

2010-2011 CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT EXPENDITURE PLAN

3.7

ACTION

Presentation: *José Millan, Vice Chancellor
Economic Development and Workforce Preparation*

Issue

This item presents for Board of Governors approval the *2010-2011 Career Technical Education Expenditure Plan* for the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Background

Ensuring access to career and technical education is one of the primary missions of the California Community Colleges system. This mission represents a major aspect of the overall college instructional program. Today's economy places a high premium on both general education and skill development.

The primary mechanism for supporting program improvements for these diverse courses and programs is the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV, the Act). The United States Department of Education (USDE) determines California's share of Perkins IV funds, and will provide California an estimated \$137 million annually; funding commenced in Fiscal Year 2007-08. The Board of Governors approved the state five-year plan in March 2008, and approved both the *2007-2008* and *2008-2009 Expenditure Plans* at its meetings of November 2006 and 2007.

Federal funds under the Act flow to the sole state agency, currently the California Department of Education (CDE), and are divided between secondary and postsecondary education through a Memorandum of Understanding (MOU) jointly agreed to by the State Board of Education (SBE) and the Board of Governors. The California State Transition Plan for 2007-08, approved by the State Board of Education and the Board of Governors, set forth the allocation of funds between Chancellor's Office, California Community Colleges (COCCC) and CDE for the first program year based on the funds received in 2006-07. The current five-year State Plan provides that the allocation of funds between the agencies remain the same (detailed below and in *Appendix II*).

The proposed budget allocation process of the California Community Colleges requires implementation of the annual *Career and Technical Education Expenditure Plan* by July of each fiscal year, and approval of the award of Perkins IV local assistance funds prior to district receipt of their apportionment. Therefore, the Board is requested to approve the *2010-2011 Career Technical Education Expenditure Plan* so that colleges receiving grants will be able to commence their projects on July 1, 2010. Certain projects funded by State Leadership funds will be awarded through a competitive process, as detailed in the expenditure plan. Any individual grant or contract that exceeds \$100,000, or is longer than three years in duration, must be brought to the Board for separate approval.

Analysis

A combination of the following factors forms the basis for determining available funding for the proposed *2010-2011 Career Technical Education Expenditure Plan*:

- The level of funding allocated from the USDE for 2009-10;
- California's 2009-10 Career Technical Education (CTE) allocation; and,
- The projected percentage of the California Community Colleges' split between secondary and postsecondary education.

Appendix I shows the state plan's proposed 2010-11 Perkins IV allocation for California and the California Community Colleges share, which is based on the Fiscal Year 2009-10 allocation.

Title I-Part C (Local Plans) and Title II (Tech-Prep) funds will be distributed to districts on an approved allocation formula in accordance with provisions of federal law, and all unanticipated augmentations from prior-year carryover or other sources shall be treated the same.

Appendix II discusses the methodology and formula supporting the split of funds between the California Department of Education and the Chancellor's Office, California Community Colleges.

Recommended Action

That the Board of Governors approve the *2010-2011 Career Technical Education Expenditure Plan*, as presented.

Staff: *Ron Selge, Dean*
 Career Technical Education

APPENDIX I

Perkins IV Budget Table Program Year 3

(For Federal Funds to Become Available Beginning on July 1, 2010)

I. Title I: Career and Technical Education Assistance to States

A. Total Title I Allocation to the State	\$128,360,005
B. Total Title II Tech Prep Allocation to the State	\$ 11,251,825
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$139,611,830
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line A x 85%</i>)	\$109,106,004
1. Reserve (<i>not more than 10% of Line D</i>)	\$ 0
a. Secondary Programs (% of <i>Line D</i>)	\$ 0
b. Postsecondary Programs (% of <i>Line D</i>)	\$ 0
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$109,106,004
a. Secondary Programs (53% of <i>Line D.2</i>)	\$ 57,439,945
b. CDE and CCCCCO Postsecondary Programs (47% of <i>Line D.2</i>)	\$ 51,666,059
E. Leadership (not more than 10%) (<i>Line A x 10%</i>)	\$ 11,402,401
a. Nontraditional Training and Employment	(\$150,000)
b. Corrections or Institutions	(\$1,283,600)
F. State Administration (not more than 5%) (<i>Line A x 5%</i>)	\$ 6,418,000
G. State Match (<i>from non-federal funds</i>) ¹	\$ 6,418,000

¹ The eligible agency must provide non-federal funds for state administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

**Perkins IV Budget Table
Program Year 2**

(For Federal Funds to Become Available Beginning on July 1, 2010)

I. Title II: Tech Prep Programs

A. Total Title II Allocation to the State	\$11,251,825
B. Amount of Title II Tech Prep Funds to Be Consolidated	\$ 0
C. Amount of Title II Funds to Be Made Available for Tech-Prep <i>(Line A less Line B)</i>	\$11,251,825
D. Tech-Prep Funds Earmarked for Consortia	\$10,351,679
<ul style="list-style-type: none"> a. Percent for Consortia: 92% <i>(Line D divided by Line C)</i> b. Number of Consortia: 80 c. Method of Distribution <i>(check one)</i>: <input checked="" type="checkbox"/> Formula <input type="checkbox"/> Competitive 	
E. Tech Prep Administration	
<ul style="list-style-type: none"> a. Percent for Administration: 8% <i>(Line E divided by Line C)</i> 	\$ 900,146

The 2010-2011 Perkins IV funding for the System Office, California Community Colleges, will be distributed according to the purposes and priorities of the Act.

The following is a brief description of the purpose of each Title-Part, including subparts. The significant state leadership projects are also explained.

1. Title I, Part B, Section 121-State Administration

These funds are utilized by the Chancellor’s Office, California Community Colleges, to administer career and technical education activities related to the implementation of the Act. State administration includes developing the State Plan and reviewing local applications, monitoring and evaluating program effectiveness, providing technical assistance, providing a technical review committee, and ensuring compliance with all applicable federal laws. This amount includes a dollar-for-dollar match.

2. Title I, Part B, Section 124-State Leadership

State Leadership funds are for programs or activities that are carried out directly by the state or by making awards to other entities to carry out those programs and activities. State Leadership funds are designed to: (1) conduct assessment, including an assessment of how the needs of special populations are being met; (2) develop, improve, and expand the use of technology in career and technical education; (3) provide professional development; (4) provide support for career and technical education programs that improve academic, career and technical skills of students participating in occupational programs through program improvement of career and technical education; (5) provide preparation for nontraditional training and employment; (6) support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills; (7) serve individuals in state correctional institutions and institutions that serve individuals with disabilities; (8) provide support for programs for special populations that lead to high-skill, high-wage careers; and, (9) support staff costs in the Chancellor’s Office, California Community Colleges, affiliated with providing technical assistance to districts and colleges.

Projects must implement federal and state priorities and result in program improvement of career and technical education, with full access for, and success of, special populations. As mentioned previously, the funds must also meet the federal priorities for 2010-11, as provided by the U.S. Department of Education.

This section of the Act contains two mandated expenditure subparts, as explained below.

1. State Institutions (Perkins IV, § 112(a)(2)(A))

The Act requires a state-mandated set-aside at an amount equal to and not more than one percent to serve individuals in state institutions, such as state correctional institutions and institutions that serve individuals with disabilities. Typically, services are provided through an interagency agreement or contract.

2. Nontraditional Training and Employment (Perkins IV, § 112(B))

This is a federal set-aside to target occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, in which individuals from one gender comprise less than 25 percent of the individuals employed in each occupation or field of work. Individuals preparing for nontraditional training and employment are included in programs that are designed to support special populations.

To understand the use of the state leadership funds, it is important to note that a portion of these funds supports three types of significant projects: Statewide Subject Area Collaboratives, Career and Technical Education and Economic Development Regional Consortia, and Advisory Committees for Subject Areas or Industry Sectors. These are detailed below.

Statewide Subject Area Collaboratives

The purpose of these collaborative projects is to improve career and technical education programs. Because these projects have been extended through the Perkins III extensions and re-authorization period as well as the period during the development and approval of the California State Plan, they will be competitively awarded for the 2010-2011 program year.

Program improvement is fostered by statewide collaboration and partnership development. Activities focus on developing effective practice models for implementation by faculty at the local level. Funded activities are strictly for projects with statewide impact or scope, and are for program improvement. As such, to ensure scope, each applicant must include at least one subgrant funded partner from a different region implementing project activities. Applicants must address all five of the priorities for Career Technical Education State Leadership Funds, which are performance accountability, curriculum development and improvement, professional development, student support structures, and partnership development/improvement. Additionally, projects must address the following components of the Board of Governors framing document, *A Career Ladders Approach to Workforce Development*:

- Based on a career ladders framework offering integrated academic and career technical education and opportunities for continuing and lifelong learning;
- Linked to economic needs and high wage, high demand career sectors;
- Accessible to a broad spectrum of individuals including students, incumbent workers and those now outside the workforce system;
- Developed in collaboration with employers; and,

- Developed in collaboration with regional workforce and training agencies, including Workforce Investment Boards and Departments of Human Services, and reflecting integration of regional resources.

In developing the Request for Application, additional issues may be addressed as they are identified. Such topics may include “Green, Sustainable” precepts or special attention to the needs of returning veterans. If additional funding becomes available, these grants may be augmented to further enhance activities related to the five priorities for Career Technical Education State Leadership Funds.

Career and Technical Education and Economic Development Regional Consortia

Funds are to be used to continue support of a consortium of colleges within a region to integrate and coordinate Career and Technical Education, Economic Development, Workforce Preparation and General Education programs aimed at preparing students to succeed in and contribute to the global marketplace. These funds are to support a wide range of statewide activities that support improvement and innovations in professional development, curriculum development, and institutional responsiveness and flexibility to business, industry, and government. Funds may be used to identify and train peer experts in curriculum development to provide assistance to other colleges, regionally and statewide, or to establish training institutes, which foster the exchange of public and private sector expertise. These funds may also be used to promote electronic networking to improve statewide coordination and information dissemination of curriculum and instructional innovations, and professional development. Measures should be taken to link with or establish a statewide automated electronic curriculum network. If additional funding becomes available, these grants may be augmented further to enhance activities related to the five priorities for Career and Technical Education State Leadership Funds.

Advisory Committees, Subject Matter/Industry Sectors

Funds are to be used to support statewide subject matter and industry sector advisory committees. In order to have a process for direct linkages between faculty and administrators with representatives from business, industry, and labor on a statewide basis, the Chancellor’s Office has established a state-level career and technical education advisory committee structure. All committees are concerned with the improvement of career and technical education for students, and the competencies required by employers. Most of the advisory committees concentrate on Industry Sectors, which involve academic discipline-specific issues. These committees are composed of at least 50 percent of the membership from business, industry, and labor. The Statewide Academic Senate also appoints members to the committees. The Subject Matter advisories focus on other priorities of the Act, including special populations, work-based learning, career development, employment services and placement, and research and accountability. All committees must have membership or operational practices which balance new perspectives against operational continuity and strategic stability. All committees prepare various reports of findings, including year-end reports that contain recommendations for funding state-level special projects designed to improve career and technical education.

The committees assist in the development of specifications for state-level program improvement projects.

At a minimum, the advisory committees provide statewide leadership in the following areas, as appropriate:

- Assist the state in assuring that community college career and technical education programs are responsive to industry standards and consumer needs and adhere to federal and state policies. These committees are responsible for identifying and disseminating curriculum that integrates academic and occupational education as well as meeting industry standards.
- Promote professional, curriculum, and partnership development responsive to recognized industry standards.
- Recommend funding priorities for industry-based state leadership projects and Request For Applications (RFA) specifications in professional development, curriculum development, partnership development and student leadership.
- Provide ongoing review of RFA specifications and award process and make recommendations for improvement.
- Promote strategic planning and greater funding stability. Conduct both short- and long-term needs assessment.
- Identify innovative strategies for linking disciplines that cross over into emerging technologies (e.g., entertainment technology; biotechnology, graphic information systems) and provide the leadership funds to promote statewide electronic networking to improve coordination and information aimed at featuring best practices in a given discipline.

3. Title I, Part C, Section 131/132-Local Plan

Local plan funds (Basic Grant) are allocated to districts based on the number of economically disadvantaged students enrolled in credit and noncredit career and technical education courses. Districts must qualify for the federally-required minimum level grant of \$50,000 or form a consortium to reach that level.

4. Title II, Tech-Prep—Technical Education Programs

A. Technical Assistance

These funds represent the percentage allowable by law to be used by the Chancellor’s Office to support staff costs associated with providing technical assistance to districts/colleges.

B. Local Assistance

Local assistance funding for approximately 80 tech-prep consortia will be distributed through an approved allocation formula that is responsive to local workload measures.

APPENDIX II

Appendix II discusses the methodology and formula supporting the split of funds between the California Department of Education (CDE) and the Chancellor's Office, California Community Colleges (COCCC).

Enrollment Criteria for the Proposed Funds Distribution

As formalized in the 2008-2012 California State Plan, CDE and COCCC agreed to continue to use the following criteria in determining the appropriate distribution of funds:

- Student enrollment counts are to be consistent and comparable for each educational program and between agencies. Every effort will be made by the agencies to insure that these data are comparable.
- The count is to be based on vocational and technical education course enrollments in high schools, regional occupation centers and programs (ROCPs), adult schools, and community colleges.
- Secondary students are counted if they are enrolled in high schools and/or regional occupation centers and programs. Postsecondary students are counted if they are enrolled in community colleges, or are adults enrolled in ROCPs or in adult education programs.
- An eligible course is part of a sequence of vocational and technical education courses, which comprise a program.
- A “duplicated” count will be used; that is, students enrolled in more than one vocational and technical education course are counted for each course in which they are enrolled.
- Enrollment in vocational and technical education courses will be determined on days mutually agreed to by both agencies. The single date that the California Basic Education Data System (CBEDS) data are collected in high schools and the fall census date for each community college are logical places to start.
- The most recent final enrollment figures will be used subject to the mutual agreement of both agencies. It is anticipated that for fiscal year 2010-11, data from academic year 2008-09 will be utilized.
- Enrollment data will be collected and elements will be reviewed and updated each year.
- A technical committee with representation from the agencies, school districts, and community colleges was appointed by the two state agencies. The Technical Workgroup reviewed and made suggestions regarding the ongoing, continual improvement of the formula and the data collected for this purpose. The agencies are mutually committed to

consistently striving for greater accuracy, comparability, and reliability of the data and the notion that the data collected be clearly understandable.

- Data collection efforts will aim to minimize the administrative burden for both state and local officials.

Operation of the Formula

The 2010-11 Perkins IV, Title I, Part C, funds will be divided between secondary and postsecondary programs based on a comparison of the career and technical education enrollments at the two levels. The 2008-09 Fall enrollment data will be used for determining the division of the 2010-11 funds relative to the CDE CBEDs and COCCC Census. The Fall 2009 enrollment will be used for determining the division of the 2010-11 funds relative to CDE’s ROCP and COCCC’s method of Positive Attendance Accounting.

With the goal of comparability, the following table represents the secondary and postsecondary career and technical education enrollments considered in the division-of-funds process. For example, grade 9-12 career and technical education enrollment is determined on a “snap-shot” or census basis. Community college weekly census courses are counted in essentially the same manner. On the other hand, ROCPs, high school adult education, community college adult education and many community college credit career and technical education course enrollment data are collected on a term basis.

Enrollment Data Used to Determine the Split of Funds

	Secondary		Postsecondary			
Agency	CDE		CDE		COCCC*	
Population	High Schools	Regional Occupational Programs - High Schools	Adult	Regional Occupational Programs - Adults	Credit	Credit Noncredit
Method/ Timing	Census 2007-08	Fall Term 2008 Survey	Fall Term 2008 Survey	Fall Term 2008 Survey	Census 2007-08	Fall Term 2008 Positive Attendance Accounting

*There are two accounting methods used to determine community college enrollment. The census method is used to count students who are in class during the pre-determined census week. Positive Attendance Accounting is used to count students who are not in class during the census week either due to the fact that class is not meeting or that the class is an open-entry/exit-type class. Positive Attendance Accounting calculates the actual number of hours a student is in a class, and in order to be included in the enrollment count, the student must have completed a minimum of 8 hours of class.