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State Superintendent  
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# Tools for Ensuring CTE Program Success

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## Educating for Careers Sunday, February 28, 2010

Presented by:  
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**CALIFORNIA DEPARTMENT OF EDUCATION**  
Jack O'Connell, State Superintendent of Public Instruction



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# Workshop Objectives

1. Briefly review Perkins IV funding requirements.
2. Examine tools that collect pertinent information for:
  - Meeting Perkins requirements
  - Insuring that funds are spent appropriately
  - Evaluating Program effectiveness



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

- Authorizes federal funding assistance to secondary and postsecondary career technical education (CTE) programs.
- To develop more fully the academic and career technical skills of secondary and postsecondary education students who elect to enroll in CTE programs.



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# Perkins IV Requirements

**What are they?**

**Where can they be  
found?**



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# Section 135 of Perkins IV

- Describes how the funds must be used to improve CTE
- Describes mandatory program elements
- Accountability is a critical component in Perkins IV

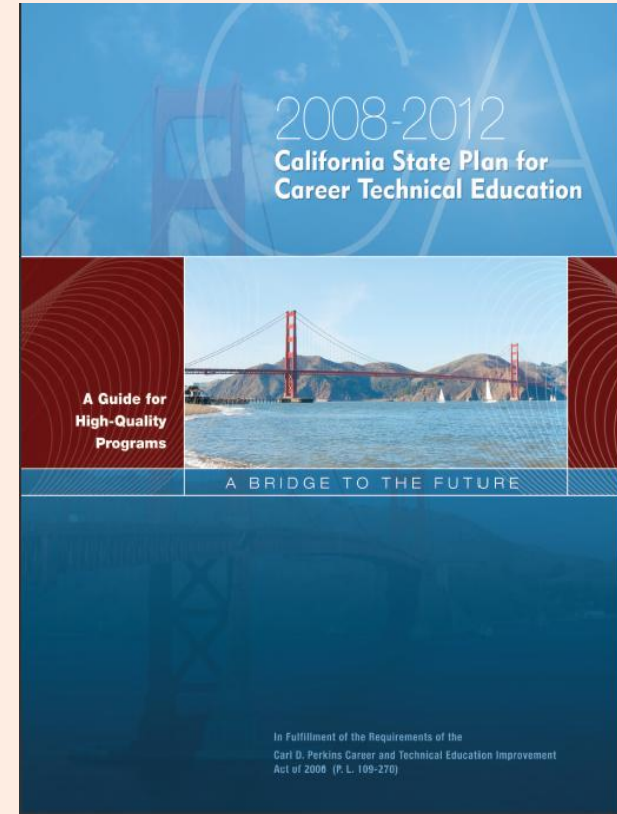




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# Section 135 of Perkins IV

- Couple this section with the requirements in the State CTE Plan.



[www.wested.org/cteplan](http://www.wested.org/cteplan) or

<http://www.cteonline.org/ctestateplan/>.

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>

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

- 2) **Sequence of Courses** must:
- 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.
  - Be coherent, that is, the courses in the sequence show a clear relationship to the occupation/career targeted by the CTE program.
  - Includes sufficient sequence of courses to prepare students for employment or postsecondary training/ education.
  - Include not less than one district-funded course.
- 3) **Requirements of Courses assisted with Perkins IV funds:**
- Is being/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
  - 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.
  - **Business and industry** representatives have been involved in the development and validation of the course curriculum
- 4) **Program of Study Requirement** 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.





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# Perkins IV Funds

**How can an LEA  
spend its  
Perkins IV grant?**



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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.”

The CDE interprets this to mean funds may only be used to support CTE activities that:

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



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# Perkins IV Accountability

## What's expected?



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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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**So, what are some  
tools to ensure CTE  
program success?**



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# Perkins IV Requirements Tools



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# Tools to Track the Spending of Perkins IV Funds





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# Perkins IV Accountability Tools



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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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# Questions

