector title and the Career Pathway title for each sequence.
- List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.
- Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.

Industry Sector: Marketing, Sales and Service Career Pathway: Entrepreneurship

District funded course provided in this sector if not included in this sequence: \_\_\_\_\_

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Computer Applications	X			X		Yes	90
Business Skills	X			X		Yes	90
Computer Accounting		X		X		Yes	180
Business Management		X		X		Yes	180
Business Communications and Marketing			X	X		Yes	180
ROP Entrepreneurship			X		X	Yes	180
ROP Business and Retail			X		X	Yes	180



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# Policy 3—Requirements for CTE Sequences of Courses

- Consist of not less than two full-year CTE courses with a combined duration of not less than 300 hours; or a single, multiple-hour course which provides sequential units of instruction and has a duration of not less than 300 hours.
- Include at least one district-funded course per industry sector.



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## Policy 3—Requirements for CTE Sequences of Courses

- Be coherent: the sequence may only include CTE courses with objectives and content that have a clear and direct relationship to the occupation(s) or careers targeted by the program.
- Include introductory and concentration CTE courses to develop the skill and knowledge required for employment and postsecondary education or training.



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# **Policy 4**

## **Requirements of CTE Courses Assisted with Perkins funds**

- Is being taught or will be taught by an appropriately credentialed teacher
- Is based on the California Career Technical Education Model Curriculum Standards and incorporates both the foundation standards and pathway (content) standards



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# **Policy 4**

## **Requirements of CTE Courses Assisted with Perkins funds**

- Is integral to a CTE sequence of courses and ascribable to one of the fifteen industry sectors and 58 career pathways
- Has no less than 50 percent of course curriculum and content directly related to the development of career knowledge and specific industry skills that are used in the workplace.



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# **Policy 4**

## **Requirements of CTE Courses Assisted with Perkins funds**

- Business and industry representatives have been involved in the development and validation of the course curriculum





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# Policy 5

## Program of Study Requirement

- As mandated by Perkins IV, Section 122(c)(1)(A), each LEA must have at least one program of study in place to receive Perkins IV funds.
- The program of study must have been included in the Local CTE Plan approved by the CDE.



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# Frequently Asked Questions about State Plan Policies

- What is a CTE course?
- Who can teach a CTE course?
- Is the CTE course eligible for Perkins funds?



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# Frequently Asked Questions about State Plan Policies

- While CTE is grounded in traditional vocational education, courses must have the flexibility to adapt to a changing work environment in a changing technological world.
- To bring some clarity to the question, “What is a CTE course?”, use the following check list.

- The course **is based on the California Career Technical Education Model Curriculum Standards** and incorporates both the foundation standards and pathway (content) standards.
- The course is integral to **a CTE sequence of courses** and ascribable to one of the fifteen industry sectors and 58 career pathways. (See the *California Career Technical Education Model Curriculum Standards*.)
- The course **has no less than 50 percent of course curriculum and content** directly related to the development of career knowledge and specific industry skills that are used in the workplace. The course provides students with an understanding of **all aspects of the industry** in which they are preparing to enter, in addition to theoretical and/or background knowledge about the industry.
- The course is being/will be **taught by an appropriately credentialed teacher** as determined by the California Commission on Teacher Credentialing. The teacher:
  1. possesses a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which s/he is assigned, (a Single Subject, Designated Subject, SS with Subject matter Authorization, New Career Technical Education Credential by industry sector), and
  2. has employment experience, outside of education, in the career pathway addressed by the CTE program or other evidence of equivalent proficiency.
- **Business and industry** representatives have been involved in the development and validation of the course curriculum as they work with educators to shape the overall design, instruction, and assessment of the CTE program.
- The course develops **student leadership, career management, and entrepreneurial skills**. These skills can be developed through the course curriculum or through a Career Technical Student Organization (CTSO).

**If the course meets all of the above criteria, it should be considered a CTE course and is eligible for Perkins funding,**



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# Summary of Perkins IV and the State CTE Plan

- Moves from entitlement to investment
- Focuses on rigor: academic and CTE
- Greater Accountability: No results = sanctions
- Postsecondary education included as well as getting students prepared for the jobs of the future



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- **How are Perkins IV funds distributed?**
- **How can Perkins IV funds be spent?**
- **Who are the decision-makers?**

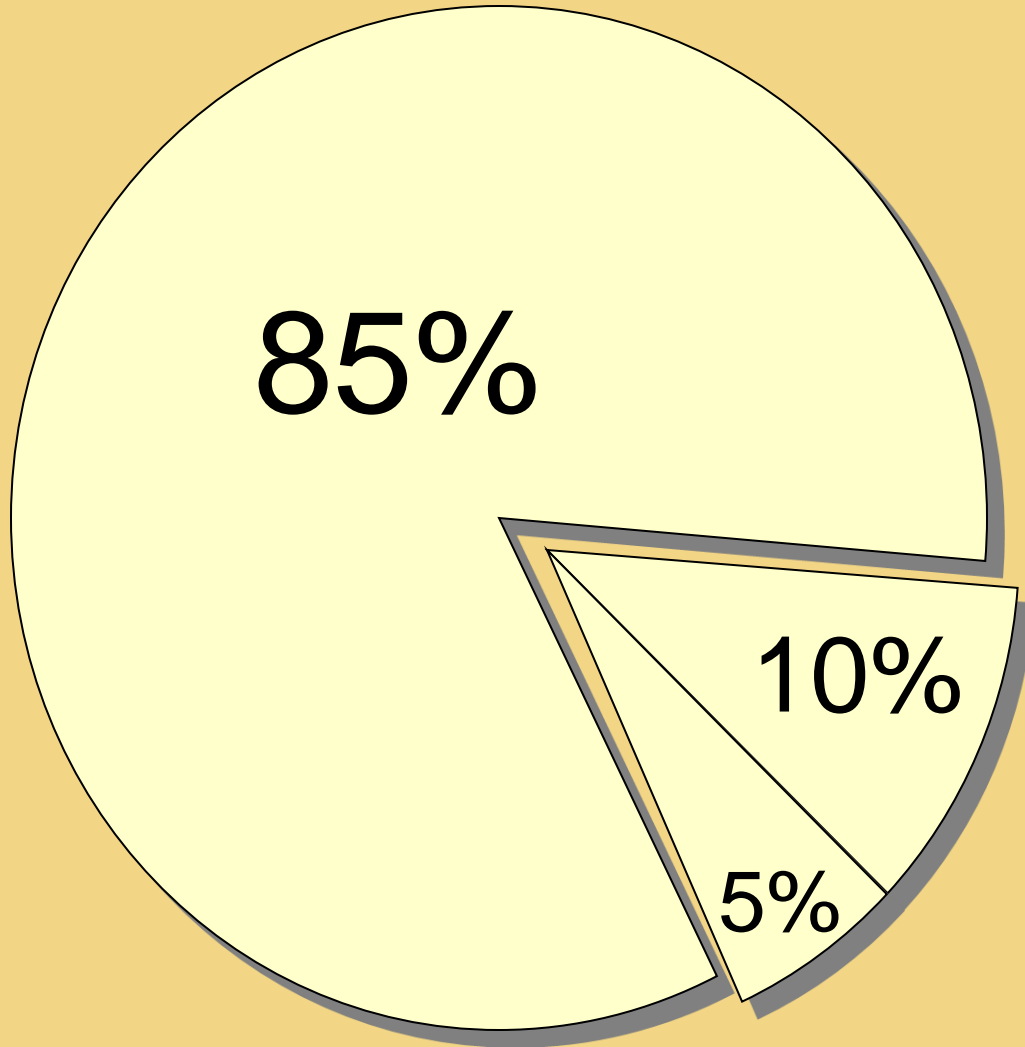


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# How Perkins IV Funds are Distributed

- California receives approximately \$140 million annually
  - \$128 million is the basic grant (Perkins IV, Title I)
  - \$12 million for Tech Prep Programs (Perkins IV, Title II)

# How Perkins IV Funds Are Distributed



- 85 percent goes to local assistance.
- 10 percent is used for State Leadership activities.
- 5 percent is used for State Administration.

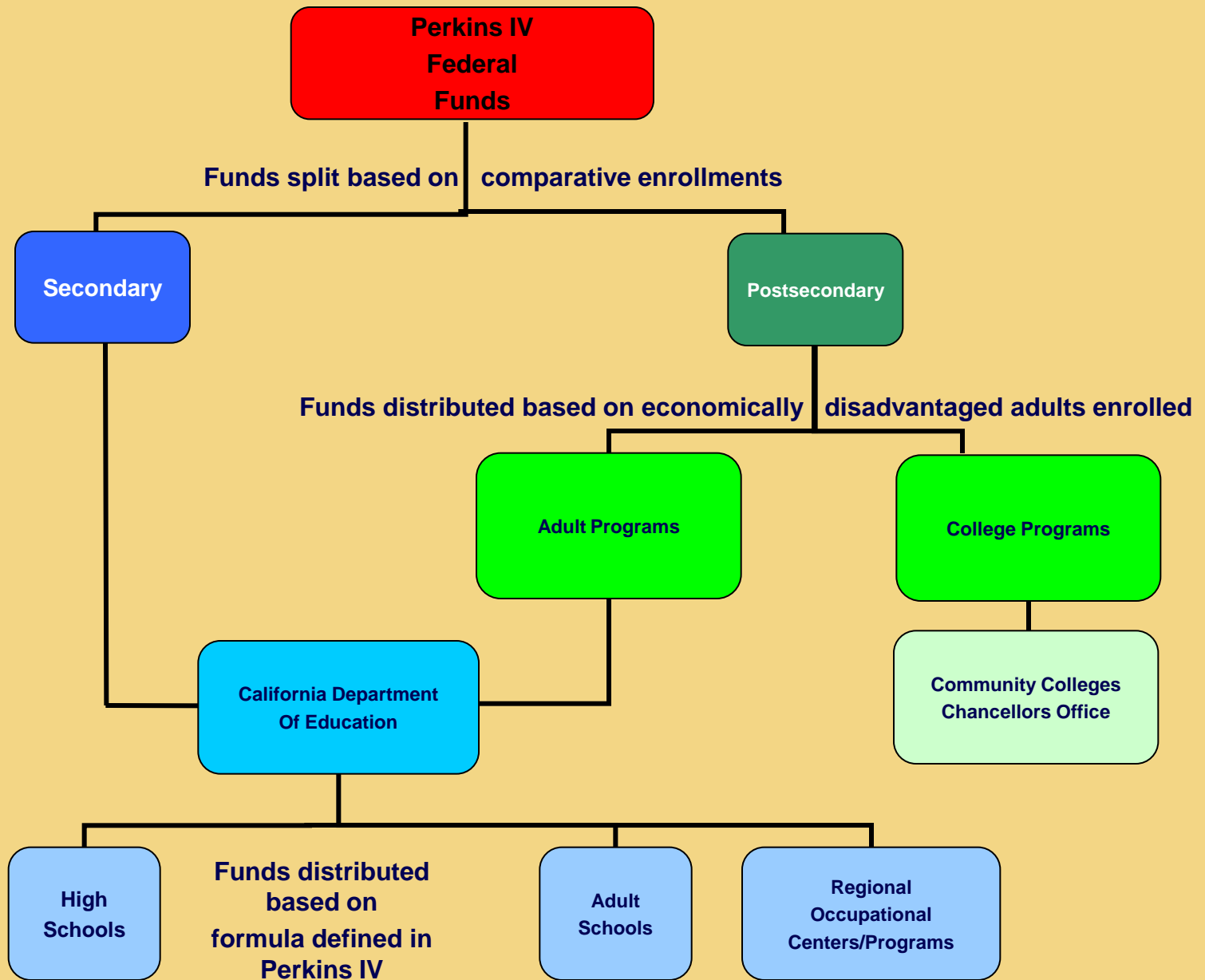




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# How Perkins IV Funds are Distributed

- The CDE is the Perkins IV grantee.
- Perkins IV basic funds are divided between and administered by the CDE and the California Community College Chancellors Office.





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# How Perkins IV Funds are Distributed

Perkins funds are available to:

- Secondary LEAs, grades seven through twelve (Section 131),  
and
- Postsecondary LEAs  
(Section 132)



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# Secondary LEAs (Section 131)

- Include union high or unified school districts; public charter schools; county offices of education.
- Minimum grant allocation is \$15,000
- If an LEA's allocation does not equal \$15,000:
  - Enter into a consortium
  - Apply for a waiver if:
    - Located in a rural, sparsely-populated area, and;
    - Can demonstrate inability to enter into a consortium.



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# How are Section 131 (Secondary) Allocations Determined?

- 30 percent is based on an LEA's proportion of the State's kindergarten through grade twelve (K-12) enrollment
- 70 percent is based on LEA's proportion of the State's K-12 enrollment of students from homes with incomes below the poverty level



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# Postsecondary LEAs (Section 132)

- Include community college districts, CTE programs for adults conducted by unified or union high school districts, and Regional Occupational Centers or Programs (ROCPs) serving adults
- Minimum grant \$50,000
- If the LEA's allocation does not equal \$50,000:
  - Must join a consortium
  - No waivers



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# How are Section 132 (Postsecondary) Allocations Determined?

- Based entirely on the number of economically disadvantaged adults enrolled in CTE programs during the previous program year



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# How can Perkins IV funds be spent?





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# How Can Perkins IV Funds Be Spent?

Section 135(a) of Perkins IV states, “Each eligible recipient (LEA) of the Section 131 and 132 funds shall use these funds to improve CTE programs.”

Section 135(b)(7) states, “Funds . . . shall be used to support CTE programs that initiate, improve, expand and modernize quality CTE programs, including relevant technology.”



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# How Can Perkins IV Funds Be Spent?

While the regulations do not provide a definition of “program improvement,” it is clear that the **funds may not be used to simply maintain an ongoing CTE program.**



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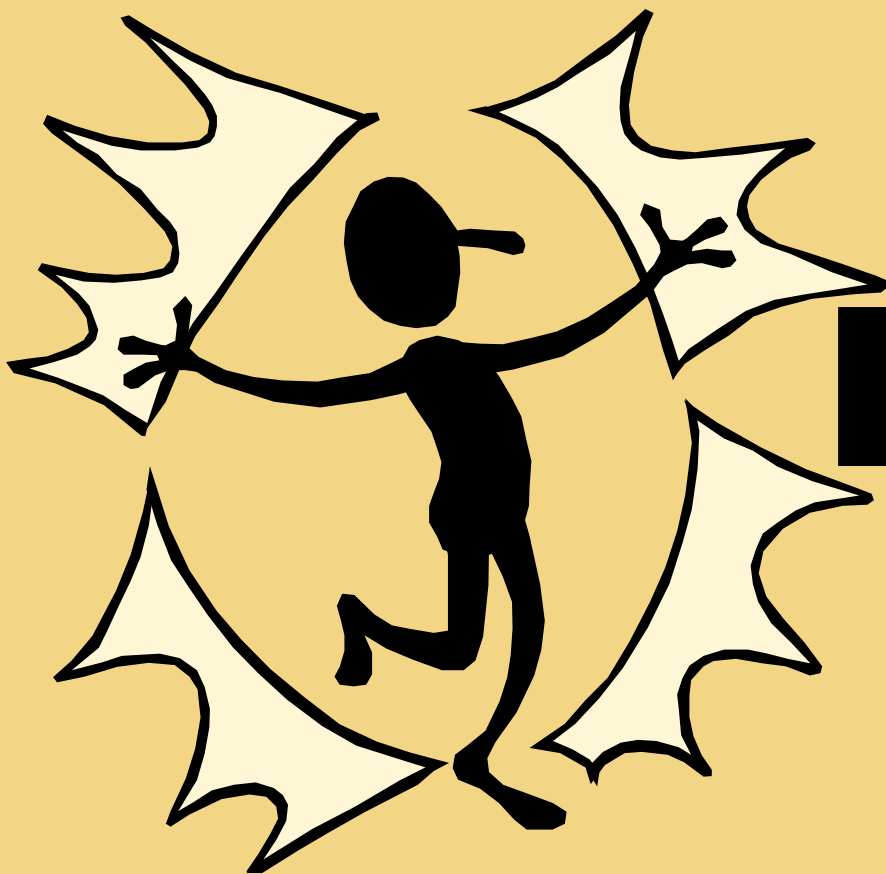
The CDE has interpreted this to mean that funds may only be used to support activities intended to:

# IMPROVE





**ENHANCE**



**EXPAND**





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The CDE has interpreted this to mean that funds may only be used to support activities intended to:

- modify or update existing programs—**IMPROVE,**
- **ENHANCE** the effectiveness of existing programs, and
- develop and implement new programs—**EXPAND.**



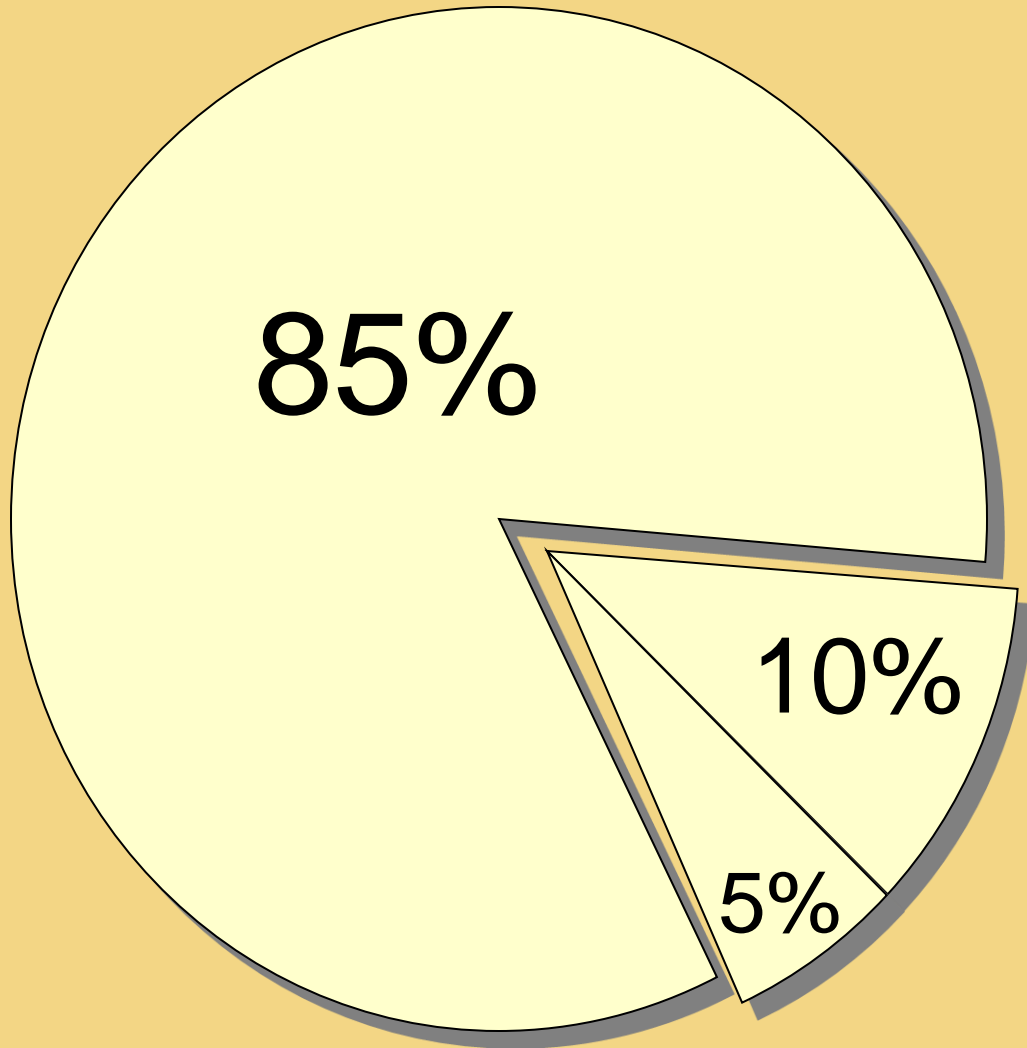
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# Supplement vs. Supplant

- Perkins IV funds must supplement, or augment, and not supplant state or local funds. Federal funds may not result in a decrease of state or local funding that would have been available to conduct the activity had federal funds not been received.
- LEAs must be able to demonstrate that federal funds are added to the amount of state and local funds that would be made available for uses specified in the local plan.



# How Can an LEA Spend Perkins IV Funds?



- 85 percent must be spent in CTE classrooms.
- 10 percent can be spent on other CTE activities outside the classroom.
- Up to 5 percent can be spent on program administration.



No less than 85 percent of the LEA's allocation must be spent to improve or expand CTE programs and courses approved in the local plan and annual application for funds.

**85 percent goes to the classroom**



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# Who are the CTE decision-makers?



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# CTE Policymakers

- Joint Advisory Committee for Career Technical Education (JACCTE)
- Established by California *Education Code* (EC) Section 12053
- Three members from the State Board of Education (SBE)
- Three members from the Community College Board of Governors (BOG)



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# EC Section 12053

- Defines the SBE's authority as the sole state agency responsible for administering the State's CTE program and for establishing the JACCTE;
- Provides for equal SBE and BOG membership on the JACCTE



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# EC Section 12053

- Instructs the JACCTE to provide for a coordinated delivery of career technical education and training in California;
- Defines the JACCTE's role and responsibility in providing oversight on Perkins-related policies, procedures and allocations of funds.



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# Perkins IV Policy Issues

- Split of funds between Secondary and Postsecondary
- Programs of Study
- Core Indicator Negotiations
- Section 131 funds for ROCPs
- Defining expectations for LEA improvement plans, monitoring, and sanctions



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# Perkins IV Policy Issues

- Implementation of the State Plan
- CTE Credential Qualifications
- Tech Prep funding
- Size, Scope & Quality
- Definition of Rural Schools for Waivers
- Competitive Grants with Carryover





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# Questions





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# For More Information

Perkins Web page:

[www.cde.ca.gov/ci/ct/pk](http://www.cde.ca.gov/ci/ct/pk)

Main Phone number PAS Office:

916-324-5706

Perkins E-mail Address:

[perkins@cde.ca.gov](mailto:perkins@cde.ca.gov)



## Perkins

Federal act established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

### 2009-10 Allocations

The [allocations](#) for school year 2009-2010 are now available.

### Seminars and Workshops

A [Web Conference](#) on completing the 2010 Perkins Application will be held on January 20, 2010.

There will be a [Northern California technical assistance workshop](#) held on February 2, 2010 and a [Southern California technical assistance workshop](#) held on March 2, 2010. Both workshops will cover the requirements for Perkins IV funding, allowable and nonallowable expenditures, and completing the 2010-11 application.

A [New Perkins Coordinators](#) seminar will be held in Sacramento on February 1, 2010.

### Perkins Forms and Files

The [forms and files](#) page contains links to a variety of forms and resources to assist with specific tasks related to the Carl D. Perkins Career and Technical Education Improvement Act of 2006.



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[Archived Webcast](#) for the development of the Carl D. Perkins Career and Technical Education Improvement Act Local Five-Year Plan.

## Perkins/Career Technical Education Mailing List

Join the [Perkins/Career Technical Education Mailing List](#) to be notified via e-mail when new or updated information is available.

## Perkins Contacts

List of staff [contact information](#) for the California Department of Education's Carl D. Perkins program.

## Special Populations

[Special populations](#) address students who are disabled, economically disadvantaged, in nontraditional careers, single parents, displaced homemakers, English learners, and others.

**Questions: Program and Administrative Support Office | [perkins@cde.ca.gov](mailto:perkins@cde.ca.gov) | 916-324-5706**

**[Download Free Readers](#)**

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California Department of Education  
1430 N Street  
Sacramento, CA 95814

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Last Reviewed: Wednesday, January 20, 2010

# California County Superintendents' Regions



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		10	Inyo, Mono, Riverside, San Bernardino
Geoff Belleau 916-323-5042 <a href="mailto:gbelleau@cde.ca.gov">gbelleau@cde.ca.gov</a>	Laurie SooHoo 916-445-5727 <a href="mailto:lsoohoo@cde.ca.gov">lsoohoo@cde.ca.gov</a>	2	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity
		9	Imperial, Orange, San Diego
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		8	Kern, San Luis Obispo, Santa Barbara, Ventura
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# For Program Assistance Contact

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- Reg. 4 & 6, Mary Gallet: 916-445-5723
- Reg. 11, Lee Murdock: 916-445-5736
- Reg. 3 & 8, Charles Parker: 916-323-2564
- Reg. 5 & 7, Deirdre Ransome: 916-319-0491
- Reg. 1 & 10, Barbara Weiss: 916-319-0465
- State Special Schools and County Offices,  
Hilary Steinmetz: 916-445-5725



# **For Fiscal Assistance Contact a CDE Analyst**

- Reg. 1, 5, 7, & 10

**Carla Ciarniello 916-323-5054**

- Reg. 2, 4, 6, & 9:

**Laurie SooHoo 916-445-5727**

- Reg. 3, 8, 11, State Special Schools and  
County Offices :

**Mary Brown 916-323-5741**



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# THANK YOU