



Career Education Practices Unit

May 2012 Update

2012-2013 Master Calendar for Perkins Funds

The Master Calendar for Perkins provides important dates and deadlines for Perkins related MIS data submissions, reporting, certification, and the allocation determination process. *Dates provided are subject to change by the Chancellor's Office (CO).*

Note: The Legal Terms and Conditions state that: *all reports that fall on a weekend or a holiday are due by close of business on the last working day **prior to the reporting deadline**.* Extensions of reporting deadlines may be made with the approval of the Project Monitor.

Title I-B: <http://www.cccco.edu/ChancellorsOffice/Divisions/EconDevWorkPrep/CTE/Grants/VETA1b/tabid/520/Default.aspx>

Title I-C: <http://www.cccco.edu/ChancellorsOffice/Divisions/EconDevWorkPrep/CTE/Grants/VTEA1c/tabid/521/Default.aspx>

Key Upcoming Dates

May 15, 2012 FAUPLs and 2012-2013 Perkins Title I-C Local Application (online) are due. The FAUPL negotiation must be completed before the district can certify its online application. See CEP Memo 12-15a (below) for the latest instructions re setting FAUPL targets.

May 22, 2012 2012-2013 CTE Transitions Applications are due in the Chancellor's Office. (see CEP Memo 12-13a & 12-13b (below).

June 24, 2012 Last day to submit online 4th Qtr. Report budget change requests for CTE Transitions, Title I-C, and Title I-B program year 2011-2012.

July 1, 2012 2012-2013 Perkins Title I-C grants become effective on this date.

District applications must be substantially approved prior to July 1, 2012 for the expenditure of funds to begin.

July 25, 2012 4th Qtr. Reports for program year 2011-2012 are due.

August 31, 2012 Final Reports for program year 2011-2012 are due.

CEP [Memo 12-15a](#) (4/13/12) Debra Jones, Ed.D., Dean re **2012-2013 Perkins IV, Provisional Performance Target Negotiations**

This memo and [attachment](#) (12-15b) provide information on the provisional process for completing performance target negotiations, and completing the Perkins IV Local Application due to employment data delays.

CEP [Memo 12-15b](#) (4/13/12) Debra Jones, Ed.D., Dean re **The 2012-2013 Provisional Negotiation Process**

This document provides detailed information on the provisional process for completing performance target negotiations, and completing the Perkins IV Local Application before and after employment data is available.

2nd REVISED CEP [Memo 12-14a](#) (4/13/12) Debra Jones, Ed.D., Dean re **2012-2013 Perkins IV, Title I-C Allocation Increase**

This memo and [attachment](#) (12-14b) detail augmentations to the 2012-2013 Perkins IV Allocations under Title I, part C of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Adjustments were made by the U.S. Department of Education that requires another readjustment of the allocations based on a revision of the state census numbers.

2nd REVISED CEP [Memo 12-14b](#) (4/13/12) Debra Jones, Ed.D., Dean re 2012-2013 Perkins IV, Title I-C Allocation Increase

The [document](#) (Excel spreadsheet) shows the new increased district “share” of 2012-13 Perkins funds based on the increases to the community college system allocation.

REVISED CEP [Memo 12-13a](#) (4/13/12) Debra Jones, Ed.D., Dean CTE Transitions Allocation, 2012-13

This memo and [attachment](#) (12-13b) detail an increase of Career and Technical Education Transitions allocations. Each community college in a consortium will receive an additional allocation of \$1,678 over the prior allocations released in memo 12-12.

REVISED CEP [Memo 12-13b](#) (4/13/12) Debra Jones, Ed.D., Dean 2012-13 CTE Transitions Allocation Listing

This attachment provides a listing of revised Career and Technical Education Transitions allocations.

US Dept. of Education Rolls-Out a Blueprint for Reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006 to Transform Career Technical Education

On April 19 at Des Moines Area Community College in Iowa, Secretary of Education Arne Duncan and Office of Vocational and Adult Education (OVAE) Assistant Secretary Brenda Dann-Messier unveiled *Investing in America's Future: A Blueprint for Transforming Career and Technical Education*, the Department's proposal for transforming CTE through the reauthorization of the *Carl D. Perkins Career and Technical Education Act*, last reauthorized in 2006 (*Perkins IV*).

The blueprint was developed by the Department of Education in alignment with the president's 2020 goal of having the highest proportion of college graduates in the world. Under OVAE's direction, the blueprint incorporates feedback from 14 offices across the Department and more than 500 educators, business and community leaders, parents and students from around the country. If implemented, it would usher in a new era of rigorous, relevant and results-driven CTE shaped by **four core principles**:

1. **Alignment.** Effective alignment between high-quality CTE programs and labor market needs to equip students with 21st-century skills and prepare them for in-demand occupations in high-growth industry sectors;
2. **Collaboration.** Strong collaborative efforts among secondary and postsecondary institutions, employers, and industry partners to improve the quality of CTE programs;
3. **Accountability.** Meaningful accountability for improving academic outcomes and building technical and employability skills in CTE programs for all students, based upon common definitions and clear metrics for performance; and
4. **Innovation.** Increased emphasis on innovation supported by systemic reform of state policies and practices to support CTE implementation of effective practices at the local level.

The goal, as President Obama recently announced, is an economy built to last. The blueprint proposes the ingredients for achieving that goal: Educated citizens. Skilled workers. Competitive business. Thriving industries. Visit the [OVAE website](#) to access the report and a two-page summary of the report. To view the full blueprint, please visit: <http://www.ed.gov/ovae>. OVAE requests that questions be directed to CTEBlueprint-2012@ed.gov.

US Depts of Education, Health and Human Services, and Labor Release Joint Career Pathways Letter

The Departments of Education, Health and Human Services, and Labor released on April 4, 2012, a groundbreaking [letter](#) to their many stakeholders, highlighting the agencies' unified commitment to promote the use of career pathways approaches. The term “career pathways” refers to a promising strategy to help adults acquire marketable skills and industry-recognized credentials through the well-executed alignment of education, training and employment, and human and social services among public agencies and with employers, and linking them to labor market trends and employer needs. The joint effort serves as an important model to the field and provides what are held to be the essential components of a career pathways approach. The letter is an opportune vehicle to open doors for state and local efforts currently underway or being planned. The departments encourage stakeholders to use and further disseminate it.

The education and training strategies and support services that are aligned with career pathways enable individuals to secure industry- recognized certification and obtain employment within an occupational area, as well as to advance to higher levels of future education and employment within that area. The departments encourage states to line up their resources to support integrated service delivery across federal and state funding streams, and ensure that interested agencies and partners—whether focused on education, workforce development, or human and social services—are fully aware of this joint commitment for improved collaboration and coordination across programs and funding sources.

Career pathway approaches aid in streamlining otherwise complex and difficult-to-navigate systems by offering an efficient and customer-centered approach to training and education; articulating the necessary adult basic education, occupational training, postsecondary education, and career and academic advising; and, providing supportive services to enter and progress in a career. The more the systems are aligned at the state and local levels, the easier it is to create a level of integration necessary to develop comprehensive programs and ensure an individual's success. State, local and tribal policymakers are encouraged to use career pathways approaches to promote alignment among their public workforce, education, and social and human services systems.

For more information, including the guiding principles for developing comprehensive career pathways systems, as well as for examples of each agency's program investments, evaluation and research activities, and technical assistance efforts, please access the complete [letter and attachment](#).

REPORTS AND STUDIES

Defunding Higher Education: What Are the Effects on College Enrollment? Public Policy Institute of California (PPIC) (May 2012)

California's high school graduates are more prepared than ever for college -- but they are less likely to go. Amid ongoing state budget cuts, UC and CSU enrollment rates have fallen 20 percent among recent high school grads. This research was supported with funding from the **Donald Bren Foundation** and **The James Irvine Foundation**. <http://www.ppic.org/main/publication.asp?i=988>

2020 Vision for Student Success: Report of the Commission on the Future of the Community College League of California (November 2011)

The Community College League of California convened a commission of 33 college leaders to identify policy and practice changes that, if implemented, could increase meaningful completions in community colleges by 2020. The Commission was asked to constrain its recommendations within reasonably available state resources, a particularly difficult task given the magnitude of the current recession and associated decline in state revenues. <http://www.cccvision2020.org/>

On the Edge: California's Workers Still Face the Toughest Job Market in Decades, California Budget Project, September 2011

More than two years have passed since the Great Recession technically ended, but few Californians have seen improvement in the indicators that matter most to them: jobs and wages. Indeed, for millions of workers and their families, the economic pain caused by the most severe downturn in decades continues to be a daily reality. http://www.cbp.org/pdfs/2011/110903_On_The_Edge.pdf

Pathways Out of Poverty for Vulnerable Californians: Policies that Prepare the Workforce for Middle-Skill Infrastructure Jobs. PolicyLink, (ca 2009)

This report examines five regions in California: the San Francisco Bay Area, Los Angeles County, Central Valley, Inland Empire, and the San Diego metropolitan area. The cases feature model infrastructure-sector workforce-development programs run by community colleges in partnership with business, community-based organizations, public agencies, philanthropy, local high schools, labor unions, and others. They range in function from career preparation programs that help develop "soft skills" needed to succeed in a job to one- and two-year certificate and associate degree programs that provide specific vocational knowledge and skills. These programs serve as fast tracks into middle skill jobs in the energy and utilities, construction/ transportation, logistics, water, and green sectors.

National Governors Association Issue Brief: Creating a College and Career Readiness Accountability

Model for High Schools (January 29, 2012)

States have a unique opportunity to build new, innovative K-12 education systems of accountability that are focused on preparing students for college and careers. In a time when there is a national consensus that schools should focus on students' college and career readiness, it is critical for states to design accountability systems that align with that goal. <http://www.nga.org/files/live/sites/NGA/files/pdf/1201EDUACCOUNTABILITYBRIEF.PDF>

Creating a College and Career Readiness Accountability Model for High Schools recommends that states consider the following principles when designing a college and career readiness accountability system for high schools:

- Use multiple measures to determine school and district performance in the areas of assessment, graduation, college and career readiness and school environment;
- Provide incentives for preparing the hardest-to-serve students for college and career, including comparing the performance of schools and districts with similar student populations; and,
- Set targets for accountability measures that are grounded in research and are realistic given past school or district performance.

National Governors Association Issue Brief: Using Community Colleges to Build a STEM-Skilled Workforce (July 19, 2011)

At least 8 million of the jobs available to college graduates in 2018 will be in the science, technology, engineering and mathematics (STEM) professions. Even though nearly all sectors where job growth is occurring require a variety of STEM skills, efforts to build a STEM-skilled workforce currently fall short.

Community colleges are uniquely positioned to grow the pipeline of STEM professionals and produce more STEM-skilled workers. Community colleges provide affordable, accessible postsecondary options and are often less bureaucratic, allowing them to respond rapidly to changing economic and workforce needs and align credential production to industry demand. States can use policy and funding strategies to bolster STEM education and STEM-related workforce skills by:

- Engaging business to help ensure that community colleges meet regional STEM-skill needs,
- Using community colleges to support new models of STEM education,
- Rewarding community colleges and students for STEM course-completion,
- Ensuring that community colleges support more effective mathematics remediation, and
- Requiring that community college STEM credits and credentials are transferable and stackable.

<http://www.nga.org/files/live/sites/NGA/files/pdf/1106STEMWORKFORCE.PDF>

Question of the Month: Third Parties Charging Fees to Students in Contract Education Programs

Question: Can a college offer a nursing program under a contract with a hospital where the hospital pays the college for the full cost of instruction and then charges members of the public a fee to recover those costs?

Response from Steven Bruckman, Executive Vice Chancellor and General Counsel:

A community college may not offer a nursing program through contract education where the hospital with which the college contracts pays the college for the cost of instruction then recovers its costs by charging fees to members of the public. For the full analysis, see: [Legal Opinion O 06-08](#)

UPCOMING EVENTS

National Association for Career and Technical Education (NACTE)

May 14-18, 2012

Location: Benson Hotel [Portland, OR]

For more information: <http://www.nactei.org/index.html>

Women Building the Nation: A Conference Welcoming All Women in the Trades and Women in the Industry from Everywhere in conjunction with the **Women Building California Conference**

May 18-21, 2012

Location: Sheraton Grand Hotel Sacramento, CA

For more information: <http://www.facebook.com/events/350640731634662/>

Summer 2012 Community College Leadership Academy

June 10-13, 2012

Location: University of San Diego

For more Information: <http://www.sandiego.edu/soles/centers/ccla/>

2012 Career Clusters Institute: Setting a New Standard

June 18-20, 2012

Location: Omni Shoreham Hotel, Washington, D.C

For more information: <http://blog.careertech.org/?cat=266>

SkillsUSA 48th Annual National Leadership and Skills Conference (NLSC)

June 23-27, 2012

Location: Kansas City, MO

For more information: <http://www.skillsusa.org/events/nlsc.shtml>

SkillsUSA Techspo

June 24-26, 2012

Location: Kansas City, MO

For more Information: <http://www.skillsusa.org/events/techspo.shtml>

California Workforce Association 2012 Meeting of the Minds in Monterey

September 4-6, 2012

Location: Monterey Marriott Hotel

For more information: <http://calworkforce.org/home>

CCCAOE Fall 2012 Conference

October 17-19, 2012

Location: Renaissance Long Beach Hotel 111 East Ocean Boulevard, Long Beach, CA 90802

For more information: <http://www.cccaoe.org/conference/FConference.html>

National Council for Workforce Education (NCWE)

October 19-23, 2012

Location: Hyatt Regency Long Beach

For more information: http://www.ncwe.org/?page=annual_conference

League for Innovation in the Community College STEM Tech Conference

October 28-30, 2012

Location: Westin Crown Center and the Sheraton Crown Center

Kansas City, MO

For more information: <http://www.league.org/2012stemtech/>

Community College League of California Annual Convention and Partner Conferences

November 15-17, 2012

Location: Los Angeles Millennium Biltmore

For more information: www.ccleague.org/convention

Association for Career and Technical Education 2012 National Conference

Nov. 29-Dec. 1, 2012

Location: Atlanta, GA

For more information: <http://www.acteonline.org/vision.aspx>

CTE Resource Guide: http://www.cccco.edu/Portals/4/EWD/CTE/CTE_Resource_Guide-Rev%20May%202011.pdf

CEP updates are available at:

<http://www.cccco.edu/ChancellorsOffice/Divisions/WorkforceandEconomicDevelopment/CareerEducationPracticesUnit/MonthlyUpdates/tabid/510/Default.aspx>