

Operations Handbook

Regional Occupational Centers and Programs

Operations Handbook

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Background

The **Regional Occupational Centers and Programs: Operations Handbook** is the result of an ongoing collaborative effort between the Regional Occupational Centers and Programs (ROCP) and Workforce Development Unit of the California Department of Education (CDE) and the California Association of Regional Occupational Centers and Programs (CAROCP).

The **Handbook** is designed to be a resource document for all personnel responsible for the administration and operation of regional occupational centers and programs (ROCPs) in California. The information contained in the **Handbook** was taken from the California **Education Code** (CDE), the **California Code of Regulations, Title 5**, and CDE regulations.

The **Handbook** is reviewed, updated, and posted on the [CDE Web site](#). Links (underlined text) will be used throughout this document.

Suggestions, comments, or revisions to the **Handbook** should be directed to:

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Introduction

This chapter discusses the purpose, delivery systems and professional organizations involved with regional occupational centers and programs (ROCPs).

California's ROCPs are an integral part of California's systemic career preparation and workforce development efforts. The ROCPs delivery system addresses the need for a highly skilled, diverse workforce at the secondary and adult education level.

ROCPs serve the needs of secondary and adult students, local communities, and the state. Through industry and education partnerships, ROCPs provide students with relevant instruction that meets the career and technical education (CTE) employment needs of the communities served by ROCP. The ROCP educational experience also contributes to the financial health of the community.

ROCPs provide qualified students with the opportunity to attend a CTE training program regardless of the geographical location of their residence. Many ROCPs consolidate state and federal funds to offer comprehensive employment training, placement, and support services to high school students and adults. Combining resources and services also allows ROCPs to offer cost-effective employment training and CTE without duplicating administrative and overhead costs.

In addition, an ROCP student may receive the entire range of services needed to enter the workforce or to continue education at a postsecondary institution through one agency, rather than moving from one location to another. Follow-up data show that this approach provides cost-effective programs, improves career connections, and raises job placement rates for both youths and adults.

In California, 74 ROCPs provide students with the following services:

- School-to-career transition programs for high school students and adults
- Extensive partnerships with local business and industry

- Training, retraining, and advanced training programs
- Courses that are responsive to current local labor market demands
- Instruction offered by industry experienced teachers
- Training programs that fill a diversified labor market
- Participation with apprenticeship programs
- Collaborative efforts between state and federal education programs
- Courses that have labor market placement success
- Transition into postsecondary education such as community colleges
- Provides essential academic skills

Each ROCP is responsible for establishing a mission statement on the basis of local determination, need, and policy. In general, however, a basic mission statement is similar to the one provided below:

All students, both high school students and adults, will have the opportunity to learn marketable skills or upgrade existing skills through courses offered at each ROCP in order to become gainfully employed and be prepared for additional educational experiences.

Purpose of ROCP

The legislative intent and findings in California *Education Code* [Section 52300](#) (Outside source) that establishes ROCPs is as follows:

“In enacting this article, it is the intent of the Legislature to provide qualified students with the opportunity to attend a technical school or enroll in a career technical or technical training program, regardless of the geographical location of their residence in a county or region. The Legislature hereby declares that a regional occupational center [and program] will serve the state and national interests in providing career technical and technical education to prepare students for an increasingly technological society in which generalized training and skills are insufficient to prepare high school students and graduates, and out-of-school youth and adults for the many employment opportunities which require special or technical training and skills. The Legislature also declares that regional occupational centers [and programs] will enable a broader curriculum in technical subjects to be offered, and will avoid unnecessary duplication of courses and expensive training equipment, and will provide a flexibility in operation which will facilitate rapid program adjustments and meet changing training needs as they arise.

It is recognized by the Legislature that vocational programs may achieve great flexibility of planning, scope and operation by the conduct of such programs in a variety of physical facilities at various training locations.

It is the further intent of the Legislature that regional occupational centers and programs provide career technical and occupational instruction related to the attainment of skills so that trainees are prepared for gainful employment in the area for which training was provided, or are upgraded so they have the higher level skills required because of new and changing technologies or so that they are prepared for enrollment in more advanced training programs.”

Role of ROCP

The role of the ROCP is to prepare secondary students and adults, with the highest priority assigned to 16 – 18 year olds, by providing quality Career Technical Education. ROCP curriculum includes a sequence of academic and skill instruction specific to occupational fields which prepares students for employment, apprenticeship and post-secondary education. ROCPs also provide individual counseling and guidance in career technical matters (*Education Code* Section 52302.5).

ROCP Organizational Structure

There are 74 ROCPs in California, with three distinct organizational structures: County-operated (42), Joint powers agreement (JPA) (26) and Single District (6). See Chapter 2 for additional information on the organizational structure of ROCP.

Professional Organizations

Numerous professional organizations are involved with career technical education and administration. Some examples of such organizations are the [California Association of Regional Occupational Centers and Programs](#) (CAROCP), [California Association of Leaders in Career Preparation](#) (CALCP), [California Association for Career and Technical Education](#) (CACTE) and [Association for Career and Technical Education](#) (ACTE) These organizations support career technical education and, among other things, provide ROCPs with advocacy services. Staff members of ROCPs are encouraged to investigate these and other subject area-specific professional organizations and to become involved in improving the services provided to students.

California Association of Regional Occupational Centers and Programs

Within four years of the establishment of the first regional occupational center (ROC) in California, leaders in the regional CTE effort formalized their shared visions and professionalism and established the [California Association of Regional Occupational Centers and Programs](#) (CAROCP).

The mission of the CAROCP is to support ROCPs in providing exemplary career development and workforce preparation, which contribute to student success and to the economic development of California.

Since 1972, the purpose of CAROCP has been to develop, extend, and improve career preparation education in California and, in particular, as it relates to ROCPs by doing the following:

1. Operating a professional association within the meaning of [Section 23701\(e\)](#) of the *California Revenue and Taxation Code*
2. Providing a forum for discussing and resolving issues peculiar and common to the operation of ROCPs
3. Providing a vehicle for communication among the leaders in career preparation education in California who have responsibility for the direction of ROCPs
4. Participating in the legislative process as it affects ROCPs through appropriate committee and fieldwork
5. Offering recommendations reflecting the needs and opinions of the practitioners in the field to state educational offices and agencies having regulative and service functions in career preparation education
6. Conducting studies of selected issues as deemed by the membership to be vital to the interest of ROCPs and disseminating such information
7. Assisting in the implementation of area wide cooperative efforts for the improvement, increased efficiency, and better articulation of career preparation programs
8. Assisting in the development of career preparation education and enhancing the leadership functions of the membership of CAROCP
9. Improving career preparation education through the exchange of materials, ideas, knowledge, and techniques for support staff, counselors, and teachers
10. Assisting in the establishment of improved liaising and understanding among all agencies and persons concerned with ROCPs
11. Encouraging application of the highest ethical standards to the profession as stated in CAROCP's Code of Ethics

Extensive resources, support, and legislative advocacy are available with CAROCP membership. Among the available resources are links to ROCPs throughout the state; CAROCP strategic plan; legislative alerts, analysis, and

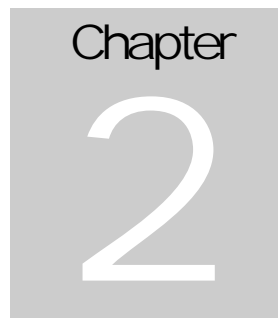
comments; bill information and tracking; CAROCP legislative priorities and sponsored bills; external funding opportunities; federal legislation updates; and official California legislative information. Membership information and further information may be obtained from [CAROCP](#).

California Association of Leaders for Career Preparation

The [California Association of Leaders for Career Preparation](#) (CALCP) was established to bring professionals from the full array of career preparation programs and services together to enhance the career development and workforce preparation component of California's education system. It provides a networking opportunity to shape the future of CTE for ROCP and career education students.

Association for Career and Technical Education

The [Association for Career and Technical Education](#) (ACTE) is a national-level organization representing CTE for educators and administrators. Just as CAROCP is the legislative advocate in Sacramento, ACTE performs that role in Washington, D.C. Many ROCPs are now receiving some sort of federally supported funding in addition to the funding they receive on the basis of their regional occupational program (ROP) average daily attendance (ADA.). Some examples of federally supported funds utilized by ROCPs are CalWORKs/TANF funds, Workforce Investment Act (WIA) funds, and Carl D. Perkins Career and Technical Education Act of 2006 funds. It is vital that California be taken into account when ACTE lobbies for CTE funds in Washington. There is now a [California Association for Career and Technical Education](#) (CACTE). For membership information visit: www.acteonline.org/about/states/CA.cfm. CAROCP, CACTE and ACTE organizations work together to present a unified voice at the federal level.



Organizational Structure

This chapter discusses the organizational structure, definitions, establishment of an ROCP, categories of ROCPs, the role of the governing board, the dissolution of an ROCP, and waivers.

The legislative intent in establishing ROCPs is stated in Section 52300 of the *Education Code*. In this section, the Legislature indicates that limiting the career technical offerings of a ROCP to support the school district structure would not serve many of California's students. The state has such differing geographic and demographic features that the organizational structure of an ROCP should be variable enough to maximize what the local educational agency (LEA) can offer to meet local needs.

Organizational Structure of ROCPs

Three general categories exist for the structure of ROCP with possible variations in each structure. The three general categories are titled by the governing structure: county- operated; joint powers agreement (JPA); or single district. Legal requirements for establishing an ROCP are contained in California *Education Code* Sections [52301 and 52310.5](#). Additional rights and responsibilities are outlined in Sections [52302.9, 52304.1, 52309, 52310, 52311, 52312, 52313, 52317, 52319, 52321, 52327, and 52327.5](#).

The three distinct types of ROCPs have the following characteristics:

1. County-operated:
 - A. The governing board is the county board of education.
 - B. The teachers may be employed directly by the county or by the participating school districts and then are contracted to the ROCP for a part or all of their day.
 - C. Both county and district support services are used by the ROCP.

- D. A steering committee made up of representatives from the participating school districts may be used to provide feedback to the county ROCP administration.
2. Joint powers agreement (JPA):
 - A. A JPA is the joint venture of two or more school districts.
 - B. The governing board is made up of one elected representative from the boards of education of each participating district.
 - C. Most of the teachers are hired directly by the JPA ROCP; however, some teachers may be hired by the participating school districts and then contracted to the JPA ROCP for all or a part of their day.
 - D. Most of the support services are handled by the JPA ROCP; however, some support services may be arranged through the participating school districts.
 - E. A steering committee made up of representatives from the participating school districts may be used to provide feedback to the ROCP administration.
 3. Single district:
 - A. The governing board is made up of the same members as the district board of education.
 - B. The district employs all the teachers for the ROCP classes.
 - C. The ROCP uses district support services.
 - D. A steering committee made up of representatives from the participating schools may be used to provide feedback to the ROCP administration.

Definitions

Definitions from the California *Education Code* Sections are linked below for review:

- [Section 78.](#) Governing board
- [Section 79.](#) City superintendent of schools
- [Section 80.](#) School districts
- [Section 81.](#) Union school district
- [Section 82.](#) Joint union school district
- [Section 83.](#) Unified school district
- [Section 84.](#) City school district
- [Section 85.](#) High school district
- [Section 86.](#) Union high school district
- [Section 87.](#) Joint school district

The following definitions from the *California Code of Regulations (CCR), Title 5*, are also provided for review:

“Section 11501 (b) “Region served” means the area of a county or counties which constitutes the attendance area of the high school district or districts that form the membership of a Regional Occupational Center and Program.”

“(c) A “school unit” within a participating district includes, but is not limited to: a community college, a high school, a continuation high school or continuation classes, an adult school or classes for adults, or a private school.”

Establishing an ROCP

Education Code Section [52301\(a\)\(1\)](#) addresses the establishment of ROCPs:

“The county superintendent of schools of each county, with the consent of the state board, may establish and maintain, or with one or more counties may establish and maintain, a regional occupational center, or regional occupational program, in the county to provide education and training in career technical courses. The governing boards of any school districts maintaining high schools in the county may, with the consent of the state board and of the county superintendent of schools, cooperate in the establishment and maintenance of a regional occupational center or program, except that if a school district also maintains 500 or more schools, its governing board may establish and maintain one or more regional occupational centers or programs, without those restrictions. A regional occupational center or program may be established by two or more school districts maintaining high schools through the use of the staff and facilities of a community college or community colleges serving the same geographic area as the school districts maintaining the high schools, with the consent of the state board and the county superintendent of schools.”

The legal requirements for establishing an ROCP are contained in the California *Education Code* Sections [52301](#) and [52301.3](#).

Role of the Governing Board

Every ROCP operates under the jurisdiction and authority of an elected governing board. The primary objective of the governing board of an ROCP is to provide students with a high-quality career technical education. The board exercises complete jurisdiction over all aspects of the program by setting policies

and direction to ensure the orderly transaction of business and the fulfillment of program goals.

Provision is made in California *Education Code* Section [52310.5](#) for the definition and makeup of governing boards of the three categories of ROCPs. The governing board of an ROC, maintained by either a single school district or a county, is not entitled to an additional stipend. Sections [35100](#) through [35351](#) reference applicable rules and duties related to governing boards.

Each governing board establishing or maintaining an ROCP pursuant to Section [52301](#) will meet the requirements set forth in the following sections:

Section 35145	Public meetings; posting of agenda; commencement of action
Section 41010	Accounting system; requirements for accounting manual
Section 41015	Authorization of investments of special reserve or surplus funds
Section 41020	Requirement for annual audit; scope of examination; licensing requirements and other limitations; contents of auditor's report; corrections; certification
Section 42103	Proposed budget; public hearing; public inspection; publications
Section 51040	Prescribed courses (school district boards)
Section 51041	Educational program
Section 51050	Enforcement of courses of study and use of textbooks
Section 51056	Preparation of courses for adult schools

Other Sections related to governing board duties and responsibilities

Section 52302.9	Joint programs with adult education programs
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Section 52304.1	Review of participation centers and programs; annual plan; hearings
Section 52309	Curriculum approval
Section 52310	Credits towards high school diploma
Section 52311	Location; transportation
Section 52312	Sites, buildings, and equipment
Section 52313	Grants
Section 52317	Admissions of persons including nonresidents to attendance area; worker's compensation for students
Section 52319	Bonds for construction and other capital expenditures
Section 52321	Annual operating funds; sources; disposition, ending balances
Section 52327	Bookstore
Section 52327.5	Requirements of governing board

Biannual Review of ROCP Courses

The governing board also plays an important role in the review and approval of ROCP courses. *California Education Code* Section 52302.3 states:

- a. "Every career technical course or program offered by a school district or districts or county superintendent or superintendents sponsoring a regional occupational center or program shall be reviewed every two years by the appropriate governing body to assure that each course or program does all of the following:
 1. Meets a documented labor market demand.
 2. Does not represent unnecessary duplication of other manpower training programs in the area.
 3. Is of demonstrated effectiveness as measured by the employment and completion success of its students."
- b. "Any course or program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing body shall be terminated within one year. "

The review of all courses by the governing board is an effective management tool when planning to revise, expand, or terminate an ROCP course.

Dissolution of an ROCP

The California Education Code provides no specific procedures for dissolving an ROCP, except as noted below. Other than keeping a record of the decision to dissolve a program, an official act by the governing board, the mechanics of dissolution are purely administrative. However, dissolution by a school district may result in the implementation of *Education Code Section 44955* (Reduction in number of employees due to discontinuance of a particular kind of service.) Arrangements for the disposal of the ROCPs capital assets must be considered and documented.

ROCPs maintained by a JPA, [Section 6510](#) of the Government Code provides only that, “The agreement may be continued for an indefinite term or until rescinded or terminated. The agreement may provide for the method by which it may be rescinded or terminated by any party.”

Waivers

Waiver requests may be submitted by single district and county-operated ROCPs under the authority of California *Education Code Section 33050* (School district or county request for waiver).

A JPA ROCP may request a waiver as long as it is submitted as a joint waiver request for each participating school district with a unanimous vote of approval by the JPA governing board (*Education Code Section 33050 (e)*). Waiver information may be obtained through the California Department of Education from the Waiver Office, (916) 319-0824, or from the Office of Regional Occupational Centers and Programs and Workforce Development, (916) 322-5050.

Several Sections of the California *Education Code* cannot be waived under the general waiver authority. Among these particular to ROCPs are Sections 16250 through 16253, construction and equipping of center, ROC of Kern (16280 - 16284), and Sections 16300 through 16301, school construction aid for a regional occupational center in San Joaquin County.

Superintendent of Public Instruction Course Sequencing Waiver For ROCPs In Rural Counties Class 6, 7, and 8

Education Code Section 52302 (d)(3) allows the Superintendent of Public Instruction to waive the course sequencing requirement for ROCPs located in rural county classes 6, 7, and 8. ROCPs will need to show that distance, travel time and student safety are issues which make it infeasible to sequence courses to the community college. The waiver must be approved by the Superintendent of Public Instruction.

For purposes of this waiver ROCPs located in county class 6, 7, and 8 may apply. (EC 1205 and 52302.8 (h))

- *County Class 6* (7,000 – 14,999 ADA): Lake, Mendocino, Nevada, San Benito, Tehama, Tuolumne, and Yuba.
- *County Class 7* (1,000 – 6,999 ADA): Amador, Calaveras, Colusa, Del Norte, Glenn, Inyo, Lassen, Mariposa, Modoc, Mono, Plumas, Siskiyou, and Trinity.
- *County Class 8* (under 1,000 ADA): Alpine and Sierra.

Instructional Program

Courses for regional occupational centers and programs (ROCPs) are to be developed with the cooperation of industry representatives from the occupation for which the courses are designed. Subject matter employer advisory committees are a required component of course development (*California Code of Regulations (CCR), Title 5, Section 11504 (i)*). They provide direction in the identification of course goals, objectives, and competencies and in the selection of course content. ROCPs are encouraged to refer to the California Career Technical Education Model Curriculum Standards and Frameworks, <http://www.cde.ca.gov/re/pn/fd/index.asp>, when revising or developing new courses. The course outline will serve as the ROCP teacher's road map for providing learning experiences and opportunities for students to achieve career technical objectives effectively and efficiently. The outline helps the ROCP teacher ensure competency achievement.

A committee comprised of CDE and California Association of Regional Occupational Centers and Programs, (CAROCP) members, agreed upon a course certification process. ROCPs submit their courses to CDE for confirmation that they have followed the proper course development process. ROCPs recognize that this voluntary process provides another form of accountability to their programs. See **Appendix A** for the elements which should be considered in course development.

Certification by CDE of the ROCP Course Development Process

All new courses should be submitted through the CDE via the ROCP On-line Course Certification System <http://www2.cde.ca.gov/rocpcc/logon.aspx> within 15 working days of governing board approval. After the ROCP director/superintendent or designee has electronically approved the course, the course outline and advisory committee minutes are e-mailed to the CDE ROCP consultant.

The CDE will review the on-line system along with the electronically submitted materials to determine whether all the required steps in the course development

process have been completed; **see Appendix A**, according to the ROCP Operations Handbook.

Within 20 working days of receipt of the course outline, the CDE will either provide electronic e-mail certification of the course or notify the contact person identified in the on-line system that certification cannot be given. Such notification may be made by telephone and shall include identification of the missing steps in the course development process. If CDE fails to meet this time line the course is considered certified. If the additional documentation required for certification cannot be submitted immediately, the CDE will provide written notification of the reasons for not certifying the course to the ROCP director or superintendent.

The ROCP will then have 90 days to address issues identified by the CDE.

If issues remain unresolved after 90 calendar days from initial notification by the CDE, the CDE will send a letter to the ROCP director or superintendent providing notification that a letter will be sent in 30 calendar days to the local governing board explaining why certification for the course was not provided. The letter will explain that it is the responsibility of the governing board to ensure that courses have been developed appropriately in accordance with the ROCP Operations Handbook per *Education Code* Section 52309.

An ROCP may appeal a CDE decision to the director of the Secondary, Postsecondary and Adult Leadership Division (SPALD) in the California Department of Education.

Re-certification of Revised ROCP Courses

Once a course outline has been certified by CDE, an ROCP only needs to submit it again in the following circumstances (the course will receive a new state certification number as part of this process):

1. There has been a change in CBEDS number.
2. There has been a major change – addition or deletion- in instructional content. Examples: An ROCP has a course outline in Legal and Law Enforcement Occupations and has added an entire unit on post-911 security issues and weapons of mass destruction. An ROCP has deleted phlebotomy from Medical Assisting, Clinical.
3. There has been a change in hours of instruction – either an increase or decrease- of 20% or more in total course hours.

Previously certified courses that will no longer be offered should be removed from the list by notifying CDE in writing.

Labor Market Review

ROCP courses must meet a documented labor market demand (*Education Code* Section 52302.3 (a)(1)). ROCPs can demonstrate that they met this requirement through Employer Advisory Board minutes, which indicate that labor market information was presented and discussed.

Establishment of Employer Advisory Boards

(This section to be revised when regulations are adopted by the State Board of Education)

Education Code Section 52302.2 requires each ROCP governing board to establish and maintain Employer Advisory Boards (EABs). The EAB should be established and maintained for each pathway within an industry sector, for which the ROCP offers courses. ROCPs may combine pathways if they deem it is appropriate for the subject area. The EAB must meet at least once annually for the purpose of accomplishing the responsibilities established in *Education Code* Section 52302.2. EAB's do not approve curriculum. They provide the ROCP with information and confirm that the course meets the needs of employers. EABs are expected to do the following:

- Assist in the development of skill certificates that identify the skills and knowledge that students completing an ROCP course sequence are expected to acquire upon completing the sequence. Many ROCPs currently meet this requirement with certificates which list competencies.
- The advisory boards also need to approve the criteria and method used to evaluate whether students actually acquired the identified skills and knowledge.
- Review at least once a year whether students who are assessed as having met the requirements for a skill certificate possess the skills needed for success in employment in that occupation. This criteria is to be determined by the EAB and local ROCP. Sample criteria could be reviewing information that indicates whether students who received skill certificates were successful in employment
- Review the specific occupational sequences offered by the ROCP that train students for jobs that are in demand and offer high beginning salaries (relative to the geographical area served by the ROCP) or the potential for significant wage increase.
- Provide ROCPs with input related to the development of internships, paid summer employment, and post graduation employment opportunities for students participating in the course sequences. There is no requirement for the employer members to provide internship sites.
- Provide ROCPs with input on the creation of college scholarships for students participating in the course sequences. This should be a collaborative effort between the ROCP, EAB and public/private postsecondary educational institutions. There is not a requirement for employer members to fund scholarships.

Additional areas that an EAB could provide advice include:

- Assisting in curriculum review and verification of labor market needs and placement
- Offering information that will help design, update, modify, expand, and improve the quality of career technical education courses
- Giving added support and strength to the relationship between business, industry, community, and education
- Recommending competent personnel with appropriate experience as potential instructors
- Assisting in the promotion of the occupational program
- Playing an active role in assisting with the placement of students
- Meeting the accountability requirements set by the CDE
- Perform as test proctors for external assessments
- Perform as judges for student competitions

Employer Advisory Board Composition

Education Code Section 52302.2 establishes the composition requirement for Employer Advisory Boards. The EAB members must be composed of representatives of trade organizations, businesses or government agencies who hire a significant number of people each year. In addition, the EAB representatives must also have knowledge and skill related to the specific pathway which they will represent. The intent is for ROCPs to have employers involved who can provide meaningful information to the course development and/or renewal process. ROCPs will determine which employers will best meet the needs of their program.

At least one member of the EAB must be from a school district career technical education advisory committee, established by EC 8070. One district representative per EAB is required. The law does not stipulate that the ROCP have representation from all the districts served by the ROCP. However, local ROCPs may elect to have representatives from all the districts on the EAB. This is ultimately the ROCPs decision.

Representatives from both public and private postsecondary educational institutions can assist the EAB in addressing issues related to assessment, course sequencing, articulation, and obtaining scholarships. ROCPs are encouraged to work with local community colleges to identify potential members of the Employer Advisory Board, when feasible and appropriate, for the purpose of holding joint advisory meetings.

When EAB members are selected, the following criteria might be considered by the governing board:

- Adequate time for preparation

- Good character
- Interest and dependability
- Civic-mindedness
- Enthusiasm
- Creativity
- Ability to communicate
- Interest in youth
- Representative of the ethnic makeup of the community

Employer Advisory Board Meeting Minutes

ROCPs must maintain a copy of the Employer Advisory Board minutes. The minutes should address the item listed on the agenda. They should also provide detailed information on actions taken and expected outcomes. The minutes should also reflect the EABs confirmation of the curriculum which has been presented. See **Appendix B** for possible topics

Employment Advisory Boards in Rural Counties

Education Code Section 52302.2 (c) establishes a modification for EABs in rural counties. ROCPs operating in a rural county in the sixth, seventh, or eighth class may designate a local business or industry organization as the advisory board and consult with the leadership of the local business or industry organization to determine skill needs in the region and emerging job market needs. The local business organization may be designated as the advisory board for the ROCP.

Counties included in these classes are the following:

- County Class 6 (7,000 – 14,999 ADA): Lake, Mendocino, Nevada, San Benito, Tehama, Tuolumne, and Yuba.
- County Class 7 (1,000 – 6,999 ADA): Amador, Calaveras, Colusa, Del Norte, Glenn, Inyo, Lassen, Mariposa, Modoc, Mono, Plumas, Siskiyou, and Trinity.
- County Class 8 (under 1,000 ADA): Alpine and Sierra.

Course Sequencing: State Funded

Education Code Sections 52302 (a)(b)(1) applies to ROCPs and community colleges. ROCPs and the community colleges are required to ensure at least 90% of all courses, in which the ROCP and community college have in common, are part of a sequence. The governing board of each ROCP is required to develop a plan (**Appendix C**) for establishing sequences of courses on or before July 1, 2008, but no later than June 30, 2009. ROCPs must certify to CDE, by July 1, 2010, but no later than June 30, 2014, that the plan for course sequencing has been completed. See **Appendix D** for sample course certification format. ROCPs are not required to use this format. The ROCP is required to consult with

the superintendents of the school districts served by the ROCP and presidents of community colleges in the area during the development of the plan.

An occupational course sequence is defined as at least two CTE courses in the same pathway offered by both the ROCP and the community college in the local service area. The ROP course must meet one of the following conditions: A year long course that is at least 150 hours, a state certified course, or a course that leads to an industry certification. At a minimum, the ROCP must have at least one CTE course and the community college must have at least one CTE course to satisfy the two or more course requirement in this part.

The sequence may also include academic courses that are directly relevant to the student being successful in the CTE course. However, if the sequence includes academic course(s), the sequence must also include two or more, CTE courses as stated above. This is similar to the current Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) California State Plan definition of Programs of Study which must have elements from both the secondary (ROCP in this case) and postsecondary (community college) education systems.

Course sequences must meet the following criteria established by *Education Code* Section 52302 (a) (1)(2)(3)(4):

- Result in an ROCP skill certificate developed in cooperation with the appropriate employer advisory board. This certificate should identify the specific skills and competencies that the individual student has demonstrated proficiency.
- Provide courses which prepare students to enter apprenticeship, obtain a postsecondary vocational certificate or degree programs. Where possible, sequenced courses will be linked to certificate and degree programs in the region.
- Focus on occupations requiring comprehensive skills leading to high entry-level wages or the possibility of significant wage increases after a few years on the job, or both. Local labor market will differ for each ROCP; therefore the ROCP will determine the most appropriate occupations to address.

AND

- Offer as many courses as possible that have been approved by the University of California as courses meeting the "a-g" admissions requirements. (Note: Not all CTE courses will meet this criteria)

Course Sequencing Plan (State Funded): Additional Requirements

1. The plan for state funded course sequencing must be presented at a public hearing by the governing board of each school district served by the ROCP and by the county board of education. A presentation at

public hearings may be for information purposes only but must meet the statutes governing the conduct of a public hearing. Approval by District Superintendents and community college presidents is not required. In the end, each ROCP Governing Board must approve the plan.

The County Board of Education is only required to approve the plan for county operated ROCPs. Reference *Education Code* Section 52302 (b)(2)

Clarification by governance:

The JPA: The JPA board approves the plan. The plan must be presented to the school districts served, the county board of education, and the community college -- these entities will review the plan.

The County Office of Education (COE): The COE board approves the plan. The plan must be presented to the school districts served and the community college for review.

The Single District (SD): The SD's board approves the plan. The plan must be presented to the COE and the community college for review.

2. Community college boards with identified course sequences must also review the plan in a public session. For the purposes of this section, "articulated" means courses that have been sequenced between the ROCP and community college. Course sequencing, as used in this section, do not require a formal articulation agreement. Reference *Education Code* Section 52302 (b)(3)
3. While developing the state funded course sequencing plan, each ROCP will consult with school districts and community college districts located within the region served by the program or center, and with the advisors from business, government agencies, trade organizations and local workforce investment board to ensure the plan meets the vocational education needs of high school students in the region by providing sequences of courses that begin with middle or high school introductory courses, including, but not limited to, occupational skill courses provided by high schools or ROCP. Local partners may be able to provide ROCPs with additional information related to labor market and educational needs of students. Reference *Education Code* Section 52302 (b)(4)
4. The course sequencing plan will maximize the use of local, state, and federal resources in helping high school students enter comprehensive skill occupations, or apprenticeship programs, or continue education in college, or all of these, after graduating from high school. The goal is to

maximize use of resources available to the district, ROCP and community college to help students be successful. Resources identified in the plan could include base apportionment, federal funds, Proposition 1D funds for CTE facilities, SB 70 funds for CTE expansion and improvement, CTE equipment grants, apportionment funds, etc. Reference: *Education Code* Section 52302 (b)(5)

5. The course sequencing plan will include strategies for filling any gaps in courses or other services needed to make the sequences effective in meeting the needs of students in developing skills and attending community college upon graduation from high school. Each ROCP will determine the definition of the word “strategies”. Reference: *Education Code* Section 52302 (b)(6)
6. Each ROCP shall submit a copy of the plan, approved by the ROCP Governing Board, to the appropriate community college or colleges in the region and the Superintendent (on or before September 1, 2008). Every four years after this date, on or before July 1, each center and program shall submit an update to the plan to the local community college or colleges and the Superintendent. ROCP must maintain a copy of the governing board minutes, indicating approval, on file in the ROCP headquarters administrative office. See **Appendix D** for a sample certification format. Reference *Education Code* Section 52302 (b)(7)
7. The CDE, with the assistance of the Office of the Chancellor of the California Community Colleges, is required to meet with each ROCP and the community college or colleges in their region no later than the 2009–10 fiscal year to validate that their course sequences, meeting the requirements of *Education Code* Section 52302, have been established. These meetings are to be conducted using the existing resources of the department and are to be consistent with the standards developed pursuant to Section 52234.5. Reference *Education Code* Section 52302 (d)(1).
8. The CDE and the Office of the Chancellor of the California Community Colleges will provide technical assistance to ROCPs and community colleges that have developed sequences for less than half of the courses which the ROCP and community college have in common. This requirement applies to both state funded and Perkins funded course sequences. The CDE, with the assistance of the Office of the Chancellor of the California Community Colleges, will meet with each ROCP and community college or colleges in the region to determine what can be done to sequence courses. Reference: California *Education Code* Section 52302

Course Sequencing: Carl D. Perkins

As a condition of funding, *Education Code* 52302 (c) requires school districts, ROCPs and community colleges to develop occupational course sequences for Perkins funded courses.

An occupational course sequence is defined as two or more (at least 150 hours of instruction per year each or one course of 300 hours) CTE courses in the same pathway. A 360 hour ROCP course meets this definition. The sequence may include academic courses that are directly relevant to the student being successful in the CTE course. However, if the sequence includes academic course(s), the sequence must also include at least two CTE courses of at least 150 hours per year each. This is essentially the current Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) California State Plan definition of course sequence. If the definition of course sequence changes in subsequent State Plans or through state or federal law, the definition included here shall be changed to be identical to a new definition. A sequence could be two 150 hours or more (at least 300 hours in total) courses offered by the high school, or the high school and the ROCP. A 360 hour ROCP course is also considered a sequence if, upon completion of the course, the student is considered employable. If the course sequence includes a community college course, there must still be at least two CTE courses of at least 150 hours duration each (or one ROCP course of 300 hours) offered by the ROCP or high school. A course sequence cannot be one secondary course and one community college course due to the state plan definition of course sequencing.

Education Code Section 52302 (c)(1) (A) (B) (C) establishes the timeline for development of course sequencing for Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) funded courses.

1. On or before July 1, 2008, but no later than June 30, 2009, school districts, ROCPs, and community college districts shall have adopted an approved plan as required under *Education Code* Section 52302.
 - The plan must be approved by all governing boards affected by the plan.
 - The application submitted to the state for Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) funding will satisfy the plan submittal and approval process requirement in this subsection. However, a supplemental plan must be developed to insure all the additional requirements regarding course sequencing and plan elements imposed by *Education Code* Section 52302 that might differ from the minimum requirements under Perkins are met.
 - ROCPs are responsible for the courses in which they receive Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) funding.

2. On or before July 1, 2009, but no later than June 30, 2010, school districts, ROCPs, and community college districts will have established course sequences as required by this section that include at least one-third of the courses offered by the ROCP in occupational areas in which both the program or center and the community college offer instruction.
3. On or before July 1, 2010, but no later than June 30, 2011, school districts, ROCPs, and community college districts shall have established course sequences as required under *Education Code* Section 52302 that include at least two-thirds of the courses offered by the ROCP in occupational areas in which both the ROCP and the community college offer instruction.

ROCPs that receive Carl D. Perkins funding are required to provide students who are participating in vocational sequences with information and experiences designed to increase their post graduation work and school options, including, but not limited to, all of the following: (reference *Education Code* Section 52302 (c)(2)(A)(B)(C)(D)(E))

- Information about the admissions requirements of the University of California and California State University.
- Information about the placement requirements of the local community college or colleges.
- Information about higher education options related to the pupil's interests.
- Encourage visits to local colleges and universities offering programs that allow pupils to gain additional skills and degrees in related occupations.
- Information and on-site visits should also include private and other relevant postsecondary educational institutions.
- Information and referrals to employers for internships, summer employment opportunities, and employment after graduation from high school.
- Information about local apprenticeship programs.

Academic Instruction for Adults in ROCP

Education Code Section 52302.7 allows ROCPs to provide stand alone academic instruction to adult students only. ROCPs may not provide academic instruction to secondary students. The authority for an ROCP to offer stand alone academic or personal development courses for adults will be eliminated in statute on January 1, 2011.

All ROCP courses should integrate the appropriate academics and employability skills in the course content for all students. An ROCP may offer a stand alone academic or personal development course as long as the course is not claimed for apportionment purposes.

Secondary students

California *Education Code* Section 33080 states the purpose of the public education system as follows:

“Each child is a unique person with unique needs, and the purpose of the educational system of this state is to enable each child to develop all of his or her own potential.”

Students under 16 years

Education Code Section 52314 establishes the admission criteria for secondary students. A student is not eligible to be admitted to an ROCP, and their attendance is not to be credited to an ROCP until the student has attained the age of 16, unless the student meets one or more of the following conditions:

1. The student is enrolled in grade 11 or higher
2. The student received a referral and all of the following conditions have been met:
 - The student is referred to a ROCP as part of a comprehensive high school plan (CHSP). The plan must be approved by a counselor or administrator. The student’s parents are not required to approve the plan.
 - The student’s CHSP requires a sequence of CTE courses.
 - The student is enrolled in a school that maintains any of the grades 9 – 12, inclusive.
3. The individualized education program (IEP) prescribes occupational training for which the student’s enrollment in a ROCP is deemed appropriate.
4. A student is enrolled in grade 10 and has a CHSP that has been approved by a school counselor and the admission of the student will not result in the denial of admission or displacement of pupils in grades 11 and 12 that would otherwise participate in the ROCP.

Admission of Out of School Youth

Youth between the ages of 15 – 18 may be enrolled in an ROCP, pursuant to *Education Code* Section 52314.5, if they are eligible to attend a high school in the school district, but have not been enrolled on a full-time or part-time basis for a period of more than three months during the regular school year if all the following apply:

- The ROCP, with the appropriate school district, develops a comprehensive high school plan (CHSP) that describes the academic and career technical education that the student will receive.
- The student’s parents or guardians must approve the comprehensive plan in writing.
- The student enrolls in the appropriate adult school or high school courses that satisfy the comprehensive school plan.

Comprehensive High School Plan (CHSP)

The CHSP (**Appendix F and G**) is a student specific plan that includes both relevant academic courses and CTE sequence of courses, that when completed, will result in the student earning a high school diploma, a GED, or a postsecondary certificate, diploma, or the equivalent. Academic courses that may be part of the overall course sequence, such as Algebra 1, do not count as a CTE courses. To meet the definition of course sequencing, there must be two or more CTE courses. The CHSP should also be reviewed and amended as necessarily when the student changes schools e.g. district, community school

The CHSP is considered to be a class three document. Local ROCPs will determine where the CHSP document will be maintained. The CHSP should be maintained for three years after the basic audit year. (California Code of Regulations (CCR), *Title 5*, Sections 16025 and 16026).

Additional requirements:

- If the high school spans grades 10-12, a student in grade 9 may not take an ROCP course.
- Student in grades 11 or 12 can not be denied admission or displaced from an ROCP course due to the admittance of a 9th or 10th grade student in the ROCP course.

Reporting Requirements for Under 16 years (*Education Code Section 52314(c) (1)*)

For reporting purposes, report disaggregated ROCP enrollment and ADA by grade level. In addition, count those students who were under age 16 at the time of enrollment as an “exemption”. Further, disaggregate by grade level enrollment and ADA data related to the under age 16 student. CDE anticipates the data required to be reported in this subsection will be incorporated into the principal apportionment system.

ROCP Enrollment of Students with Individual Education Plan (IEPs)

ROCPs can play a role in meeting the educational needs for secondary special education students. A student with an IEP, which prescribes occupational training, may be enrolled in an ROCP course. The staff of an ROCP should be involved in the development of the student's IEP if the student is to be enrolled in an ROCP course. State regulations require that school systems, not ROCPs, bear special responsibilities for transportation of students with disabilities to and from education programs.

Benefit to Students

ROCP courses provide students with an opportunity to gain relevant career technical education in existing or emerging occupations which meet the needs of local labor market. Students benefit from "full inclusion" which refers to the practice of integrating students with disabilities in the same setting as students without disabilities. Full inclusion into a ROCP course allows the student with a disability to experience this type of realistic work situation. The placement should be appropriate for the student's level of skill and interest. Opportunity for enrollment in a ROCP course is open to all eligible students in the region served. (*California Code of Regulations, Title 5, Section 11504 (a) (b) (j).*)

Transition Programs

Transition programs provide comprehensive employment services that enable students with disabilities to secure and maintain unsubsidized employment in the private and public sector. The primary focus of the model is to actively involve employers, consumers, parents, educators, community, and agency support personnel in the training and placement of these students for the promotion of their improved community integration and vocational independence. Below are brief descriptions of the transition programs:

WorkAbility I began as a program in 1981 that tested the concept of work experience with special education students. WorkAbility I is funded by the California Department of Education, Special Education Division.

WorkAbility II, enacted in the fall of 1985, was designed to promote collaboration between the California Department of Rehabilitation (DR) and the California Department of Education. WorkAbility II was established as the first official cooperative program between these two agencies. The program operates from adult schools and ROCPs in conjunction with local offices of DR to provide a blending of vocational services to high school students, adults, and out-of-school youths who meet acceptance requirements.

Transition Partnership Programs (TPP) was initiated in 1987 as a joint project between the California Department of Rehabilitation (DR) and the California Department of Education. TPP serve secondary students with disabilities who are also receiving assistance from DR. The purpose is to promote DR and CDE collaboration through local programs that assist the students, clients, and consumers to prepare for the transition to competitive employment or postsecondary education.

Department of Rehabilitation

Local DR offices work closely with many educational agencies, including ROCPs. The vocational rehabilitation program is designed to assist persons with a diagnosable disability and a barrier to employment to go to work.

When ROCPs become involved in developing a training program involving rehabilitation clients and consumers, the functional limitation of each consumer must be shared with the teacher so that an appropriate type of training program can be prescribed. When establishing a program, the local rehabilitation office and the ROCP should develop a contract or agreement of services so that both parties will have a clear understanding of the roles of each agency, the services to be provided, and the amount of time provided to the consumer.

Community Classroom Instructional Methodology

The community classroom (CC) instructional methodology uses unpaid, on-the-job training experiences at business, industry, and public agency sites to help students acquire entry-level employment. The intent of the community classroom methodology is to provide ROCP students with additional resources to extend their concurrent formalized classroom instruction and enhance their acquisition of saleable skills. CC and Cooperative Vocational Education (CVE) are special subsets of work-based learning that are available in ROCPs. **Appendix E** compares required *California Code of Regulations, Title 5* elements CC/CVE and provides information on the requirements for establishing a CC/CVE training site.

Cooperative Vocational Education

Cooperative vocational education (CVE) is an instructional methodology that correlates concurrent formal career technical classroom instruction with regularly scheduled, paid, on-the-job training experience. CVE assists students in developing and refining occupational competencies (e.g., attitudes, skills, and knowledge) needed to acquire, adjust to, and become knowledgeable in an occupational area. **Appendix E** compares required *California Code of Regulations, Title 5* elements, CC/CVE components and provides information on the requirements for establishing a CC/CVE training site. CVE reported attendance is limited to 15 hours per week.

Business and Fiscal Management

This chapter discusses attendance accounting, continuously enrolled students, scheduling of classes, attendance systems, apportionment, limitations on Adult ADA, and financial reporting.

Every teacher in the California public school system is responsible for maintaining accurate attendance accounting for all the students enrolled in his or her class.

Introduction to Attendance Accounting

1. Attendance records constitute the foundation for fiscal apportionment claims (related to average daily attendance [ADA]).
2. Records of attendance are kept to ensure compliance with compulsory education laws.

Attendance records are classified as class three documents. They are to be maintained for three years after the basic audit year. (*California Code of Regulations (CCR), Title 5, Sections 16025 and 16026*).

Attendance accounting provides the basis on which apportionments of state funds are made to regional occupational centers and programs (ROCPs). The ROCPs' governing boards and administrations must develop, maintain, and supervise accurate and adequate records for attendance accounting. Employees who have responsibility for attendance accounting functions should understand the importance of keeping accurate attendance records that conform to existing state regulations, board policies, and administrative procedures.

A variety of reference materials and consultant services are available to persons responsible for attendance accounting. Such materials include the California *Education Code*; the CCR, *Title 5*, Education and Department publications. The California Department of Education will provide information, assistance, and consultant services to ROCPs.

Attendance Accounting Procedures

The categories for reporting ROCPs' attendance are provided below.

There are two distinct categories of ROCP students, and each category bears different requirements for attendance accounting:

1. Concurrently enrolled students: Students who are enrolled in a regular high school, a charter school, a continuation high school or program, alternative high school, or a nonpublic high school.
 - Minors may be admitted to an ROCP in lieu of continuation education (*Education Code* Section [48432](#)) (Outside Source).
 - Students receiving their high school education using an independent study strategy may be admitted to an ROCP and are considered concurrently enrolled.
 - Students enrolled in a nonpublic high school may be enrolled in an ROCP (*Education Code* Section [52324.5](#)) (Outside Source).
2. Admission of youths age 15 – 18 not attending high school:

Youth between the ages of 15 – 18 may be enrolled in a ROCP, pursuant to *Education Code* Section 52314.5, if they are eligible to attend a high school in the school district, but have not been enrolled on a full-time or part-time basis for a period of more than three months during the regular school year if all the following apply:

- The ROCP, with the appropriate school district, develops a comprehensive high school plan that describes the academic and career technical education that the student will receive.
- The student's parents or guardians approve the comprehensive plan in writing.
- The student enrolls in the appropriate adult school or high school courses that satisfy the comprehensive school plan.

Attendance Accounting

CDE has the responsibility to approve all attendance accounting systems. The approval is a review and analysis of the forms and procedures used by the ROCPs. It is not an approval of software, per se, although the forms and procedures may include software-generated forms. The *type* of attendance accounting is determined by the educational setting of the class.

For *scheduled* classes, the attendance should be recorded in clock hours or portions of clock hours. While the records do not need to be configured to substantiate each scheduled hour or portion of an hour separately, the student must be present some part of each clock hour or portion of a clock hour to claim the attendance for that clock hour.

A class attendance record containing the appropriate identifying information (e.g., class name, teacher's name, class hours or minutes, location, date, etc) must be maintained for each class session. The record must be signed and dated, by the

district employee (usually the teacher), certifying the accuracy of the reported attendance.

Classes that provide large blocks of time that students can attend for all or part of (commonly called *LAB or Ad Hoc* classes) and for *community classroom* instruction, the records must be configured to indicate the time a student enters and the time a student leaves, and apportionment can be claimed for the attended minutes. This is commonly called minute-by-minute attendance accounting.

The contemporaneous attendance record for *Cooperative Vocational Education* classes can be the records that are used by the employer to pay the student as an employee.

All attendance accounting documents are classified as Class 3 documents. They are to be maintained for three years after the basic audit year (CCR, *Title 5*, Sections 16025 and 16026).

Recording of Less than Full-time Attendance (Partial Attendance)

Subject to the provisions of CCR, *Title 5*, sections 402 and 405, a student enrolled in a class described in CCR, *Title 5*, Section 406 is deemed present and shall not be counted or reported absent for apportionment purposes, unless he or she is absent the entire clock hour (CCR, *Title 5*, Section 404). In other words, if a student is in attendance for a part of a scheduled hour and initiates an absence (i.e., partial attendance) during the instructional hour, apportionment credit for the whole scheduled hour is permitted. However, if a class period is scheduled for more than an hour, the student would have to be present some part of the second hour for the student to be credited with the second hour.

Passing Time

CDE has always advised that the ACTUAL passing time, not to exceed 10 minutes at any one passing (defined as the actual time it takes to go from classroom to classroom) can be counted as instructional time ONLY when the passing is from one classroom to another classroom of the same program. Hence, ACTUAL passing time from an ROCP to an ROCP class can be counted. Passing from an ROP to a high school class can not be counted.

"Passing" is going from one classroom to another. If the class is 2 hours long, there would be no passing until after the end of the second hour. If the student is passing to a class of the same program (i.e., ROP to ROP or high school class to high school class) then passing is counted. If it is going from high school class to ROP class, it is not counted.

There are no *Education Code* Sections or CCR *Title 5* Sections that address passing time. The information is found in the pre-1991 attendance accounting manuals and the Management Advisory 86-06.

For students that go from high school classes to ROP classes, determining the passing time must be reviewed on a per-student basis. The individual student schedule would have to be looked out (passing time is counted when the school

determines the student's minimum day for regular high school ADA). There are districts which have problems with students who attend ROP classes on the high school campus during the school day and go back and forth--the inability to count the passing time could result in the student not being scheduled for the 240 instructional minutes.

Shortened ROCP Class Time

In situations where a change in class scheduling results in a shortened day or class, only the actual instructional time of student attendance in a ROCP course may be claimed.

Daily Limitation of Apportionable Attendance

Students' regular day schools are limited to one day of attendance credit in the school of attendance on a calendar day. In regional occupational centers and programs, students may generate hours of apportionment attendance with no limitation. *California Education Code Section 46140* (Outside Source) does not limit the number of hours of apportionable attendance in any one day for regional occupational centers and programs. A student could earn as many hours as his or her schedule provides.

The following example shows why scheduling is the important factor:

A student who is 16 years of age and a junior in high school enrolls in a cosmetology course. To take the state board examination for a license, he or she will need 1,600 hours of approved cosmetology instruction. The approved course calls for four hours a day for 200 days in the junior year and four hours a day in the senior year so that, when the student graduates, he or she will have a high school diploma and be prepared to take the state board exam. The student will then have attained an employable skill, which meets the legislative intent. If, in the senior year, the same student wanted to take eight hours a day for 200 days, he or she could do so.

Note: An individual ROCP governing board may limit attendance because of average daily attendance (ADA) capitation or other factors.

Cooperative Vocational Education (CVE)

For apportionment purposes, students participating in CVE programs are limited to fifteen (15) hours of attendance a week (*Education Code Section 51760.5*) (Outside Source).

Interdistrict Attendance

Regional occupational centers and programs are authorized to enroll any person who does not reside in the attendance area. Interdistrict attendance agreements are not required for out-of-district enrollments (*Education Code Section 52317*) (Outside Source). If there are openings in the program or class, the governing board of any ROCP may admit into its programs or classes on a full-time or part-time basis any person who can benefit from the programs or classes, including a person who does not reside in the attendance area of the center or program. An interdistrict

attendance agreement is not required for out-of-district enrollments (*Education Code* Section [52317](#)) (Outside Source).

Average Daily Attendance and Revenue Limits for Out-of-District Students

The average daily attendance generated for students who reside outside the ROCP attendance area and are enrolled in ROCP courses is credited to the ROCP in which the student was in attendance. The revenue limit for out-of-district students is the revenue limit of the ROCP (*Education Code* Section [46606](#) [b, c]) (Outside Source).

Continuously Enrolled Students

A student enrolled in an ROCP course is considered to be continuously enrolled, pursuant to *Education Code* Section 52302.8 (i), if he or she is enrolled in a comprehensive high school, continuation school, charter school or adult school at any time during the next school year. These students will be considered as a secondary student as long as they remain enrolled in one of these settings or until they pass the CAHSEE

In addition, a twelfth grade student enrolled in and attending a course since the beginning of their senior year that doesn't end until after graduation, will be considered a secondary student until he or she completes that course (not sequence).

Scheduling of Classes

Block Scheduling

Education Code Section 46160 adds flexibility to allow a student to meet the minimum day requirement of 240 minutes by averaging 240 minutes per day over five school-days (a total of 1,200 minutes) or over ten-school days (2,400 minutes). This change will provide the district with sufficient flexibility to adjust schedules so that the full revenue limit funding can be claimed in the high school while allowing time for students to take ROCP classes.

Weekend Classes

The governing board of an ROCP may maintain classes on Saturday or Sunday or both (*Education Code* Section [37223](#)) (Outside Source).

Holiday Classes

Education Code Section [37220](#) (a) (Outside Source) indicates the holidays that public schools shall be closed, and therefore, on which no student attendance can be generated. The holidays are New Year's Day, Martin Luther King, Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving Day, and Christmas Day. In addition, a holiday is any day the Governor or President declares is a holiday. With the exception of November 11 (Veterans Day), the governing board of a school district may by the adoption of a resolution revise the date on which the schools close.

Workers' Compensation

ROCPs or school districts that are within the area controlled by the ROCP offering training to students outside of its attendance area shall provide workers' compensation for students enrolled in community classroom programs (*Education Code* Section [52317](#)) (Outside Source). Typically, the school district of residence of a student in an ROCP community classroom site (e.g., shopping mall, auto dealership, etc.) provides workers' compensation coverage within the attendance jurisdiction of the ROCP.

Scheduling of ROCP Classes

An ROCP may operate ROCP classes for minors and adults during the day, Saturday and Sunday, evenings, full-time and part-time, or year round (*Education Code* Section [52305](#) [a]) (Outside Source). Apportionment may be generated for attendance in ROCP classes on Saturdays or Sundays, and classes do not have to be offered during the week (*Education Code* Section [37223](#) [b, d, f]) (Outside Source). The specific scheduling of ROCP classes is the local decision of each ROCP. Classes for adults can be scheduled as determined by the governing authority (*Education Code* Section [52505](#)) (Outside Source).

Student Excused from Physical Education for Travel Hardship

The governing board of a school district of a tenth, eleventh, or twelfth grade student attending an ROCP course may excuse the student from physical education if a travel hardship exists. For such a student, his or her minimum school day, at the high school, is 180 minutes (*Education Code* Section [52316](#)) (Outside Source).

Attendance Systems

ROCPs must obtain CDE approval of their system of attendance accounting. The most important aspect of such a system is a recorded audit trail. Forms and written procedures must be provided to the CDE to clearly illustrate and document attendance information as it transcends from the classroom to the school data gathering center.

Approved System

The questions that must be answered to obtain approval of an ROCP attendance system are listed below.

1. In the classroom:
 - a. How is student attendance initially recorded?
 - b. What is the source document?

- c. What is the source document that the teacher signs?
- d. How is the information reported to the central data-gathering center?
- e. What forms are used?
2. Once the information reaches the office:
 - a. How is it recorded?
 - b. Are additional forms used?
3. When the absences are reconciled:
 - a. How is information fed back to the teacher?
 - b. What methods are used to verify attendance information?

Review all the forms and reports to ensure that symbols are clearly identified by an appropriate legend. Such legend must easily translate to hours or minutes. Be sure to include a copy of all the forms, such as the initial document, monthly summary report, legend, and procedures used to support apportionment claims related to student attendance.

Requests for California Department of Education approval of new or changes in attendance systems must be submitted to:

Kim Clement, Consultant
School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814-5901
Phone: 916-327-0857
Fax: 916-322-5102
kclement@cde.ca.gov

If an ROCP contracts for attendance accounting through an approved system (county, regional, or district level), the staff should notify the CDE and receive a letter of approval to participate in the approved system (CCR, *Title 5*, Section 401).

Attendance records are classified as Class 3 documents. They are to be maintained for three years after the basic audit year (CCR, *Title 5*, Sections 16025 and 16026).

Apportionment

Apportionment is the allocation of state aid, district taxes, or other moneys among LEAs or other governmental units in accordance with a predetermined plan. The components of the apportionment system include the following items:

- Average daily attendance collection and reporting
- CDE-certification of ADA reports, including an annual recalculation (principal apportionment procedure)
- A monthly payment schedule (cash flow)

Average Daily Attendance: Base, Growth, CALWORKs and Excess

For ROCPs, the unit of ADA is defined as attendance computed while a student is engaged in educational activities under the immediate supervision and control of an ROCP employee possessing a valid certification document (Education Code Section [46300](#) [a]) (Outside Source). One unit of average daily attendance for a ROCP is an accumulation of 525 hours of instructional time, which is equivalent to three hours a day for 175 days.

Average daily attendance is separated into base ADA, growth ADA, CalWORKs ADA, and excess ADA

Base ADA is the funded ADA units for the prior fiscal year and is funded at each ROCPs base revenue limit. This base revenue limit may vary from year to year depending on a cost-of-living adjustment (COLA), growth, or other statutory changes for ROCPs. The elements that affect the base revenue limit are included in the Budget Act that is typically finalized by the Governor and legislature during the summer months.

Growth ADA is funded on the basis of the school districts served by the ROCPs prior year's Second Principal Apportionment (P-2) ADA reported for grades nine through twelve, inclusive, as a percentage of the total statewide 9-12 ADA. The allowable growth ADA is determined by the funding provided in the current year's Budget Act for this purpose but is guaranteed to be not less than a minimum of ten ADA for each ROCP. Growth ADA is funded at the statewide average revenue limit for ROCPs (the sum of all the ROCPs base revenues divided by 74, which is the number of ROCPs in California). Growth ADA when added to base ADA becomes the new base ADA for the current year. First call on Growth is to restore an ROCP who did not meet their CAP in the prior fiscal year, but who did make CAP in the current fiscal year. 25% of the funds appropriated will be allocated to low participating ROCP whose 9-12 ADA served is less than the statewide average for all ROCPs.

CalWORKs ADA funding for instructional services for CalWORKs recipients is determined by the funding provided in the Budget Act for the current year. These funds are apportioned to ROCPs and adult schools based on a local county CalWORKs plan. The county CalWORKs plan is developed collaboratively between the ROCPs and all adult schools in the county. This plan must be approved by each ROCPs, each adult school as well as the County Welfare Director. The plan is submitted to CDE annually in the fall. ROCPs and adult schools may access these funds only if they exceed their ADA CAP and serve CalWORKs recipients.

Excess ADA is derived from ROCPs that fail to meet their CAP in the prior fiscal year. These remaining funds are distributed to all ROCPs who have generated ADA above their established capitation. There is no guarantee for the funding or the amount of dollars to be distributed for ADA above their established ADA CAP. These funds converted to ADA are permanently added to the base ROCP ADA

Limitation on Adult Average Daily Attendance

The first priority of the ROCPs delivery system is to serve secondary students. *Education Code* places a limitation on the amount of adult ADA which can be claimed by an ROCP. The following limits and timelines have been established pursuant to *Education Code* Section 52302.8 (b) (c) (d) (g):

On or before July 1, 2007: Report to CDE if adult enrollments are more than 40% of total enrollments.

For the 2008-09 fiscal year: No more than 50% of the claimed state funded ADA may be attributable to adults.

For the 2009-10 fiscal year: No more than 30% of the claimed state funded ADA may be attributable to adults.

For the 2011-12 fiscal year and every fiscal year thereafter: No more than 10% of the claimed state funded ADA may be attributable to adults with the following exceptions: E.C. 52302.8 (d)

- An additional 5% (totaling 15% of the claimed state funded ADA) may be claimed only IF the adult participant is a CalWORKs or Temporary Assistance Program recipient, or is a Job Corp participant, or is a Workforce Investment Act (WIA) participant enrolled in intensive Training Services. This additional 5% only applies above the 10% limit and becomes effective only on July 1, 2011 (No later than June 30 2012).
- Adult CalWORKs, Temporary Assistance Program and Job Corp participants, along with WIA participants receiving intensive training services, are to have a priority for ROCP services within the 15% adult limit established in *Education Code* Section 52302.8 (d). (*Education Code* Section 52302.8 (e))

Timeline for more than 40% Adult Enrollment

ROCPs that claimed more than 40 percent of their students were not enrolled in grades 9 to 12, on January 1, 2007 are required to submit a letter to CDE by July 1st of each year until they comply with *Education Code* Section 52308 (d). The letter will outline the goals of the ROCP to reduce the number of adult students in order to comply with the law. These ROCPs have until June 30, 2014, to come into compliance. The 50%, 30% and 10% compliance dates do not apply to these ROCPs. Reference *Education Code* Section 52302.8 (g)

CalWORKs, Temporary Assistance Program and Job Corp Participant over 15% ADA Criteria

ROCPs may claim more than 15 percent of its average daily attendance for students who are not enrolled in grades 9 to 12, inclusive, if all of the students who are not enrolled in grades 9 to 12, inclusive, are CalWORKs, Temporary Assistance Program, or Job Corps participants, and if the governing board of the ROCP does all of the following:

Education Code Section 52302.8

“(1) Meets with local human services directors, and representatives of adult education programs, community colleges and other institutions of higher education, to assess the needs of CalWORKs, Temporary Assistance Program, or, Job Corps and federal Workforce Investment Act participants to identify alternative ways to meet the needs of these adult students.

(2) Enters into a transition plan, approved by the Superintendent, to become in compliance with subdivision (d) in accordance with benchmarks and timelines established in the transition plan. Transition plans shall be established pursuant to guidelines issued by the department, in consultation with the State Department of Social Services, and shall be resubmitted and reviewed annually.”

WIA participants are excluded from the calculation allowing an ROCP to exceed the 15% limit of adult participation. If the ROCP claims more than 15% adult participation, then all (100%) of the adults that make up the total 15% claimed must be either CalWORKs, Temporary Assistance Program or a Job Corps participant. For example, if the ROCP ADA cap is 1,000 and 200 (within the cap) are adults (20%), all 200 must be either a CalWORKs, Temporary Assistance Program or Job Corps participant to be funded for all 200 ADA. If only 100 ADA of the 200 ADA (10%) are from one of those groups, then only 150 total ADA can be claimed.

Adult ADA Limitations and Timeline for Rural County Classes 6, 7 and 8

ROCPs located in *County Classes 6, 7, or 8 (Education Code Section 52302.8 (h))* may exceed the limitations on the percentage of claimed adult ADA by an additional 10%. Counties that fall under these classes:

County Class 6 (7,000 – 14,999 ADA): Lake, Mendocino, Nevada, San Benito, Tehama, Tuolumne, and Yuba.

County Class 7 (1,000 – 6,999 ADA): Amador, Calaveras, Colusa, Del Norte, Glenn, Inyo, Lassen, Mariposa, Modoc, Mono, Plumas, Siskiyou, and Trinity.

County Class 8 (under 1,000 ADA): Alpine and Sierra.

On or before July 1, 2008 (no later than June 30, 2009): No more than 60% of the claimed state funded ADA may be attributable to *adults*.

On or before July 1, 2009 (no later than June 30, 2010): No more than 40% of the claimed state funded ADA may be attributable to adults.

On or before July 1, 2011 (No later than June 30, 2012): No more than 20% - 25% of the claimed state funded ADA may be attributable to adults depending upon the composition of adult students served: ADA may exceed 25% if ALL adult students are participants in CalWORKs, Temporary Assistance Program or Job Corp.

Contracts between Community Colleges and ROCPs

Education Code Section 52302.8 authorizes a community college to contract with an ROCP. The contract allows the community college to pay the ROCP to offer CTE courses to adults. The community college would claim the students as FTE through the community college apportionment system and “reimburse” the ROCP for costs incurred to operate the course. The community college is limited to claiming FTE only up to the ROCP revenue limit. If the course is deemed to be a non credit course, then the contract may be for the ROCP actual costs up to the higher of the community college apportionment or the ROCP revenue limit.

Principal Apportionment Cycle

ROCPs receive state apportionments pursuant to *Education Code* Sections [52335 through 52335.6](#) (Outside Source). The principal apportionment cycle consists of the advance apportionment, the first principal apportionment (P-1), the second principal apportionment (P-2), and the annual apportionment.

The advance apportionment for ROCPs is certified annually by CDE on July 20th or in actment of the Annual Budget Act whichever is later. The CDE certification is the official notice (certification) for payment purposes given to the Office of the State Controller that initiates release of warrants (payments).

The ROCP advance apportionment amount is determined based on the prior year annual apportionment.

The P-1 apportionment covers reported ADA from the period of July 1 through December 31. The ADA is submitted using the Principal Apportionment Software and is due by January 15. The P-1 apportionment is certified by the CDE on February 20. Because ROCPs are funded on the basis of annual ADA, P-1 uses the prior year’s annual ADA

The P-2 apportionment covers reported ADA from the period of July 1 through April 15. The ADA is submitted using the Principal Apportionment Software and is due on May 1. P-2 is certified annually by the CDE on July 2. Again, since ROCPs are funded on the basis of annual ADA, the prior year’s annual ADA is used instead.

The annual apportionment covers reported ADA for the period of July 1 through June 30 of the prior fiscal year. The ADA is submitted using the Principal Apportionment Software and is due on July 15. The annual apportionment is certified by the CDE on the following February 20 (adjustments are accepted through October 1). The annual apportionment is referred to as “annual”.

A calendar of key deadlines can be found on the CDE Web site at:
<http://www.cde.ca.gov/fq/aa/pa/>.

Cash Flow

The Office of State Controller issues warrants monthly to each county on the basis of a monthly payment schedule pursuant to *Education Code* Section [14041](#) (Outside

Source). Monthly payments are received by the county treasurer's office and credited to accounts of the school districts and the county office of education. For ROCPs organized as a joint powers agreement (JPA), their funds are first credited to accounts of the districts of residence (*Education Code* Section [52324](#)) (Outside Source). The districts of residence are billed by the ROCP on a monthly or quarterly basis depending on the terms of the local agreement. Approximately 58% of the prior year's annual apportionments to ROCPs are paid between July and January.

Apportionments for Visually, Hearing, and Orthopedically Impaired Students

Any visually, Orthopedically, or hearing disabled person not enrolled in a regular high school or community college may attend an ROCP on the same basis as a high school student per *Education Code* Section [52315](#) (Outside Source). For apportionment purposes these students are considered to be adults. Funding for the program is included in the special education item of the annual budget act.

"If the Superintendent determines that there would be a duplication of effort to these impaired persons if a regional occupational center or regional occupational program provided services to them, in that other programs exist that are available to them, the Superintendent may disapprove of the curriculum to provide programs to these impaired persons pursuant to Section 52309 and of any state funding made available pursuant to Section 41897 [changed to Section 41881] for these purposes."

The State Superintendent of Public Instruction shall allow additional allowances for the education of visually disabled, orthopedically disabled, and deaf adult students. The amounts for fiscal year 2007-2008 are:

For each visually disabled student: \$6,199*

For each orthopedically disabled student: \$1,964*

For each deaf student: \$3,549*

*These amounts are adjusted to include a COLA each fiscal year if provided for in the Budget Act.

These allowances are in addition to other allowances or apportionments and are for services offered to students who meet the conditions listed above (*Education Code* Section [41881](#)) (Outside Source). These funds are available to offset the excess costs incurred to serve these special populations. Cost information documenting the excess cost incurred must be submitted by way of the Principal Apportionment Revenue Software, Attendance Data Collection.

Necessary Small Regional Occupational Programs

Any ROP is eligible to apply for apportionments as a necessary small ROP if it has a total annual ADA of 350 or fewer in the prior fiscal year and the ROP provides instructional service to a comprehensive high school with an ADA of 350 or fewer in

grades nine through twelve, inclusive, during the fiscal year, according to *Education Code* Section [52324.6](#) (Outside Source).

Lottery

Lottery income for the school district or county is generated by all ADA reported by ROCPs, not just capitation ADA. For county-operated ROCPs, the county office of education receives the lottery income, the districts of residence of a JPA receive the lottery income, and for a single district ROCP, the district receives the lottery income. There is no statutory authority mandating the lottery revenue be passed on to the ROCP, although many do.

Audit Requirements

All school districts in California, including ROCPs, are required to employ an independent auditing firm for purposes of conducting an annual financial and compliance audit. An audit is an examination of documents, records, and accounts for the purpose of (1) determining the propriety of transactions; (2) ascertaining whether all transactions are recorded properly; and (3) determining whether statements that are drawn from accounts reflect an accurate picture of financial operations and financial status for a given period of time. (*Education Code* Section 52327.5)

ROCPs should select an auditor and notify their county offices of education no later than April 1st. The audit is conducted in accordance with state-adopted audit guidelines and regulations. The contents, findings, and recommendations of the audit must be presented to the governing board in a regularly scheduled public meeting. Copies of the audit must also be filed with the county and state agencies in accordance with *Education Code* Section [41020](#) (Outside Source) by December 15.

Accounting and Financial Reporting

California school districts, county offices of education, and certain educational joint powers agreement (JPA) agencies are required by law to prepare annual budget and financial reports on forms prescribed by the State Superintendent of Public Instruction. These financial reports which include program revenue and expenditure data and components of ending fund balance, provide data for CDE to verify compliance with the law.

All regional occupational centers and programs directors and superintendents should work cooperatively with their district or county chief business official (CBO) regarding ROCP financial reporting. How the accounting and financial reporting of the ROCP is handled is a local decision and will vary from ROCP to ROCP. Whatever the structure, the practices must use generally accepted accounting principles and follow the guidance provided in the California School Accounting Manual.

From the county office CBO, ROCP staff should obtain a copy of the Budget and Financial Reporting Requirements Calendar, which details important financial reporting dates and provides an overview of the budget process, including *Education*

Code references. This document will help the ROCP staff know when and with whom particular pieces of the budget, interim, and unaudited actual financial reports are required to be filed.

ROCP Reserve Accounts

Every ROCP is authorized to budget and accumulate amounts necessary to meet cash flow needs in an account known as a General Reserve. Also, every ROCP is authorized to budget and accumulate amounts known as the Designated Fund Balance and as the Unappropriated Fund Balance. Further, every ROCP may budget and accumulate amounts to meet long term program needs in a Capital Outlay and Equipment Replacement Reserve Account which is part of the Designated Fund Balance. Collectively, these will be referred to as “Reserve accounts” for purposes of the section.

Any funds remaining at the end of the school year may be distributed to the “Reserve Accounts” as long as the combined distribution (this means deposits) does not exceed 15% of the current school years expenditures.

Further, the combined ending balances at the end of the school year in all of the “Reserve Accounts” may not exceed 15% of the current fiscal years expenditures. However, the Capital Outlay and Equipment Replacement Reserve Account is exempted from this ending balance limitation. There is no limit on the amounts that may be accumulated over time in the Capital Outlay and Equipment Replacement Reserve Account provided that the ROCP governing board authorizes deposits by resolution.

Funds placed into any of these “Reserve Accounts” may only be expended for ROCP purposes.

Beginning in Fiscal year **2007-08**, the governing boards of each ROCP must annually certify to CDE that funds from the “Reserve Accounts” have been properly expended. If the total ending balances in all of the “Reserve Accounts”, except the Capital Outlay and Equipment Replacement Reserve Account, exceeds 15% of the year’s expenditures, a subsequent year ROCP apportionment will be reduced by the excess amounts.

The California School Accounting Manual

The California School Accounting Manual (CSAM) is the main source of information relating to school accounting in the State of California. It provides accounting policies and procedures, guidance on implementing those policies and procedures, and guidance on the reporting process for the local educational agencies (LEAs). CSAM Procedure 760, Regional Occupational Centers/Programs (ROCP) provides guidance on how a district or a county office of education can provide ROCP instruction themselves, contract for services, or transfer their apportionment to a joint powers agency to provide ROCP instruction. It also provides coding examples addressing various forms of interagency agreements between LEAs. Procedure 805, Joint Powers Agreements/Agencies (JPAs), also discusses JPA financial reporting and provides guidance to ROCP JPAs.

The CSAM is available on the internet and can be downloaded from the Office of Financial Accountability and Information Services Web page at:

<http://www.cde.ca.gov/fg/ac/sa/>

The CSAM may also be purchased from CDE. For ordering information, see CDE Press Web page at:

<http://www.cde.ca.gov/fg/ac/sa/csamorderinfo.asp>

Or call 1-800-995-4099 or 916-445-1260.

Financial Reporting Timelines

The following table lists the required financial reports and due dates by LEA type.

Budget and Financial Reports	County Office of Education (COE)	School District	Joint Powers Agency (JPA)
Adopted Budget Education Code sections 1622(a) and 42127(a)(2)	A county-operated ROCP budget is consolidated with the COE's county school service fund budget and must be adopted and filed with the state by the beginning of the fiscal year (July 1).	A single district ROCP budget is consolidated with the school district's general fund budget and must be adopted and filed with their COE by the beginning of the fiscal year (July 1).	A JPA ROCP budget is prepared by the JPA and must be adopted and filed with their COE by the beginning of the fiscal year (July 1).
Statement of Revenues, Expenditures, and Changes in Fund Balance (unaudited) Education Code sections 1628 and 42100	A county-operated ROCP statement is consolidated with the COE's county school service fund and must be filed with the state by October 15 after the fiscal year ends.	A single district ROCP statement is consolidated with the school district's general fund and must be filed with the COE by September 15 after the fiscal year ends.	A JPA ROCP statement is prepared by the JPA and must be filed with the COE by September 15 after the fiscal year ends.
Interim Reports Education Code sections 1240(l)(1)(A) and 42131(a)(1)(2)	County-operated ROCP interim reports are consolidated with the COE's county school service fund and must be filed with the state within 45 days after the close of the period being reported: December 15, First Interim March 16*, Second Interim	Single district ROCP interim reports are consolidated with the school district's general fund and must be filed with the COE within 45 days after the close of the period being reported: December 15, First Interim March 16*, Second Interim	JPA ROCP interim reports are prepared by JPA and must be filed with the COE within 45 days after the close of the period: December 15, First Interim March 16*, Second Interim

- * The date may change since it is calculated 45 days from the end of January 31.
- The COE reviews the unaudited actuals data for accuracy and must file its own data, district's data, and JPA's data with the state by October 15th.
- The financial reporting calendars can also be downloaded from the Office of Financial Accountability and Information Services Web page at:

<http://www.cde.ca.gov/re/ca/fc/>

For additional assistance, consult with the district or county office of education CBO. All state prescribed forms for the budget and other financial reports listed above are on state SACS software and are accompanied by a SACS Software User Guide. The SACS Software User Guide can be downloaded from the Office of Financial Accountability and Information Services Web page at:

<http://www.cde.ca.gov/fq/sf/fr/>

Personnel Services

This chapter discusses the staffing and credential information for regional occupational centers and programs (ROCPs).

Note on Credentials

Persons interested in obtaining credentials for positions in California's ROCPs should contact the local regional occupational center or program administrative office first. Because of the complexity and limitless number of special circumstances and individual backgrounds and qualifications of each potential employee, an individual analysis with a credentials technician is highly recommended. In addition, the Web site of the Commission on Teacher Credentialing should be consulted regularly to obtain the most up-to-date information. If you have questions related to credentialing, contact your county office of education or the Commission on Teacher Credentialing Web site at <http://www.ctc.ca.gov> (Outside Source)

Regional Occupational Centers and Programs Staffing

Staffing patterns and requirements vary considerably according to the governance, size, location, type, and local needs of the 74 regional occupational centers and programs in the state. Titles of positions and organizational structures differ. However, positions commonly found in ROCPs are superintendent, chief executive officer, director, supervisor, coordinator, consultant, counselor, guidance technician, job developer, teacher, instructor, and instructional aide. Each governing board determines the best staffing configuration for its own ROCP. In most cases, there are minimum requirements and qualifications for various ROCP positions. The section below provides some basic information regarding ROCP staffing:

Administrators

In ROCPs operated by a single district or by a county superintendent of schools, the director or chief executive officer shall hold a valid teaching or service credential as required. The governing boards determine the qualifications for a

superintendent or director, which may or may not require a teaching credential, for ROCPs that are organized as JPAs.

Counselors

One of the major services offered by an ROCP is counseling and guidance in career technical education (*Education Code* Section 52302.5 [a]). This service can be provided in several ways. Some ROCPs choose to hire and maintain their own counseling staff and provide services themselves. Others contract with participating districts for partial use of school-based counselors, and still others use a combination of ROCP and outside services. Career technical education counselors are required pursuant to the state plan to be properly certified to perform career technical counseling and guidance in California and have two years of work experience in areas other than education. The credentialing requirements include either the general student personnel services or the standard designated services and student personnel services credential.

Instructors and Teachers: Basic Skills Testing

Senate Bill 1209 eliminated the requirement for designated subjects credential holders to pass a basic skills test. For more information see: State Of California Commission on Teacher Credentialing Leaflet No CL-667 7/07

Instructors and Teachers: Tenure

Education Code Section [44910](#) (Outside Source) precludes ROCP instructors from being classified as permanent employees of a school district. This determination does not apply to a regularly credentialed teacher who has been employed to teach in the regular education program of a school district and is subsequently assigned as an instructor in ROCP.

Duties and Responsibilities of ROCP Teachers

The duties and responsibilities of ROCP teachers are many and varied depending on the policies and procedures of individual ROCPs. In most cases, the specific duties of ROCP teachers include the added responsibilities of program advisory committee involvement, visitations to business and industry, and assisting in the placement of qualified students.

Substitute Teachers

California law and the California Commission on Teacher Credentialing regulations permit the holder of a full-time single subject credential, designated subjects credential, or a multiple subjects credential to provide substitute teaching service in grades twelve and below, including vocational subjects. See specific credential for criteria on the length of time allowed for these services.

Instructional Aides

The qualifications for teacher aide and instructional aide positions are determined by the employing agency.

Staff Evaluation

The evaluation procedures of staff, including frequency and methods, are found in local governing board policy and contracts. As a general rule, evaluations should result in a positive, constructive activity to promote professional growth. Typical evaluations reveal strengths and weaknesses of all personnel and provide for growth and improvement strategies. Usually, the stated goals and objectives of the local ROCP organization become the basis for individual goals and are a major consideration in the evaluation process.

Credentials

Numerous credentials authorized under various laws have been issued by the [California Commission on Teacher Credentialing](#) (CCTC) (Outside Source) over the years and are accepted for service in career technical education subjects. Listed below are a few of the most common types.

Designated Subjects Supervision and Coordination Credentials

Supervision and coordination credentials are issued to persons who meet the requirements on the California Commission on Teacher Credentialing Web site at <http://www.ctc.ca.gov/credentialinfo> (Outside Source) and who apply through and are recommended by a Commission-accredited local educational agency (LEA). A list of accredited LEAs ([form CL-506](#)) (Outside Source) may be obtained from the Commission.

Ryan Credential

These credentials are issued under the provisions of the **Teacher Preparation and Licensing Law of 1970** (The Ryan Act), its subsequent amendments and additions, including the Bergeson Act of 1988, and other laws and regulations. Ryan credentials are issued under a two-tier system. Typically, persons who qualified for their initial credential are issued a preliminary credential. Then, after completing additional requirements, they are issued a professional clear credential. These credentials are the only ones that may be issued for first-time applicants. The types of Ryan credentials available include the teaching credential, services credential, special authorization, and miscellaneous documents.

Designated Subjects: Career Technical Education

Effective October 12, 2007, Designated Subjects Career Technical Education Teaching Credentials are issued to individuals who meet the requirements for either the full-time or part-time credential and are recommended by either a Commission-approved Local Education Agency (LEA) or by an Employing School District (ESD). Leaflet CL-880 contains information regarding the new credential requirements. <http://www.ctc.ca.gov/credentials/leaflets/cl880.pdf>

Existing Preliminary Full-time or Part-time Vocational Education Teaching Credentials - Renewal only

On November 1, 2007, the Commission ceased issuing Designated Subjects Vocational Education Teaching Credentials on an initial basis and began issuing the Designated Subjects Career Technical Education Teaching Credential. Leaflet CL-698a (12/07)

<http://www.ctc.ca.gov/credentials/leaflets/cl698a.pdf> contains information pertaining only to the renewal of existing Preliminary Full-time or Part-time Vocational Education Teaching Credentials which require a recommendation by either a Commission approved Local Education Agency (LEA) or Employing School District (ESD).

Requirements for the Full- and Part-Time Adult Credential

Full- and part-time adult education teaching credentials are issued to persons who meet the requirements listed on the [CCTC Web site](#) (Outside Source) and who apply through and are recommended by either a CCTC-accredited local educational agency (LEA) or by an employing school district (ESD). A list of accredited LEAs ([Leaflet No. CL-506](#)) (Outside Source) may be obtained from the Commission's Web site.

Full-Time Adult Credential

The preliminary, clear, or professional clear full-time adult education teaching credential authorizes the holder to teach the subjects named on the credential in courses organized primarily for adults. In addition, the holder may serve as a substitute in courses organized primarily for adults for not more than 30 days for any one teacher during the school year.

Part-Time Adult Credential

The preliminary, clear, or professional clear part-time adult education teaching credential authorizes the holder to teach not more than half-time in the subject named on the credential in courses organized primarily for adults. The CCTC Leaflet No. CL-697A states, "For the purpose of this credential, half time for the holder of this credential who teaches in only one school district shall not exceed one-half of a full-time assignment for adult educators in that school district. Half time for the holder of this credential who teaches in more than one school district shall not exceed one-half of the greatest number of hours considered to be a full-time assignment for adult educators in any one of the districts."

Summary

Because of the complexity and array of credentials and requirements, persons are strongly encouraged to contact a professional credentials technician to discuss individual conditions early in the credentialing process.

Student Support Services

This chapter discusses student recruitment, career guidance and counseling, job placement, whom ROCPs serve, enrollment of students under 16 years of age, and civil rights.

Regional occupational centers and programs (ROCPs) consolidate state and federal funds at the local, direct-service level to offer comprehensive employment training, placement, and support services to high school students and adults. The programs provide structured career options for youths and adults to enable them to remain in school, acquire relevant instruction, complete their high school education, gain entry-level job skills, and successfully enter employment or continue their education, training, or employment.

Program structures vary, however. The following elements are considered necessary in providing quality student support service:

- The program has an effective student recruitment plan. Information about program offerings and services is available to the public in a variety of formats, including through appropriate technology, and may be available in more than one language. Program prerequisites and fees are specified before enrollment. The program has delineated marketing strategies that support student recruitment of various populations, including written materials, electronic dissemination of information, and related activities. Marketing efforts occur throughout the year and involve all appropriate staff, and information is updated regularly. Students are informed of postsecondary articulation options.
- The program provides students with access to career guidance information. Both high school and adult students are provided with adequate information to establish and accomplish individual career goals and are made aware of appropriate services to assist them. Such services include providing access to assessment and career guidance materials that match students' individual attitudes, interests, and aptitudes with the career requirements and expectations and the education and training requirements. There is evidence of the efforts to give information about and provide support for nontraditional career

- choices. All the available educational, business, and community resources are used to support this activity as appropriate.
- The program has a process to encourage the appropriate placement of students in programs consistent with students' abilities and goals. The staff member who is responsible for enrolling students is aware of class requirements, recommended prerequisites, fees, and personal attitudes and aptitudes appropriate for success; and he or she works closely with students to ensure appropriate course placement. Instructors interact directly with guidance staff to determine appropriateness of student placement.
 - Student support services are an integral part of the program and address the needs of a varied student population. The program provides a variety of services and referrals to meet different student needs, including those of special populations. All the staff members are made aware of their responsibility for supporting student success. Instructors are aware of program services and acknowledge and respond to individual student needs, both through referrals and through classroom instructional methodologies.
 - Employment literacy, job placement assistance, and job retention skills are essential program services. Students receive assistance with essential employability skills, job search skills, job placement, and job retention, both in and out of the classroom. Community relations support this effort wherever possible.

Student Recruitment

An effective recruitment plan is designed to inform students, prospective students, parents, and the community about what career technical education is available through the regional occupational center or program (ROCP). An effective public information program involves recruitment that ensures that the ROCP enrollment reflects its service area. To develop an effective recruitment program, a well-organized process that uses many kinds of media and proven outreach strategies is essential. The California Association of Regional Occupational Centers and Programs (CAROCP) has a variety of recruitment and public relations resources and a handbook available at <http://www.carocp.org/>. (Outside Source)

Career Guidance and Counseling

The general parameters of ROCP involvement in the area of guidance and counseling are provided for in *Education Code* Section 52302.5, which states that a ROCP shall provide individual counseling and guidance in matters related to ROCP course offerings.

The California Code of Regulations (CCR), Title 5, Section 11505, counseling and guidance, states as follows:

“A Regional Occupational Center or a Regional Occupational Program shall provide individual vocational counseling and guidance directly supportive of, and contributory to the instructional program that constitute the course offerings of the Regional Center or Regional Occupational Program. The counseling and guidance services funded pursuant to the provisions of Article 1, Chapter 9, Part 28, Division 4, Title 2 of the Education Code shall not be construed as general support for guidance and counseling services for the total school enrollment or for the total vocational education enrollment in a school.”

In 2000, CAROCP officially adopted the National Career Development Guidelines, developed as a project by the National Occupational Information Coordinating Committee (NOICC) in 1987. The National Career Development Guidelines provide specific methods to strengthen and improve comprehensive, competency-based career counseling, guidance, and education programs. The guidelines provide indicators of outcomes and competencies and present an implementation process that encourages flexibility, involves stakeholders, builds on existing program strengths, and stimulates coordination with other organizations. The process presents evaluation as an essential element in the ongoing refinement and revitalization of career development programs.

The National Career Development Guidelines help ROCPs strengthen career development programs, enhance student achievement, adopt state and local career development guidelines, revise career development programs, and improve career development through structured evaluation. The Guidelines incorporate professional consensus in the following three main areas:

- Student and adult competencies. Recommended outcomes and competencies, which are organized around self-knowledge, educational and occupational exploration, and career planning
- Organizational capabilities. The structure and support needed to deliver quality career development programs, including administrative commitment facilities, materials, and equipment
- Professional competencies. The knowledge, skills, and abilities needed to deliver effective career development programs

Job Placement

An important element in the success of any ROCP is the number of students successfully obtaining gainful employment, those who remain gainfully employed, and those who go on to advanced training as a direct result of ROCP instruction. Some ROCPs emphasize instruction in job seeking and retention skills for placement

rather than job development. Some ROCPs provide formal job placement services; however, most depend heavily on instructors found through their industry contacts to help with ROCPs job placement for students. Some ROCPs employ job developers who help students located employment opportunities.

Special Populations (Carl D. Perkins Career and Applied Technology Education Act of 2006)

The term **special population** is defined as all of the following:

1. Persons with disabilities (as defined in the American Disabilities Act of 1990).
2. Persons from economically disadvantaged families, including foster children
3. Persons preparing for nontraditional training and employment
4. Single parents, including single pregnant women
5. Displaced homemakers: persons who have worked primarily without remuneration to care for a home and family and for that reason have diminished marketable skills or have been dependent on the income of another family member but are no longer supported by that income; or parents whose youngest child will become ineligible to receive assistance under part A of the title IV of the Social Security Act not later than two years after the date on which the parents apply for assistance under this title; and persons who are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment;
6. Persons with other barriers to educational achievement, including persons with limited English proficiency, also referred to as English-language learners (ELLs) or English learners (ELs): a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English or who lives in a family or community environment in which a language other than English is the dominant language.

ROCPs should develop procedures whereby staff can actively identify whether enrollees are economically or academically disadvantaged so that they receive the most appropriate services and training. Good articulation procedures with schools of residence of prospective ROCP students and specially designed recruitment techniques for reaching special populations are important.

Civil Rights

The [Office for Civil Rights](#) (OCR) (Outside Source), in the United States Department of Education, enforces five federal statutes that prohibit discrimination in education programs and activities that receive federal financial assistance. The civil rights laws enforced by OCR extend to all state education agencies, elementary and secondary school systems, colleges and universities, vocational schools, proprietary schools, state vocational rehabilitation agencies, libraries, and museums that receive funds from the United States Department of Education. Such programs or activities may include admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment.

The federal statutes prohibiting discrimination in educational programs include those described below:

1. Discrimination on the basis of race, color, and national origin is prohibited by [Title VI of the Civil Rights Act of 1964](#) (Outside Source). Under Title VI, race and national origin discrimination, possible areas for complaints include such issues as ability grouping, access to alternative language services by English-language learners, disciplinary actions, student assignment policies (including assignment to Gifted and Talented Education programs), interdistrict student transfers, school desegregation, racial harassment, and academic grading.
2. Sex discrimination is prohibited by [Title IX of the Education Amendments of 1972](#) (Outside Source). Under Title IX, sex discrimination, possible areas for complaints include such issues as sexual harassment and the treatment of students who are pregnant.
3. Discrimination on the basis of disability is prohibited by Section 504 of the **Rehabilitation Act of 1973** and Title II of the **Americans with Disabilities Act of 1990** (referred to as ADA). Section 504 and ADA also prohibit disability discrimination by public entities, including public school districts, public colleges and universities, public vocational schools, and public libraries, whether or not they receive federal financial assistance.
4. Discrimination against students on the basis of disability is prohibited in education programs or activities that receive federal financial assistance. Section 504 of the **Rehabilitation Act of 1973** requires that, "No qualified disabled person shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance." The Section 504 regulation requires a recipient operating federally funded public secondary education programs to provide a free appropriate public

- education (FAPE) to each qualified person with a disability, regardless of the nature or severity of the disability.
5. The Act specifically addresses changes under vocational education that includes an expanded definition of vocational education programs, special education instruction in vocational education, program options (including variety in vocational education offerings), and transition services and IEP content requirements.
 6. Under Section 504, Title II, and the **Individuals with Disabilities Education Act Amendments of 1997** (IDEA), possible areas for complaints include such issues as accessibility of school facilities and programs, appropriate special education services, evaluation and placement of students who may need special education services, teaching students in the least restrictive environment consistent with their educational needs, suspension and expulsion of students with disabilities, academic adjustments and modifications, and auxiliary aids for students with impaired sensory, manual, or speaking skills.
 7. Age discrimination is prohibited by the [Age Discrimination Act of 1975](#) (Outside Source).

Requirements to Issue Notices of Nondiscrimination

Each federal statute contains requirements to issue notices of nondiscrimination. These notices must be posted throughout the campus. The following sample contains all required information and meets the minimum requirement of the regulations enforced by OCR:

The (Name of Recipient) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Name and/or Title:

Address:

Telephone No.:

Assessment and Accountability

This chapter discusses assessment and accountability, the course review process, compliance reviews, and data collection.

The first section discusses the various components needed to ensure accountability in regional occupational centers and programs (ROCPs). Some components are mandated, and some components are excellent voluntary tools for assessment and data collection. Accountability is a combination of often interchangeable terminology that deals with the elements of student (and ultimately program) success. Sometimes the components require numbers and data collection, and sometimes the components are narrative snapshots of the program. Always fundamental to the discussion is the underlying structure of measurable standards and competencies. In an ROCP, the discussion also includes the use of industry standards, CTE Model Standards and Frameworks, certificates of completion, and local governing board criteria.

Course Review Process

The California Department of Education (CDE) reviews courses taught by ROCPs. ROCPs are required to report placement and enrollment information on their classes. The course review process (formerly known as the biennial review) uses the Carl D. Perkins system to report placement and enrollment information and the ROCP On-Line Course Certification System for labor market demand, most recent employer advisory board date, composite of employer advisory board, and most recent governing board approval date.

Information is reported to the CDE via the CDE 101 E1 and CDE 101 E2. These forms document an ROCP's efforts to follow up on 12th grade completers and adult completers on their placement status as of December 31st in the calendar year in which they completed the course. The CDE 101 E1 is submitted to the CDE annually by October 15th. The CDE 101 E2 is submitted to the CDE annually by May 15th.

Updates for labor market demand, employer advisory board meetings and governing board approval dates will be revised in the On-Line Course Certification System at least every other year as they occur.

California *Education Code* Section 52302.3 states:

- a. "Every career technical course or program offered by a school district or districts or county superintendent or superintendents sponsoring a regional occupational center or program shall be reviewed every two years by the appropriate governing body to assure that each course or program does all of the following:
 1. Meets a documented labor market demand.
 2. Does not represent unnecessary duplication of other manpower training programs in the area.
 3. Is of demonstrated effectiveness as measured by the employment and completion success of its students."
- b. "Any course or program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing body shall be terminated within one year. "

The review of all courses by the governing board is an effective management tool when planning to revise, expand, or terminate an ROCP course. Given the rapid technology changes in some skill areas, this requirement supports the active participation of Employer Advisory Boards (EAB) to review and adjust course content and delivery on a yearly basis.

CDE Monitoring Reviews

(This section will be updated once monitoring instrument has been developed)

California *Education Code* Section 52334.5 establishes the requirement for CDE monitoring reviews. The purpose of the monitoring review is to improve the operation of the ROCP programs and services to students. It is intended to lead to correction of items that do not meet the state regulations. The instrument will address all *Education Code* Section and regulatory requirements that apply to ROCPs. CDE will provide relevant information, arrange for peer support, provide exemplary practices by other ROCPs, and other resources that might be useful in helping an ROCP correct a deficiency. Follow up visits may be conducted as needed, and depending on the nature of the deficiency, a corrective action plan may be necessary. The review instrument will be developed prior to the beginning of the 2008-09 school year. The instrument can also serve as a self-assessment of the ROCP. Implementation will begin with school year 2008-2009.

The monitoring instrument will focus on the following:

- (1) Administration and instructional programs
- (2) Alignment of curriculum with the CTE Model Curriculum Standards
- (3) Sequencing of courses in a pathway with middle schools, high school courses, and postsecondary educational institutions
- (4) Teacher credentials
- (5) Counseling and guidance
- (6) Business and industry involvement
- (7) Local labor market review
- (8) Required actions of local governing boards
- (9) Other components determined by CDE

Compliance Reviews

The California Department of Education is legally required to perform compliance monitoring of specially funded (federal) programs, including a review by the Office of Civil Rights (OCR) of career technical education (i.e., Perkins-funded programs). The OCR review is a component of a larger CDE compliance process called the [categorical program monitoring](#) (CPM). The goal of the career technical OCR is: To improve the role of career technical education in making California and the United States more competitive in the world economy and to increase individual options for students by developing more fully the academic and occupational skills of all segments of the population and to ensure equal access, full participation, and nondiscrimination in high quality educational programs and in employment practices for all individuals, regardless of race, color, gender, disability, or national origin.

The following seven topics are key dimensions of the OCR:

1. Standards, assessment, and accountability
2. Teaching and learning
3. Opportunity
4. Staffing and professional growth
5. Parent and community involvement
6. Governance and administration
7. Funding

All local educational agencies (LEAs) are on a four-year cycle for the OCR CCR. Depending on the review cycle, one-fourth of California LEAs are notified during the month of May that they will be scheduled for a review one year after a preparation year.

ROCP Model Programs and Practices

The [California Association of Regional Centers and Programs](#) (CAROCP) (Outside Source), in collaboration with the California Department of Education, has developed a tool for self-review and has identified model programs and practices. By highlighting proven practices, processes, and structures, other ROCPs may find ideas for establishing or refining their own programs.

A model program or practice has the following characteristics:

- Demonstrates exemplary and replicable qualities
- Meets the needs of the local community
- Offers a relevant, coherent curriculum that reflects industry and state standards and career preparation standards
- Links learner goals to program accountability
- Includes all stakeholders in leadership and planning
- Incorporates the curriculum and instruction that best meets the needs of the students

The model programs and practices document attempts to articulate standards for ROCPs and reward the variety of ways in which programs exemplify effective practice. Quality indicators are established in two broad categories: (1) instructional program and (2) leadership and administration or organizational systems. For a copy of **Model Programs and Practices: A Tool for Self Review and Identification of Model Programs and Practices**, contact the CDE Regional Occupational Centers and Programs and Workforce Development Office at (916) 322-5050. Information is also available on the CDE Web site at <http://www.cde.ca.gov/ci/ct/rp/pgmqrnts.asp>.

WASC Accreditation

The Accrediting Commission for Schools, Western Association of Schools and Colleges Accreditation (WASC), has a protocol for accrediting schools. This includes an edition developed to enable ROCPs to engage in the self-study, evaluation, and accreditation process provided by WASC.

The basic concepts addressed in this process focus on student success in meeting expected schoolwide learning results (i.e., what each student should know, understand, and be able to do on exit from the school or by the time the student completes the planned program):

1. How are the students doing with respect to the expected schoolwide learning results?
2. Is the school doing everything possible to support high achievement of these results for all its students?

Specifically, schools will be assessed in the following four categories of criteria:

1. Organization for student learning
2. Curriculum and instruction
3. Support for student personal and academic growth
4. Resource management and development

The accreditation process is a perpetual cycle of assessment, planning, implementing, monitoring, and reassessment (i.e., self-study, visit, and follow-up). During the year before the visit, a school clarifies or redefines its expected schoolwide learning results and begins the formal self-study process that assesses the actual student program with respect to the criteria. The self-study process culminates in the development of a three-to-five-year schoolwide action plan. The completed school report is sent to the visiting committee members for careful study at least four to five weeks before their spring visit. By using the results of the visit, the school modifies and implements its action plan in this ongoing cycle of improvement.

The process is a rigorous one and lends itself to an excellent in-depth study and analysis of the ROCP within the school community. For information regarding accreditation contact:

WASC
Accrediting Commission for Schools
1606 Rollins Road
Burlingame, CA 94010
(650) 696-1060
<http://www.wascweb.org/> (Outside Source)

Program Overview

The following section cites the relevant general information relating to mandates for collecting specific data for Performance-Based Accountability (PBA), Carl D. Perkins, CCR Title V Regulations for ROCPs, and Workforce Investment Act (WIA). The CDE Office of Regional Occupational Centers and Programs is working to align state and federal requirements into a single state accountability format that will be described following the general information on all the programs that are provided below.

Performance Based Accountability System Reporting Procedures (CCR, Title 5, Regulation 19601)

PBA system reporting procedures per CCR, Title 5, Regulation 19601 states:

1. All students who enroll in any work force preparation program as defined in subdivision (e) of Section 19600 that is offered by school districts, county offices of education, or regional occupational centers/programs shall be provided a copy of the PBA Privacy Notice and Student Consent Form (June 1998) at the time of enrollment.
2. The work force preparation program administrator, or his or her designee, shall obtain from each enrolled student a signed PBA Privacy Notice and Student Consent Form (June 1998) that indicates the student's choice of whether to authorize or not authorize release of his or her social security number and other personal data to the California Department of Education for transmission to the SJTCC or its agent for use in the PBA System.
3. If any student declines to sign the PBA Privacy Notice and Student Consent Form (June 1998), the program administrator, or his or her designee, shall fill in the student's name and, in the space for student signature, write "declined" or words to that effect. For each student who agrees to participate in the PBA System, and who has attended classes for 20 or more course hours, the work force preparation program administrator, or his or her designee, shall compile the information required on the PBA Student Data Profile (June 1998).
4. On or before August 31 of each year, the superintendent of the school district or county office of education, or the administrator of the regional occupational center/program, or his or her designee, shall report the personal information required on the PBA Student Data Profile (June 1998) for each student enrolled in the prior school year who has agreed to participate in the PBA System and shall certify to the best of his or her knowledge and belief that the information being reported is accurate and complete.
5. Each signed PBA Privacy Notice and Student Consent Form (June 1998), whether the student authorized or did not authorize release of personal data, shall be retained by the school district, county office of education, or regional occupational center/program pursuant to the requirements of the federal Family Educational Rights and Privacy Act (20 U.S.C. Section 1232g) and Chapter 6.5 of Part 27 (commencing with section 49060) of the California Education Code.

Local Accountability

Various requirements and responsibilities for local accountability are in the California *Education Code* and CCR, Title 5 regulations. A sample is listed below:

- The most notable requirements are the *Education Code* Section [41020](#) (Outside Source) requirement for an annual audit, Section [1240](#) (Outside Source) county superintendents of schools general duties and reports, and Section [1245](#) (Outside Source) county superintendents of schools additional reports.
- Governing boards must review and approve annual budgets and review course offerings.
- Credential verification must be reported annually.
- Local Employer Advisory Board minutes are to be maintained on site.

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV)

The Perkins Act centers on the improvement of secondary and postsecondary courses and programs that are intended to build the knowledge, skills, attitudes, and experiences needed to enter and succeed in the world of work. ROCPs are eligible to apply for postsecondary (Section 132) funds. For information regarding Perkins call (916)-445-5676. Current information is also available at <http://www.cde.ca.gov/ci/ct/pk/>.

Corrective Action Plan: Perkins Funded Course Sequencing

School districts, ROCPs and community college districts are required to sequence all Perkins funded courses in which the school district and ROCP have in common with the community college. Timelines are established in California Education Code 52302 (c). See Chapter 3 for additional information on Perkins course sequencing requirements.

California *Education Code* 52302 (c) (3)

“School districts, regional occupational centers or programs, and community college districts that do not develop course sequences on or before the dates established under this subdivision, and have not received a waiver under subdivision (d), shall enter into a corrective action plan with the department, and shall meet any timelines established by the Superintendent.”

See **Appendix H**, Summary of Corrective Action Plans, for the items which should be included in the corrective action plan. The corrective action plan outlines the actions necessary to be taken by ROCPs and community colleges to come into full compliance with *Education Code* Section (52302)(c) Those rural ROCPs and community colleges who have received a waiver from the

Superintendent of Public Instruction are exempt from developing a corrective action plan. Refer to Chapter 2 for a full discussion of the waivers for rural areas.

Corrective Action Plan: Reduction of Adult ADA

A ROCP that fails to meet a timeline established under *Education Code* Section 52302.8 subdivision (d) or (g) is required to enter into a corrective action plan administered by the CDE.

The intent of the corrective action plan is to increase the participation of secondary students and reduce the participation of adult students in ROCP programs and courses (see Chapter 4 for additional information on adult a.d.a. limits). The intent is not to take away funding from any ROCP who is making a good faith effort to meet the secondary student participation goals. If an ROCP fails to meet the timelines established in *Education Code* Section 52302.8 subdivision (d) or (g) they must meet with the local community college(s), adult education program(s) or other adult education providers to identify alternative means of meeting the occupational training needs of adults. They are required to submit an annual corrective action plan to the CDE outlining how the ROCP will come into compliance with adult enrollments limits.

Transition Plan Guidelines – CalWORKs, Temporary Assistance Program and Job Corp

The intent of AB 2448 was to reduce adult ADA and to increase Career Technical Education opportunities for secondary students within the ROCP delivery system. Under AB 2448, no more than 10% (within their ADA cap) of the ROCPs ADA can be attributed to adult students beginning July 1, 2011. ROCPs may claim an additional 5% ADA (within their ADA cap) if the adult students are CalWORKs, Temporary Assistance Program, WIA intensive services or Job Corp participants.

ROCPs may claim more than 15% ADA (within their ADA cap), if **all** adult students are CalWORKs, Job Corp or TAP participants (WIA students are excluded from this count). (*Education Code* Section 52302.8 (f)) ROCPs that claim more than 15% ADA (within their ADA cap) attributed to CalWORKs, Job Corp and Temporary Assistance Program (TAP) adult students, are required to submit a Transition Plan to the California Department of Education annually by October 1st beginning in fiscal year 2011 – 2012. The purpose of the Transition Plan is to indicate how the ROCP will transition the adult students to another educational provider. The Transition Plan is to be developed by ROCPs in collaboration with local partners, which includes all of the following: Health and

Social Services, adult education providers and community colleges. ROCPs are encouraged to include local workforce investment board and other providers of post secondary education. The Transition Plan is to be reviewed and updated annually, by the ROCP, to reflect current conditions.

THE TRANSITION PLAN CONTAINS ALL THE FOLLOWING:

1. Evidence that the ROCPs has met with local partners to discuss the needs of the CalWORKs, Job Corp and TAP students. Partners include all of the following: Health and Social Services, adult education providers and community colleges. ROCP's are encouraged to include local workforce investment boards and other providers of post secondary education. At a minimum, the ROCPs must provide a list, including name, title, organization, phone number and e-mail, of all partners who participated in the development of the Transition Plan.
2. Include in the plan how the ROCP has agreed to transition the adult students into alternative post secondary educational settings, such as adult education, community college and other post secondary providers.
3. The Transition Plan includes a statement certifying that an ROCP CalWORKs adult student's Welfare-to-Work Plan will not be disrupted as a result of the Transition Plan. This includes, but is not limited to, those CalWORKs adults who are enrolled in an ROCP as well as those who may be referred by a county welfare department to an ROCP for career technical education training or for upgrading of existing skills.
4. The Transition Plan identifies (by category) the percentage of prior year ADA and a projection of expected current fiscal year ADA attributed to CalWORKs, Job Corp and TAP adult students. Identify benchmarks that will allow the ROCPs to evaluate satisfactory progress in meeting the Transition Plan goals and demonstrates that the ROCP is making good faith efforts to meet the statutory requirements. Also indicate when the ROCP expects to reach the statutory limitation.
5. The Transition Plan is to be signed by all local partners and submitted by the ROCP to the CDE annually, by October 1st beginning in fiscal year 2011-2012.

ROCP Evaluations (CCR, Title 5, Regulation 11506)

The ROCP evaluations take place as stated in CCR, *Title 5*, and Regulation 11506:

Each ROC and ROP shall submit to the Department of Education in such detail, at such time, and in such manner as the Department of Education deems necessary, an evaluation of the ROC or ROP. This evaluation shall include but not be limited to the following information:

- a. Analysis of the cost of individual centers, programs, and services.
- b. Enrollments defined in terms of high school students, post-high school students, and adults.
- c. Number of trainees employed in specific entry-level occupations.
- d. Number of trainees continuing training in other institutions.
- e. Dropout rates and placement data.
- f. Activities pursuant to *Education Code* Sections 52305(c), 52306 and 52307

Workforce Investment Act

Federal legislation points to the need for performance measurement by using a common approach across programs. Under the federal Workforce Investment Act (WIA), every state needs a means of measuring outcomes across workforce development programs to negotiate performance levels effectively. California is one of a few states already developing such a system. The guidelines of the PBA legislation, and coordinated efforts of the PBA partner agencies, have positioned California very well for the transition to this era of workforce development systems, continuous improvement, and performance accountability.

Required Data

Currently, ROCPs report data on enrollment ([form CDE 101 E1](#)), program completer follow-up ([form CDE 101 E2](#)), and CalWORKs and PBA (data elements). These documents are related to various mandated data collections (e.g., Education Code sections [8007](#), [10600](#), and [33404](#)) (Outside Source) and are submitted at various deadlines.

Education Code Section 52335.12 (a)(outside source) will require an annual report to CDE regarding academic and CTE progress of secondary students enrollment in ROCP. This section will not become operative until data on students enrolled in ROCP programs can be disaggregated from the California Longitudinal Pupil Achievement Data System (CALPADS) database. There is no estimated date as to when data will become operable.

Appendix

ROCP Course Certification Elements

Element	Definition
Local Course Number	The local course number is the number assigned by the local ROCP. This number is used to track courses at the local level.
Course Title	The course title should include mention of the occupational area or outcome.
Original board approval date	This is the date the course was originally approved by the local governing board.
CBEDS Title and Number	The title should be followed by the appropriate California Basic Educational Data Systems (CBEDS) occupational cluster title and number.
Occupation Codes/Job Titles	This section should list those job titles for which the course prepares students, as identified by the course advisory committee. The O*Net codes must be listed. The O*Net codes can be found at http://online.onetcenter.or/crosswalk/ . List all of the O*Net codes that cover the occupations a student may enter.
Course Description	<p>The course description should:</p> <ul style="list-style-type: none"> Be understandable by a prospective student and identify essential components of the course, including both general workplace skills and industry-specific skills Reference jobs and employment for which the course prepares students or describe the pathway in which the course is a part Include instructional methodologies to be used and mention the work-based learning options (e.g., community classroom and cooperative vocational education) that are available to eligible students <p>If the course is a part of a defined sequence or pathway of courses, the other courses should be identified within or following the course description, either by narrative or graphically.</p>
Support of Academic Standards	<p>Answer yes or no if the course supports the following academic standards:</p> <p>Mathematics yes no English-Language Arts yes no History-Social Science yes no Science yes no Visual and Performing Arts yes no</p>

ROCP Course Certification Elements

Support of Career Preparation Foundation (SCANS) Standards	Select the SCANS standard the course supports: None Personal Skills yes no Interpersonal Skills yes no Thinking and Problem-Solving Skills yes no Communication Skills yes no Occupational Safety yes no Employment Literacy yes no Technology Literacy yes no
Industry-Based Certification	Identify the industry-based certification this course supports.
Hours	The total course hours should be given, including work-based learning hours (e.g., community classroom and cooperative career technical education). Classroom/laboratory hours _____ Community Classroom hours _____ Cooperative Vocational Education hours _____
Community College Articulation	Identify the community college(s) in which you have formalized articulation agreements.
HS Graduation	Meets high school graduation requirements yes no
CSU Entrance	Approved for CSU Entrance Requirements yes no
UC Requirements	Approved for UC (A-G) Requirements yes no
Duplication	Reviewed for duplication with other LEAs yes no If duplication, notification process followed per Education Code Section 52330 yes no
Labor Market Demand	Identify the labor market demand: High Medium Low Was labor market demand developed within the last 12 months? yes no
Advisory Committee	Date curriculum approved by advisory committee _____
Advisory Committee Composite	Identify the composite of the advisory committee: Educators _____ Others _____ Business/Industry _____ Note: Business and industry must be greater than the count of educators and others.

ROCP Course Certification Elements

Governing Board Approval	Governing board approval date for course _____
Course outline	<p>The course outline should include two major components: CTE foundation and pathway standards</p> <p>a. Identify the specific standards the course supports.</p> <p>b. Content area skills should reflect industry standards and should include all the required skills for entry-level employment or the requisite skills for the next step in the career pathway if the course does not lead directly to entry-level employment. Skills should be grouped logically within units that are titled. An outline or hierarchical numbering system should be used.</p> <p>c. Expected student proficiencies (statements of what the student will be able to do on completion of the course) should be listed somewhere in the course outline. It is recommended that the entire course outline be written in this competency-based format; in other words, the skills to be taught should be listed as statements of what the student will be able to do, rather than as topics. This specificity ensures consistency of standards from one teacher to the other, helps with lesson planning and the development of individualized transition plans (ITPs) and certificates, and is more reflective of industry skills standards.</p> <p>d. The hours of instruction for each unit should be provided in classes where, in addition to classroom instruction, there is a lab, community classroom, or cooperative vocational education component; the hours of instruction for a particular competency area should be divided among these categories, as appropriate. Industry or licensing requirements can be addressed, if appropriate.</p>
Additional Recommended Items	<p>a. Instructional strategies. List or describe the methodologies to be employed, including simulations, demonstrations, and labs.</p> <p>b. Instructional materials. Identify any recommended or approved texts, videos, and software.</p> <p>c. Certificates. Identify the requirements for receiving certificates. In longer courses where several certificates or records of competency may be obtained, course units and competencies needed for each should be identified.</p>

Employer Advisory Board

SAMPLE MEETING TOPICS

1. Introduction of Members and Guests
2. Purpose of Meeting
3. Review of Minutes
4. Review of Course Sequence(s) (E.C. 52302.2 (a) (3))
5. Review of:
 - Related Labor Market to confirm high wage/significant wage increases opportunities (E.C. 52302.3 (a) (1)) and E.C. 52302.2 (a) (3))
 - Each Course Outline in pathway, Hours of Instruction and Methodology
 - Alignment with California Career Technical Education Model Curriculum Standards (optional)
6. Review of relevant data (E.C. 52302.3 (a) (3))
 - Enrollment
 - Number of completers and graduates
 - Other e.g. E.C. 8007 (a) (b)
7. Review industry certifications (if appropriate)
8. Discuss/Review the development of required skills for certificates of competency (E.C. 52302.2 (a) (1))
9. Review of Textbooks and Instructional Materials (optional)
10. Review of Equipment Needs (optional)
11. Motion to support curriculum for the pathway.
12. Discuss the need for training in area/duplication of effort. (E.C. 52302.3 (a)(2))
13. Annual review of students who met established skill certificate criteria and confirm that they possess the skills needed for employment. (E.C. 52302.2 (a) (2))
14. Approve assessment procedures (E.C. 52302.2 (a) (1))
15. Discuss internship/employment opportunities (E.C. 52302.2 (a) (4))
16. Discuss postsecondary scholarship creation (E.C. 52302.2 (a) (5))
17. Other Business (open discussion)
18. Set Date and Time for Next Meeting (optional)

Sample Format for State-Funded Course Sequencing Plan

Educational Code Section 52302(b)(1) On or before July 1, 2008 (due to CDE no later than June 30, 2009) all governing boards of Regional Occupational Centers or Programs (ROCP) are required to develop a plan for establishing sequences of state-funded courses, in which both the ROCP and community college offer instruction. ROCPs located in rural county classes 6, 7 and 8 may request a waiver per *Education Code* Section 52302(d)(3).

1. Describe the steps that will be taken to identify state funded courses offered by the Regional Occupational Center or Program, in pathways in which the ROCP and community college both offer instruction. E.C. 52302(b)(1).
2. Include in the plan information on how items listed in E.C. 52302(a)(1)(2)(3)(4) will be addressed. *Note: It is recognized that not all courses will meet the requirements listed in E.C. 52302(a)(1)(2)(3)(4)*
3. Provide a timeline for accomplishing the sequencing of courses.
4. Describe how the plan maximizes local, state and federal resources to help high school students enter employment, apprenticeships or postsecondary education. E.C. 52302(b)(5)
5. Describe strategies which will be used to fill in the gaps in courses identified through the planning process. E.C. 52302(b)(6)
6. List each school district governing board and the date in which the plan was presented in public hearing*. A copy of the minutes from each board meeting should be maintained by the ROCP. E.C. 52302(b)(2)
7. Provide the date in which the plan was presented in public hearing* and approved by the ROCP governing board. E.C. 52302(b)(2)
8. Provide the name of the community college(s) and the date in which the plan was reviewed in public session*. E.C. 52302(b)(3)
9. A copy of this document is to be given to the appropriate community college or colleges in the region. E.C. 52302(b)(7)

*A public hearing/public session may be part of the regular governing boards meeting agenda.

Sample Format for Certification of State-Funded Course Sequencing

ROCP: _____ Contact Name: _____
 Address: _____ City: _____
 Zip Code: _____ Phone #: _____
 Email: _____

List, by pathway and course title, **all** state-funded ROCP courses. In addition, list the corresponding community college course. Please use a separate form for each pathway. Complete form as indicated.

Name of Pathway:		E.C. 52302 (a) (1) Skill Certificate Issued by:		E.C. 52302(a) (2)	E.C. 52302 (a) (3)	E.C. 52302 (a) (4)
ROCP Course Title	Community College Course Title	ROCP (Yes/No)	Community College (Yes/No)	*Prerequisite Course: (Enter title or AA or AS degree)	Leads to High Wage or Significant Wage Increase ("yes" or "no")	Indicate the 'a-g' requirement met for admission to UC, if applicable

Date certification of state-funded course sequencing was approved by ROCP governing board: _____

Certification: I hereby certify that 90% of all state-funded courses offered by the ROCP, in occupational areas in which both the ROCP and community college offer instruction, are part of an occupational course sequence, as required by E.C. 52302 (b) (1).

 Signature
 Superintendent or designee

 Title

 Date

*For the purposes of this requirement "prerequisite" is being defined as the community college course which has been sequenced to the ROCP course.

**Community Classroom (CC) and
Cooperative Vocational Education (CVE)
California Code of Regulations (CCR), Title 5 Analysis**

Item CCR Title 5 Citation	Community Classroom (CC)	Cooperative Vocational Education (CVE)	Comments
Definitions CC-10080 CVE-10100	The community classroom is an instructional methodology that expands classroom instruction through unpaid, on-the-job experience.	Cooperative vocational education is an instructional methodology which correlates classroom instruction with paid, on-the job experience.	Neither community classroom or cooperative vocational education are instructional programs. They are instructional methodologies used to teach students occupational skills.
Credit CC-10081 CVE-10102	The evaluation and rating of each student's achievement in a community classroom is made on the basis of participation in related classroom instruction and unpaid, on-the-job training.	The evaluation and rating of each student's achievement in cooperative vocational education is made on the basis of participation in related classroom instruction and paid, on-the-job training.	The management of the community classroom assists the instructor with evaluation. The employer in cooperative career technical education assists the instructor with evaluation.
Student Qualifications CC-10082 CVE-10103	A student must be concurrently enrolled in a career technical course or program.	A student must: <ul style="list-style-type: none"> ▪ Be at least 16 years of age (with exceptions) ▪ Be a full-time student ▪ Have parent approval if under 18 years of age ▪ Be concurrently enrolled in a career technical course or program 	A full-time student in CVE is a student enrolled in ROCP (i.e., secondary and adult).
Teacher Responsibilities CC-10083 CVE-10104	The community classroom teacher provides related classroom instruction and supervision or coordination.	The cooperative vocational education teacher provides related classroom instruction and supervision or coordination. CVE reported attendance is limited to 15 hours per week.	Only the classroom teacher of record for community classroom or cooperative vocational education can provide the required supervision or coordination.

Item CCR Title 5 Citation	Community Classroom (CC)	Cooperative Vocational Education (CVE)	Comments
Records CC-10084 CVE-10105	The community classroom teacher keeps copies of the following records on file: <ul style="list-style-type: none"> ▪ Joint venture training agreement ▪ Individualized training plan ▪ Visitations and consultations ▪ Student training station hours ▪ Training station student assignment: location, time, and dates 	A cooperative vocational education teacher keeps copies of the following records on file: <ul style="list-style-type: none"> ▪ Work permit if required ▪ Training agreement ▪ Individualized training plan ▪ Visitations and consultations ▪ Student training station hours ▪ Training station student assignment: location, time, and dates 	
Related Classroom Instruction CC-0085 CVE-10106	<p>The community classroom teacher ensures that related classroom instruction is concurrent and based on skills, knowledge, and attitudes in the occupation for which training is conducted.</p> <p>Related classroom instruction is provided at an equivalency of three instructional periods a week. At least one instructional period must be offered a week. An instructional period must equal at least 50 minutes.</p> <p>The curriculum must identify how competencies will be taught through concurrent classroom instruction and unpaid, on-the-job training experience.</p>	<p>A cooperative vocational education teacher ensures that related classroom instruction is concurrent and directly related to paid, on-the-job training of students.</p> <p>Related classroom instruction is provided at an equivalency of three instructional periods a week. At least one instructional period must be offered a week. An instructional period must equal at least 50 minutes.</p> <p>The curriculum must identify how competencies will be taught through concurrent classroom instruction and paid, on-the-job training experience.</p>	<p>If the duration of the course or program is 35 weeks, at least 105 periods of instruction (35 x 3) must be offered. Each period must be at least 50 minutes. At least one period must be offered each week.</p> <p>If the duration of the course or program is 18 weeks, at least 54 periods of instruction (18 x 3) must be offered.</p> <p>This related classroom instruction requirement is a minimum. Additional classroom instruction may be required.</p>

Item CCR Title 5 Citation	Community Classroom (CC)	Cooperative Vocational Education (CVE)	Comments
Training Agreement CC-10087 CVE-10108	A joint venture training agreement exists between local educational agency and the management of the community classroom.	A training agreement is established between the employer and the local educational agency.	The agreement is an official document signed by the LEA and the employer that outlines rules and responsibilities of each
Training Plan CC-10087 CVE-10108	An individualized training plan for each student is prepared and includes the following details: <ul style="list-style-type: none"> ▪ Competencies to be acquired by the student ▪ Expected duration of training for each competency ▪ Identification of whether competencies will be taught in the classroom or on the job site ▪ Verification that the student has acquired the competency 	An individualized training plan for each student is prepared and includes the following details: <ul style="list-style-type: none"> ▪ Competencies to be acquired by the student ▪ Expected duration of training for each competency ▪ Identification whether competencies will be taught in classroom or on the job site ▪ Verification that the student has acquired the competency. 	The competencies identified in the training plan must relate directly to the instructional objectives of the approved course or program. The student's acquisition of skills necessary for employability must be documented by appropriate evaluation techniques.
Supervision/ Training Site CC-10088(a)(c) CVE-10109(a)(c)	Only a community classroom teacher who provides related classroom instruction can provide supervision. One visit to the unpaid training site is required every three weeks. Each on-site visit must include an observation of each student.	Only a cooperative vocational education teacher who provides related classroom instruction can provide supervision. One visit to the paid training site is required every four weeks. One out of every two visits must include an observation of each student.	If a section of the career technical course or program is using both the community classroom and cooperative vocational education methodologies, only the classroom instructor of that section can provide supervision.

Item CCR Title 5 Citation	Community Classroom (CC)	Cooperative Vocational Education (CVE)	Comments
Supervision-Time CC-10088(b) CVE-10109(b)	<p>The CC teacher must be given time to supervise students equivalent to one hour per week for every five CC student enrolled.</p> <p>When fewer than five students are enrolled, the teacher must be given one hour a week to supervise.</p>	<p>The CVE teacher must be given time to supervise students equivalent to one hour per week for every five CVE student enrolled.</p> <p>When fewer than five students are enrolled, the teacher must be given one hour a week to supervise.</p>	<p>Example: If 25 CC or CVE students are enrolled in one section, then the teacher must be given five hours a week to supervise students.</p>
Student-Teacher Ratio CC-10089 CVE-10110	<p>The maximum number of students enrolled in a section using the community classroom methodology shall be 30.</p> <p>The maximum number of students assigned to an instructor using the community classroom methodology shall be 75.</p>	<p>The maximum number of students enrolled in a section using the cooperative career technical education methodology shall be 30.</p> <p>The maximum number of students assigned to an instructor using the cooperative career technical education methodology shall be 75.</p>	<p>No comments added</p>
Unpaid On-the-Job Experiences CC-10090	<p>Unpaid, on-the-job training shall not:</p> <ul style="list-style-type: none"> ▪ Provide the community classroom site with any immediate benefit. ▪ Include productive work of any kind as defined by state and federal labor regulations. <p>Unpaid, on-the-job training shall only expand competencies developed in the classroom portion of the career technical course or program.</p>	<p>N/A</p>	<p>Unpaid, on-the-job training experiences must be identified in the training plan and relate directly to the instructional objectives of the approved course or program</p>

Item <i>CCR</i> <i>Title 5 Citation</i>	Community Classroom (CC)	Cooperative Vocational Education (CVE)	Comments
Paid On-the-Job Experiences CVE-10111	N/A	The student is paid an hourly wage, by employer, for related work.	Paid, on-the-job training experiences must be identified in the training plan and relate directly to the instructional objectives of the approved course or program.

Sample Comprehensive High School Plan

Student Name: _____	Date of Birth: _____
Name of School: _____	Current Grade Level _____
Passed CAHSEE: YES NO	Expected Graduation: _____

Career Technical Education/Academic Plan

9 th Grade	Subject	10 th Grade	Subject
1	English 1	1	English II
2	Science	2	Mathematics
3	PE	3	Science
4	Elective	4	PE
5	Algebra I (sequence)*	5	Elective
6		6	Introduction to Drafting (CTE sequence)
7		7	

11 th Grade	Subject	12 th Grade	Subject
1	English III	1	English IV
2	U.S. History	2	American Gov't/Economics
3	Math	3	Elective
4	Foreign Language/Elective	4	Elective
5	Science	5	Elective
6	Arch Drawing and Design II (CTE sequence)	6	Arch Drawing and Design II (CTE sequence)
7		7	

A student is not eligible to be admitted to a regional occupational center or program until he or she has attained the age of 16 years, unless the student meets one or more of the following conditions:

1. The student is enrolled in grade 11 or a higher grade.
2. The student received a referral and all of the following conditions are met:
 - a. The student has a comprehensive high school plan which has been approved by a school counselor or school administration. The approval of the student's parents or guardians may be sought but it is not required.
 - b. The comprehensive plan **shows a sequence of career technical education courses** that allows the student to learn a comprehensive skill occupation that leads to a postsecondary vocational certificate, diploma or its equivalent. Students in the ninth or tenth grade must be enrolled in a year long course aligned to the sequence of courses that has been recommended.
 - c. The student is enrolled in a school that maintains grades 9 – 12.
3. The admission of the student can not result in the denial of admission or displacement of students in grades 11 and 12 that would otherwise participate in the ROCP.

***If the sequence includes academic course(s), the sequence must also include two, or more, CTE courses**

I understand that I am to inform my counselor of any changes to my education and career goals so that the appropriate changes to my Comprehensive School Plan can be made.

Student Signature: _____ Date: _____

Parent/Guardian Signature (optional): _____ Date: _____

Counselor/Administrator Signature: _____ Date: _____

San Bernardino County Superintendent of Schools
REGIONAL OCCUPATIONAL PROGRAM
ROP/CTE CAREER PLAN

Appendix G.xls

Name: _____
Date of Birth: _____
Student I.D. #: _____
School Site: _____

Ed Code Section 52314(b):

A pupil is not eligible to be admitted to a regional occupational center or program, and his or her attendance shall not be credited to a regional occupational center or program, until he or she has attained the age of 16 years, unless the pupil meets one or more of the following conditions: (2) The pupil received a referral and all of the following conditions are met: (A) The pupil is referred to a regional occupational center or program as part of a comprehensive high school plan that has been approved by a school counselor or school administrator. The approval of the pupil's parents or guardian may be sought, but is not required; (B) The pupil's comprehensive high school plan requires referral to a regional occupational center or program as part of a sequence of vocational courses that allows the pupil to learn a comprehensive skill occupation that culminates in earning a postsecondary vocational certificate or diploma or its equivalent; and (C) The pupil is enrolled in a school that maintains any of grades 9-12, inclusive.

Freshman Review Career Pathway: _____

ROP/CTE Recommended	Grade 9	Grade 10	Grade 11	Grade 12

- The above will prepare me for my present career goal, which is: _____ and will allow me to obtain a postsecondary vocational certificate or diploma or its equivalent.
- The above ROP Course(s) are being recommended as part of the student's selected career pathway.

 Student's Signature Date

 Parent/Guardian's Signature [optional] Date

FILE COPIES:

- Student
 Counselor
 District ROP/CTE Office
 Other: _____

 Counselor/Administrator's Signature Date

Sophomore Review Career Pathway: _____

ROP/CTE Recommended	Grade 9	Grade 10	Grade 11	Grade 12

- My career plans have not changed.
- My plans have changed and my new career plan is: _____, which will allow me to obtain a postsecondary vocational certificate or diploma or its equivalent.
- The above ROP Course(s) are being recommended as part of the student's selected career pathway.

 Student's Signature Date

 Parent/Guardian's Signature [optional] Date

FILE COPIES:

- Student
 Counselor
 District ROP/CTE Office
 Other: _____

 Counselor/Administrator's Signature Date

Sample Corrective Action Plans (CAP):

Corrective Action Plan (CAP) for Perkins Funded Course Sequences (E.C. 52302 (c)(3) (AB 2448 p9)

The corrective action plan (CAP) outlines the actions necessary to be taken by ROCPs and community colleges to come into full compliance with statues related to course sequences (1/3 by June 30, 2010 and 2/3 by June 30, 2011) funded under Carl. D. Perkins. Those rural ROCPs and community colleges who have received a waiver from the Superintendent of Public Instruction are exempt from developing a CAP. The CAP includes, at a minimum, the following information:

- Explanation of progress made to date in developing course sequences.
- Identification of what actions will need to be taken by each educational segment to bring program into compliance. Indicate the date by which full compliance will be achieved.
- Identification of barriers that prevented or contributed to the failure to develop course sequences and to meet the established deadline.
- Indication of actions that will be taken by the Employer Advisory Board (EAB), the governing boards of school districts, the ROCP and the community college districts to resolve barriers or remediate issues that may have contributed to the failure to meet this section of the statue.
- Other information the LEA deems relevant to mitigate the findings.
- Submit the CAP to CDE within 90 calendar days of receipt of the written determination of non-compliance.
- The CAP must be signed by authorized representatives of the District or County Office of Education as appropriate, the High School, the ROCP, and the participating Community College.
- Once a CAP is entered into by the LEA/community college with CDE, no federal Carl D. Perkins funds will be apportioned to that LEA or community college until the conditions of the CAP are met to the satisfaction of CDE.

Appendix J

Relevant Legal References

Education Codes
Alphabetically by Section

<u>Subject</u>	<u>Section</u>
Academic and Personal Development Instruction	52302.7
Accessibility	523111
Average Daily Attendance Calculation/Population to Be Served	52335.4
Average Daily Attendance Computation	52324
Average Daily Attendance Computation	52325
Average Daily Attendance Computation Under Limited Apportionment	52314.7
Average Daily Attendance Credit	46140
Average Daily Attendance Credit Clarification	46140.5
Average Daily Attendance Decrease Because of Catastrophe	46392
Average Daily Attendance for Impaired Students	41881
Average Daily Attendance for Students Under 16 Years of Age	52314.6
Average Daily Attendance Regional Occupational Centers and Programs	41601
Average Daily Attendance Proportional Credit to District	46300
Adult Revenue Limit	52501.5
Annual Report to Legislature	8007
Audit of Funds County Superintendent	41020
Boundaries Contiguous with Arizona	52329
Budget	52321
Classified Employee Provisions	45100
Compulsory Attendance Exemption	48410
Conducting a Business	52305
Conducting a Business - Conditions	52306
Continuation Education/Regional Occupational Program Classes	48432
Continuation Education/Regional Occupational Program Minimum Hours	48433
Contracting with Community College	52331
Contracting with Private Postsecondary	8092
Cooperative Vocational Education Attendance	51760.5
Cooperative Career Technical Education Authorization	52372
Course Approval	52309
Credits	52310
Deferred Maintenance	17592.5
Definition – Local Educational Agency	17910.1
Definition – Regional Occupational Program	52303
Definition –“Pupil in a Vocational Education Program”	46140.1
Definition - Creditable Service	26113
Eligibility of Out-of-School Youths	52314.5
Enrollment of Nonresident Students	52317
Establishment of Regional Occupational Program	52301
Excused from Physical Education Requirement	52316
Facilities	52312
Failure to Comply Because of Disaster	41422

<u>Subject</u>	<u>Section</u>
Governing Board	<u>52310.5</u>
Governing Board Approval of Course.....	<u>52304</u>
Governing Board Requirements	<u>52327.5</u>
Grants	<u>52313</u>
Impaired Persons	<u>52315</u>
Indirect Costs	<u>52336</u>
Joint Arrangements with Adult Education.....	<u>52302.9</u>
Justification for Proposed Courses.....	<u>52302</u>
Leased Buildings.....	<u>17285</u>
Leasing of Buildings/Equipment	<u>52308</u>
Legislative Intent	<u>52300</u>
Minimum Day	<u>52326</u>
Minimum Day - GradeTwelve.....	<u>46145</u>
Nonpublic High School Student.....	<u>52324.5</u>
Operation of Classes Outside Jurisdiction.....	<u>52330</u>
Permanent Employee Classification.....	<u>44910</u>
Provisions.....	<u>52302.5</u>
Review of Courses	<u>52302.3</u>
Review of Student Participation	<u>52304.1</u>
Saturday Classes	<u>37223</u>
School Building Definition.....	<u>17283</u>
School Closed for a Part of a Term	<u>46390</u>
Sheltered Workshops	<u>52307</u>
Sites, Buildings, and Equipment.....	<u>52312</u>
State Funding Increases	<u>42238.15</u>
Student Body Funds.....	<u>48938</u>
Student Eligibility	<u>52314</u>
Students Living Outside Attendance Area.....	<u>46606</u>
Tenth Grade Counseling	<u>48431.6</u>
Transportation Apportionment.....	<u>41850</u>
Transportation Allowance.....	<u>41851</u>
Waiver Process	<u>33050</u>
Workers' Compensation: Status as Employer.....	<u>51769</u>
Workers' Compensation for Students.....	<u>52317</u>

**California Code of Regulations
Title V
Alphabetically by Section**

<u>Subject</u>	<u>Section</u>
Administration	11507
Applications for Establishment	11502
Attendance Recording	401
Attendance Reported by Clock Hour.....	406
Cooperative Vocational Education Student.....	10103
Counseling and Guidance.....	11505
Course Approval	11503
Course Approval Criteria.....	11504
Course Review.....	11611
Definition of Average Daily Attendance.....	15371
Definition of Average Daily Attendance.....	15401
Definition of School Day.....	15510
Definitions	11501
Evaluation	11506
Operating a Business.....	11508
Student Records	432
Provisions	11500
Records Retention	16025

Labor Codes Section

<u>Subject</u>	<u>Section</u>
Workers' Compensation	3368

**Unemployment Insurance Codes
Alphabetically by Section**

<u>Subject</u>	<u>Section</u>
Performance-based Accountability	15037.1
Workforce Development Plan	11010

Measures and Core Indicators
(Workforce Investment Act,
Performance-based Accountability,
CalWORKs, CDE 101 E1)

<i>A</i>	<i>B</i>		<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>
Measure	Workforce Investment Act		Perkins Core Indicators	Performance-based Accountability	CalWORKS	CDE-101 E1
	Title I	Title II-Adult				
1. Attain academic proficiency	N/A	√	I (must meet both #1 and #2)	N/A	N/A	N/A
2. Attain vocational/technical skills/proficiencies	Youths 14-18 (Basic skills, work readiness or occupational skills.)	N/A	I (must meet both #1 and #2)	√	√	N/A
3. Obtain a secondary school diploma or its equivalent	Youths 14-18	√	II (must complete either #3 or #4 or #5)	√	√	N/A
4. Obtain a proficiency credential in conjunction with a secondary diploma	N/A	N/A	II (must complete either #3 or #4 or #5)	√	N/A	N/A
5. Obtain postsecondary degree/credential	N/A	N/A	II (must complete either #3 or #4 or #5)	N/A	N/A	N/A
6. Placement and retention in military service	Youths 14-18 (Must meet either #6 or #7 or #8 or #9)	N/A	III (placement only)	√	N/A	√
7. Placement and retention in postsecondary/advanced training	Youths 14-18 (Must meet either #6 or #7 or #8 or #9)	√	III (must also complete program)	√	N/A	√
8. Placement and retention in employment	Youths 14-18 (Must meet either #6 or #7 or #8 or #9)	√	III (placement or retention)	√	√	√
9. Placement and retention in qualified apprenticeship program	Youths 14-18 (Must meet either #6 or #7 or #8 or #9)	N/A	N/A	√	N/A	N/A
10. Entry into unsubsidized employment—6 months after entry into employment	Youths 19-21, Dislocated Worker, Adult	√	N/A	N/A	N/A	N/A
11. Retention in unsubsidized employment—6 months after entry into employment	Youths 19-21, Dislocated Worker, Adult	√	N/A	N/A	N/A	N/A
12. Earnings received in unsubsidized employment—6 months after entry into employment	Youths 19-21, Dislocated Worker, Adult (Must meet both #12 and #13)	√	N/A	N/A	N/A	N/A
13. Attain recognized credential relating to educational or occupational skills	Youths 19-21, Dislocated Worker, Adult	N/A	N/A	√	N/A	N/A

<i>A</i>	<i>B</i>		<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>
Measure	Workforce Investment Act		Perkins Core Indicators	Performance-based Accountability	CalWORKS	CDE-101 E1
	Title I	Title II-Adult				
14. Participation in education program that leads to non-traditional training and employment	N/A	N/A	IV (must meet both #14 and #15)	N/A	N/A	N/A
15. Completion of education program that leads to non-traditional training and employment	N/A	N/A	IV (must meet both #14 and #15)	N/A	N/A	N/A
16. Follow up	Twelve months after services provided	√	6 months after services provided	By state	N/A	ROCP
17. Customer satisfaction	Employer and participant	N/A	N/A	N/A	N/A	N/A
18. Student demographics	√	√	√	√	√	√

Performance-based Accountability,
CalWORKs, and Carl D. Perkins
Data Elements Record Layout

Performance-based Accountability, CalWORKs, and CARL D. PERKINS

Data Elements Record Layout

Data Elements	Field Length	Type of Data Field	Starting Column	Ending Column	Narrative Codes	PBA	CalWORKS	Perkins
Social Security Number	9	Numeric	1	9		√		
Gender	1	Character	10	10	M=Male; F=Female	√	√	√
Date of Birth	8	Date	11	18	Month/Day/Year: e.g., 01/01/2000	√	√	
Type of Program: Adult Education, ROCP Secondary, ROCP Adult, or Secondary Vocational Education	1	Numeric	19	19	1 = Adult Education; 2 = ROCP, 3 = ROCP Secondary, 4 = Secondary Vocational Education	√		√
Ethnicity: American Indian	1	Character	20	20	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	√
Alaska Native	1	Character	21	21	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	√
Asian	1	Character	22	22	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	√
Pacific Islander	1	Character	23	23	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	√
Filipino	1	Character	24	24	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	√
Hispanic	1	Character	25	25	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	√
Black, not of Hispanic Origin	1	Character	26	26	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	√
White, not of Hispanic Origin	1	Character	27	27	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	√
Unknown/Other	1	Character	28	28	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	√
Limited-English Proficient	1	Character	29	29	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	√
Number of Years of School Completed	2	Numeric	30	31	Number with leading zero, e.g., 09	√	√	
Basic Skills Deficient	1	Character	32	32	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	
Economically Disadvantaged	1	Character	33	33	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√		√
Disabled	1	Character	34	34	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	√
Veteran	1	Character	35	35	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√		
Dislocated Worker	1	Character	36	36	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√		
Displaced Homemaker	1	Character	37	37	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√		√
Single Parent/Single Pregnant Woman	1	Character	38	38	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√		√
Nontraditional Training	1	Character	39	39	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√		√
Date of Enrollment	8	Date	40	47	Month/Day/Year: e.g., 01/01/2000	√		
Date of Departure	8	Date	48	55	Month/Day/Year: e.g., 01/01/2000	√		
Type of Services Received: Assessment/Counseling	1	Character	56	56	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	
Personal Development Training	1	Character	57	57	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	
Counseling/Career Development	1	Character	58	58	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	
Job Development/Job Search Assistance	1	Character	59	59	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	

Performance-based Accountability, CalWORKS, and CARL D. PERKINS

Data Elements Record Layout

Data Elements	Field Length	Type of Data Field	Starting Column	Ending Column	Narrative Codes	PBA	CalWORKS	Perkins
On-the-Job Training	1	Character	60	60	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	
Work Experience	1	Character	61	61	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	
Pre-employment Skills/Job Readiness Training	1	Character	62	62	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	
Occupational Skills Training	1	Character	63	63	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√		
Learner Results:								
Earned High School Diploma	1	Character	64	64	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	√
Earned GED	1	Character	65	65	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	
Entered Military	1	Character	66	66	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown			√
Received a Certificate of Completion; Competency or Employability	1	Character	67	67	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	√
Completed a Secondary Capstone Course	1	Character	68	68	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown			√
Obtained Full-Time Employment	1	Character	69	69	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√		√
Received a Promotion in Current Employment	1	Character	70	70	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√		
Upgraded Skills for Current Employment	1	Character	71	71	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√		
Enrolled in Community College	1	Character	72	73	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√		√
Enrolled in a Four-Year College or University	1	Character	74	74	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√		√
Entered Advanced Training at an Institution Other than Higher Education	1	Character	75	75	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√		√
Entered an Apprenticeship Program	1	Character	76	76	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√		√
Left Program Before Completion	1	Character	77	77	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√		
Reasons for Leaving Before Completion:								
Entered Military	1	Character	78	78	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown			√
Obtained Employment	1	Character	79	79	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	√
Moved from Area	1	Character	80	80	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	
Schedule Conflict	1	Character	81	81	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	
Transportation Problems	1	Character	82	82	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	
Child Care Needs	1	Character	83	83	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	
Family Issues	1	Character	84	84	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	
Personal Health Problems	1	Character	85	85	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	
Lack of Interest	1	Character	86	86	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	
Public Safety Concerns	1	Character	87	87	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	
Administratively Separated from Program	1	Character	88	88	(T) rue or (F) alse/(Y) es or (N) o/U = Unknown	√	√	

Performance-based Accountability, CalWORKs, and CARL D. PERKINS

Data Elements Record Layout

Data Elements	Field Length	Type of Data Field	Starting Column	Ending Column	Narrative Codes	PBA	CalWORKS	Perkins
Other	1	Character	89	89	(T)rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	√
Twelfth Grade Vocational Program Completers								
GPA	4	Numeric	90	93	Number with decimal: e.g., 3.21			√
Take ACE exam	1	Character	94	94	(T)rue or (F)alse/(Y)es or (N)o/U = Unknown			√
Qualified for Award of Excellence	1	Character	95	95	(T)rue or (F)alse/(Y)es or (N)o/U = Unknown			√
Type of Training:								
Secondary Vocational Education								
CBEDS Course Number	4	Numeric	96	99	CBEDs code			√
CBEDS Course Number	4	Numeric	100	103	CBEDs code			√
CBEDS Course Number	4	Numeric	104	107	CBEDs code			√
CBEDS Course Number	4	Numeric	108	111	CBEDs code			√
CBEDS Course Number	4	Numeric	112	115	CBEDs code			√
CBEDS Course Number	4	Numeric	116	119	CBEDs code			√
CBEDS Course Number	4	Numeric	120	123	CBEDs code			√
CBEDS Course Number	4	Numeric	124	127	CBEDs code			√
CBEDS Course Number	4	Numeric	128	131	CBEDs code			√
CBEDS Course Number	4	Numeric	132	135	CBEDs code			√
ROCP								
CBEDS Course Number	4	Numeric	136	139	CBEDs code			√
CBEDS Course Number	4	Numeric	140	143	CBEDs code			√
CBEDS Course Number	4	Numeric	144	147	CBEDs code			√
CBEDS Course Number	4	Numeric	148	151	CBEDs code			√
CBEDS Course Number	4	Numeric	152	155	CBEDs code			√
CBEDS Course Number	4	Numeric	156	159	CBEDs code			√
CBEDS Course Number	4	Numeric	160	163	CBEDs code			√
CBEDS Course Number	4	Numeric	164	167	CBEDs code			√
CBEDS Course Number	4	Numeric	168	171	CBEDs code			√
CBEDS Course Number	4	Numeric	172	175	CBEDs code			√
Adult Education Vocational Education								
Course Number	8	Numeric	176	183	Course Number			√
Course Number	8	Numeric	184	191	Course Number			√
Course Number	8	Numeric	192	199	Course Number			√
Course Number	8	Numeric	200	207	Course Number			√
Course Number	8	Numeric	208	215	Course Number			√
Course Number	8	Numeric	216	223	Course Number			√
Course Number	8	Numeric	224	231	Course Number			√
Course Number	8	Numeric	238	246	Course Number			√
Course Number	8	Numeric	247	254	Course Number			√
Course Number	8	Numeric	255	262	Course Number			√
Number of Hours Attended	4	Numeric	263	266	Number with leading zeroes, e.g., 0024	√		
TANF/CalWORKs Eligible	1	Character	267	267	(T)rue or (F)alse/(Y)es or (N)o/U = Unknown	√	√	
ROCP: Concurrently Enrolled	1	Character	268	268	(T)rue or (F)alse/(Y)es or (N)o/U = Unknown	√		
Type of Training:								
CDS Code	14	Numeric	269	282	County/district/school code	√		
Output Sequence Number	6	Numeric	283	288	Number one with leading zeros; e.g., 000001	√		
Blank Fields	40	Character	289	328	Intentionally left blank for future use	√	√	√

AB 2448 Frequently Asked Questions

I. PLAN FOR DEVELOPING SEQUENCES OF COURSES

Section 4 EC 52302 (b) (pp 7/8)

1. **Q:** What elements need to be in “the plan”?

A: ROCPs are required to develop a plan on or before July 1, 2008 (for establishing a sequence of state funded (not Perkins) courses between the ROCP and the community college in pathways where both delivery systems offer courses. CDE has developed a Sample Format for State-Funded Course Sequencing (Appendix C)) related to the plan development. The form is optional but the elements are required. To be consistent with other parts of our implementation plan, the reference to “on or before July 1, 2008” means no later than June 30, 2009.

2. **Q:** How does a ROCP ‘certify’ to CDE? (b) (1)

A: ROCPs must certify to CDE that course sequences have been developed on or before July 1, 2010 CDE has also developed a Sample Format Certification of State Funded Course Sequencing (Appendix D). This form is optional but the elements are required. To be consistent with other parts of our implementation plan, the reference to “on or before July 1, 2010” means due to CDE no later than June 30, 2009.

3. **Q:** E.C. 52302 (b) (1) addresses both ‘develop a plan’ for establishing sequences’ and ‘certify to the department that sequences have been developed’ by the same deadline. These seem to contradict each other.

A: There are two components to E.C. 52302(b)(1) the 1st is the need to develop a plan for course sequencing by 7/1/2008. The 2nd is to certify that the plan for course sequencing has been completed. This is due to CDE by July 1, 2010.

4. **Q:** Who (position and title) is responsible at the CC for development of the sequence?

A: The law does not assign responsibility by position or title. ROCPs are encouraged to meet with the local Deans of Vocational Education to begin the sequencing discussion.

5. Q: What is the role of the WIB?

A: The Local Workforce Investment Board serves an advisory role only. LWIBs should be able to provide ROCPs with information regarding the needs of employers in the community.

6. Q: If ROCPs have identified sequences instead of ‘articulated programs’ with the CC is the public session still required?

A: Yes, E.C. 52302 (b) (2) applies to all. Formal articulation agreements are not required for a course to be considered part of a sequence between a ROCP and the Community College.

II COURSE SEQUENCES: STATE FUNDED

Section 4 E.C. 52302 (a) (p7)

1. Q: Who is responsible for ensuring that sequencing takes place? The Community College, High School or ROCP?

A: The ROCPs are responsible for ensuring that 90% of the courses in which the ROCP and Community College have in common are part of a sequence.

2. Q: Are “Pathway” and Sequence” the same thing?

A: No, A *career pathway* is a coherent sequence of courses that allows students to apply academics and develop technical skills in a curricular area.

3. Q: There are two sections, E.C 52302 (a) and (c), which refers to ROCPs involvement in course sequencing. One states that ROCPs must have 90% sequenced by July 1, 2010 and (c) states 2/3 of courses must be sequenced by July 1, 2010. What does this really mean for ROCPs?

A: E.C. 52302 (a) refers to state funded courses and E.C. 52302 (c) refers to federally funded courses. ROCPs are responsible for sequencing the courses that meet the state or federal funding parameters.

4. Q: How is “course” defined?

A: An ROCP course is defined as one that has a state certified course outline, or leads to industry certification, or is 150 hours.

- 5. Q:** How many courses equal a sequence?
A: An occupational course sequence is defined as two, or more CTE courses in the same pathway offered by both the ROCP and the community college in the local service area.
- 6. Q:** Does “course sequence” mean articulated?
A: No, articulation refers to a formal agreement between ROCP and the community college.
- 7. Q:** Do community colleges have to have a linking “course” or a linking “pathway”?
A: ROCPs are to identify CTE courses in the same pathway offered by both the ROCP and community college. An occupational course sequence is defined as two, or more, CTE courses in the **same** pathway offered by both the ROCP and the community college in the local service area. At a minimum, the ROCP must have at least one CTE course and the community college must have at least one CTE course to satisfy the two or more course requirement in this part.
- 8. Q:** Only one community college offers a Biotech pathway/degree in a ROCP with 15 community colleges. Do the participating districts connect with that one community college or do they go to the community college in their region (that doesn’t offer Biotech?)
A: The ROCP is to identify CTE courses in the same pathway offered by both the ROCP and community college in the **local service area**.
- 9. Q:** Is the ‘occupational skill certificate’ the Certificate of Achievement that ROCPs issue at the student’s exit of the course?
A: The “occupational skill certificate” is a course specific certificate developed in cooperation with the appropriate Employer Advisory Board. The certificate may be identical to existing certification of achievements currently used by the ROCP. *This certificate should identify the specific skills and competencies in which each individual student has demonstrated proficiency.*
- 10. Q:** Does the ‘prerequisite course’ require a written agreement between apprenticeship and postsecondary programs?

A: No, ROCPs are encouraged to work with the apprenticeship community to develop courses which lead to apprenticeships.

- 11. Q:** Our labor market reflects service industries (typically low wage) as the larger occupational demand. Is this section meant for all course offerings or that we focus on high entry-level/significant wage increase jobs in addition to what our communities need? (Retail, Child Care, Food Service)

A: ROCP CTE courses should focus on occupations requiring comprehensive skills leading to high entry-level wages or the possibility of significant wage increases after a few years on the job, or both. A focus on high wage does not prevent the development of other courses which meet local labor market needs.

- 12. Q:** What does “offer” mean? On the books, but no student enrollment? Are ROCPs responsible for assuring students complete a sequence?..

A: No, ROCPs need to sequence 90% of their state-funded courses in which both the ROCP and community college offer classes. They are not responsible for assuring students complete the sequence. It is assumed that ROCPs would not offer courses for which there is no enrollment.

III. COURSE SEQUENCES: CARL D. PERKINS (Federally Funded)
Section 4 EC 52302 (c) (p8)

- 1. Q:** Does ROP Perkins funding status effect which courses are held accountable (132 vs 131?)

A: All courses funded with Perkins fall into this category. If an ROCP has a course which is not funded with Perkins, it would fall under the sequencing requirements of E.C. 52302 (a) state funded courses and not E.C. 52302 (c) federally funded courses.

- 2. Q:** Will community college’s lack of action affect high school Perkins?

A: The community colleges lack of action should not affect the high schools Perkins allocation.

IV. ADULT PARTICIPATION IN ROCP COURSES

Section 8 EC 52302.7 (academic/personal development p11)
Section 9 E.C. 52302.8 (ADA pp 11/12)

1. **Q: (b)** Is the percentage of adults served based on ADA. or actual enrollment numbers?

A: It is based on claimed ADA.

2. **Q:** (g) What if the CC cannot increase their enrollment to absorb the adults in the ROCP? Could they write a letter to the SPI (?) and allow the ROCP to maintain their high percentage?

A: No, however the community college can contract with the ROCP to serve the adult students.

3. **Q:** (j) (2) If we contract with the community college, what funding level will be used?

A: The cost for courses contracted for may not exceed the ROCP cost per student that would have been incurred by the ROCP in the absence of an agreement. If the course is deemed eligible for credit at the community college, the community college may not receive apportionment for the course in excess of the ROCP revenue limit.

4. **Q:** What funding source is accessed with a community college contracts with an ROCP for student programs?

A: The community college claims the students as FTE through the community college apportionment system and “reimburses” the ROCP for costs incurred to operate the course.

**V. EMPLOYER ADVISORY BOARDS (EAB)
Section 5 52302.2 (p9)**

1. **Q:** Are the EABs centered on subject matter?

A: The EAB should be established by the governing board of each ROCP for each career technical education pathway offered by the ROCP. For example: If the ROCP offers courses in the Transportation Industry Sector in the Vehicle Maintenance, Service and Repair pathway as well as courses in the Collision Repair and Refinishing pathway, the ROCP will need to establish a separate EAB for each pathway. ROCPs may combine pathways if they deem it appropriate.

2. Q: Must ROPs have EABs approved by Governing Board?

A: Yes, each ROCP Governing Board must establish EABs . However, Education Code Section 35161 gives the Governing Board the ability to delegate duties.

3. Q: How does the repeal of Ed Code related to Labor Market Information affect ROCPs?

A: Previous law required that a job market study be conducted prior to establishing an ROCP. ROCPs are still required to determine an existing labor market demand for each course the ROCP offers.

4. Q: Will our existing Advisory Committees and course review satisfy EC 52302.2 (b)?

A: ROCPs will need to review the EAB requirements and assure that their existing Advisory Committees meet the requirements.

5. Q: Currently, our teachers report student evaluation methods during the annual advisory meeting. Are we looking for an additional agenda item on the advisory meeting?

A: It is recommended that an agenda item be added which would document the ROCPs compliance in this area. The teacher could still report out on the methods of evaluation. The EAB could vote to approve the method.

6. Q: How would an advisory board approve measures and criteria, and methods to evaluate whether pupils actually acquired the identified skills and knowledge?

A: Assessment criteria should be an item on the agenda. This will provide EABs with the ability to review and approve the assessment criteria used by the ROCP. See Appendix B for a sample EAB agenda.

7. Q: How would we determine whether pupils who are assessed as having met the requirements for a skill certificate possess the skills needed for success in employment in that occupation?

A: Each ROCP will need to identify how it will accomplish this. One suggestion would be to use the EAB to identify methods for assuring students possess the necessary skills. Sample criteria could be reviewing information that indicates whether students who received skill certificates were successful in employment

- 8. Q:** How will students be tracked “after several years on the job”?
- A:** This question refers to E.C. 52302.2 (3). There is no expectation that ROCPs will “track” students. ROCPs should utilize local labor market information to determine the occupations which will most likely lead to jobs in high wage and have a potential for significant wage increases after several years on the job.
- 9. Q:** Is there any accountability if an advisory doesn’t assist ROCPs in developing work opportunities?
- A:** No, the law does not address accountability of an employer advisory board. ROCPs can document its attempts to meet this requirement through the EAB agenda and minutes from EAB meetings. See Appendix B for a sample agenda.
- 10. Q:** Is there any accountability if an advisory doesn’t assist ROCPs in creating scholarships? Are ROCPs responsible for developing scholarships?
- A:** No, the law does not address accountability of an employer advisory board. EAB’s are asked to provide the ROCPs with information. Employers are not required to establish internships or scholarships. ROCPs can document its attempts to meet this requirement through the EAB agenda and minutes from EAB meetings. See Appendix B for a sample meeting topics.
- 11. Q:** Is there a limit as to who may be included on the Employer Advisory Board?
- A:** No

VI. CDE COMPLIANCE MONITORING REVIEW

Section 19, EC 52334.5 (pp 16/17)

Note: We anticipate that the review instrument will be developed prior to the beginning of the 2008-09 school year. CDE will conduct regional workshops on the instrument in the Fall 2008 and implement the monitoring process beginning after January 2009. We intend to develop an instrument that is relatively easy to implement and can be effectively used for self assessment purposes by all ROCPs.

- 1. Q:** What is the evaluating tool to be used for monitoring?

A: In consultation with local ROCPs, CDE will develop a monitoring instrument that, at a minimum, includes all of the following:

 - Administration and instructional programs
 - Alignment of curriculum with the CTE Model Curriculum Standards
 - Sequencing of courses in a pathway with middle schools, high school courses, and postsecondary educational institutions
 - Teacher credentials
 - Counseling and guidance
 - Business and industry involvement
 - Local labor market review
 - Required actions of local governing boards
 - Other components determined by CDE *which will include all other critical Education Codes ROCPs are required to follow*

- 2. Q:** What is technical assistance or support?

A: Technical assistance or support services means CDE will provide relevant information, arrange for peer support, provide exemplary practices by other ROCPs, and other resources that might be useful in helping an ROCP correct a deficiency.

- 3. Q:** What is the consequence of not being in compliance?

A: The purpose of the monitoring review is to improve the operation of the ROCP. It is not intended to be a compliance review with all the negative connotations of the term compliance. It is, however, intended to lead to correction of items found to be not meeting the state law of regulations. However, there are potential fiscal consequences if an RCOP fails to meet the adult ADA. limitations.

- 4. Q:** What specific laws and regulations will be monitored in administration and instructional programs?

A: Compliance monitoring will include all laws and regulations related to ROCP, including:

- Administration and instructional programs.
- Alignment of curriculum with the CTE Model Curriculum Standards.
- Sequencing of courses in a pathway with middle schools, high school courses, and postsecondary educational institutions.
- Teacher credentials
- Counseling and guidance
- Business and industry involvement
- Local labor market review
- Required actions of local governing boards

5. Q: Can a sequence be identified but not formally articulated?

A: Yes

VII. UNDER AGE 16 STUDENTS

Section 11 EC 52314 (pp 13-14)

1. Q: Are ROCPs required to complete waivers for students who are under the age 16?

A: No, waivers are no longer required. See EC 52314 for information regarding students who are under age 16.

2. Q: What needs to be in place for auditing purposes?

A: A copy of the CHSP should be maintained for auditing purposes. ROCPs will determine where the CHSP will be maintained.

3. Q: How should ROCPs deal with schools who want ROCPs to pick up large sections for freshman and sophomore students?

A: School districts have a statutory requirement to offer introductory CTE courses. ROCPs should resist this, otherwise school districts will have no commitment toward CTE.

4. Q: What is a comprehensive school plan?

A: A comprehensive high school plan is a student specific plan that shall include both academic and CTE sequence of courses, that when completed, will result in the student earning a high school diploma, a GED, or a postsecondary certificate, diploma, or the equivalent. For each school

year, beginning with the school year in which the referral is made, the plan must show, for each individual student being referred to the ROCP, each individual course title, by semester/quarter as appropriate to the school calendar, the student plans to take up to and including the year of his or her planned high school graduation. See Appendix F and G.

5. Q: When should the comprehensive school plan be updated?

A: The plan should be updated if there is a change to the students previously approved sequence of courses or if the student changes schools.

6. Q: If a school district has a district 'policy' regarding adults on a high school campus, do they now need to go to the governing board for approval?

A: As long as the policy was approved by the governing board, there would be no need for additional action. However, if the policy was not approved by the governing board, then action is required. E.C. 52314 (a) (2) requires a specific board action and may not be usurped by any district administrator.