

>> Dr. R. Mary Gallet: Hello, I'm Dr. Mary Gallet, career technical education-CPM coordinator, and special populations and non-traditional career specialist. I'm a part of the program administration and support office. And the administrator of the Paso unit is Mr. Russ Wycal.

>> Barbara Weiss: And I'm Barbara Weiss, education program consultant in the program and administrative support office, and a member of the CTE-CPM review team.

>> Dr. R. Mary Gallet: Barbara and I along with four other consultants in our office will be conducting all CTE-CPM reviews this year. Our purpose today is to give an overview of the career technical education-CPM review and the new CTE instrument that will be used during the review process. LEAs receiving Carl D. Perkins career technical education improvement act funds are required to comply with federal regulations in exchange for the use of those funds.

>> Barbara Weiss: Along with the federal law, local education agencies are required to adhere to the California education code and the California code of regulations in relation to CTE and the program requirements for work experience education.

>> Dr. R. Mary Gallet: The California state board of education has also recently approved the 2008-2012 California state plan for career technical education that sets new state policies related to career technical education.

>> Barbara Weiss: Several elements of the state plan for CTE are included in the updated CTE-CPM instrument.

>> Dr. R. Mary Gallet: So, Barbara, LEAs to be reviewed need to focus attention on the requirements of each of these different laws as they pertain to the five general areas to be reviewed in the CPM process.

>> Barbara Weiss: It would also be important to become familiar with the terminology and the definition of terms used in these federal and state laws and the state CTE plan.

>> Dr. R. Mary Gallet: Yes, for example, the term special population includes individuals with disabilities, the economically disadvantaged, individuals preparing for non-traditional fields, single parents, and single pregnant women, displaced homemakers, and individuals with limited English proficiency.

>> Barbara Weiss: So, what are some of the areas that will be covered during the CPM visit?

>> Dr. R. Mary Gallet: Well, we will be looking into five general areas: involvement, governance and administration, funding standards, assessment and accountability, and teaching and learning. Our review of involvement covers the requirement for a district-level CTE advisory committee so we would be interested in seeing the list of the committee members, agendas and minutes of advisory meeting.

>> Barbara Weiss: LEAs may want to include a copy of the board minutes indicating that the board appointed the committee. One common item that fails to meet legal requirements is that the advisory committee includes a representative from the employment development department.

>> Dr. R. Mary Gallet: Under governance and administration, we will be interested in reviewing tech prep programs. If the LEA does not offer any tech prep programs, then this would not apply.

>> Barbara Weiss: Some things we would want to review here would be articulation agreements and documentation on professional development activities related to tech prep. We also need to determine if the tech prep program aligns with the federal definition as required by the Perkins act.

>> Dr. R. Mary Gallet: That would include a minimum of two years of secondary and two years post-secondary education in a coherent sequence of courses. The program should provide technical preparation in a career field leading to an industry-recognized credential, certificate, or degree. The review also covers the inventory of CTE equipments. This inventory should include the description, name, identification numbers, and original cost of all items of equipments with a market value exceeding \$500.

>> Barbara Weiss: The inventory list should also include the date of acquisition, the location of use, and the time and mode of disposal for each piece of equipment listed.

>> Dr. R. Mary Gallet: In previous reviews, we have found inventory lists deficient in including the original cost of the item, current location of the equipment, and information related to the disposal of equipment. Of course, the Perkins act promotes collaboration with secondary and post-secondary education as well as business and industry within the CTE program. These partnerships create multiple opportunities to improve, enhance and expand CTE programs with the integration of technology and the alignment of state CTE standards. I want to also point out that every LEA must have a least one fully developed program of study.

>> Barbara Weiss: Together with this, every single high school receiving Perkins funds must offer at least one district-funded CTE course in each industry sector.

>> Dr. R. Mary Gallet: And all students including the special populations must have equal access to all CTE courses and needed support services. Also, students preparing for non-traditional occupation may need additional support. For example, in non-traditional courses, teachers need to be sensitive to the needs of male students in traditional all-female classes, and the needs of female students in traditional all-male classes.

>> Barbara Weiss: The term non-traditional means occupations in which individuals from one gender comprise less than 25% of the individuals employed in that particular occupation or field of work. For example, if your school offers an automotive program, it is a traditional program for males and a non-traditional program for females.

>> Dr. R. Mary Gallet: During the review, we will review fiscal documents, local applications, and the local CTE plan. This is done to determine if the LEA is following the federal and state fiscal requirements for the use of the categorical assignment.

>> Barbara Weiss: If the LEA is a member of a consortium receiving Perkins funds, we need to confirm that the fiscal requirements of the consortium are being followed. The LEA will also need to provide evidence that the CTE programs being funded are aligned with the state's CTE model curriculum standards and framework.

>> Dr. R. Mary Gallet: There are now many CTE courses meeting the university of California a to g requirements. All these resources can be found on the CTE website.

>> Barbara Weiss: With these CTE resources and tools available, it is important that all teachers, counselors, and administrators acquire professional development to access these resources and know how to develop strategies to integrate core academic and career technical education.

>> Dr. R. Mary Gallet: Also, counselors need to ensure that students understand all of their options by sharing all course offerings including the CTE courses available to all students.

>> Barbara Weiss: CTE teachers must be provided with professional development opportunities on effective teaching strategies and ways to improve the involvement of parents as well as members from business and industry. Counselors may need information on how to better serve special population students in CTE classes and how CTE can help students see the relevance of their academic classes.

>> Dr. R. Mary Gallet: That's correct. And CTE teachers need to stay current with the needs of business and industry and may need to update their own technical or occupational skills. The point here is that the LEA is required to provide professional development activities for CTE staff.

>> Barbara Weiss: Along with evaluating student success in every CTE course, CTE program coordinators must also evaluate the CTE program as a whole.

>> Dr. R. Mary Gallet: The evaluation of the effectiveness of CTE programs and CTE courses is also required, of course, all of these evaluations should address the needs of special populations students.

>> Barbara Weiss: So during the review, we would be looking for evidence that some kind of annual evaluation is taking place. It is also recommended that the advisory committee be involved as much as possible in these evaluations. Then, LEAs use their data to identify effective and ineffective components of the CTE program and use the evaluation results to make the CTE program improvements and identify areas for professional development. The evaluation and the implementation of changes create a feedback loop for on-going CTE program improvements.

>> Dr. R. Mary Gallet: The review of accountability includes the accurate reporting of the required data elements and the LEA's core indicator levels of performance. Most of this data is reviewed

prior to our arrival for the on-site visit. Under the new Perkins act, LEAs not meeting the required performance levels will be required to submit and implement a program improvement plan.

>> Barbara Weiss: The review will include an examination of all CTE teachers' credentials and the occupational experience outside of education. This is a new requirement in the state plan for career technical education. The LEA should also be prepared to provide evidence that the CTE programs are aligned with the state's CTE model curriculum standards.

>> Dr. R. Mary Gallet: During the visit, the reviewer will observe classrooms, interview staff, and review course outlines and lesson plans. Another area covered in the visit is work experience education. While not all work experience programs are part of career technical education, all work experience programs are governed by California state education code. So, we will want to see the written agreement for work experience students.

>> Barbara Weiss: We will also review the credentials of the work experience teacher to ensure they meet legal requirements.

>> Dr. R. Mary Gallet: Well, Barbara, I think that just about covers the CTE-CPM review process. If LEAs have any questions about Perkins or work experience education legal requirements, please contact the CTE consultants assigned to your county. The CTE consultants who will be conducting the CTE-CPM reviews, their assigned county, and their contact information are provided in this presentation.

>> Barbara Weiss: The CTE-CPM reviewers are Jeff Bello, Eric Dwyre, Dr. R. Mary Gallet.

>> Dr. R. Mary Gallet: Lee Murdock, Hillary Steinmeck and Barbara Weiss. Thank you.