

# Federal Perkins V State Plan

In Fulfillment of the Requirements of the  
Strengthening Career and Technical  
Education for the 21<sup>st</sup> Century Act  
***Public Law* 115–224**

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**California State Board of Education,  
in collaboration with the  
Board of Governors of the California  
Community Colleges**

Posted by the California Department of Education

August 2020

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**US Department of Education**  
**Office of Career, Technical, and Adult Education**  
**Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act**  
**(Perkins V) State Plan**

# **I. Cover Page**

**A. State Name:** California

**B. Eligible Agency (State Board of Education) Submitting Plan on Behalf of State:**

California Department of Education

**C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency:**

1. **Name:** Pradeep Kotamraju, Ph.D.

2. **Official Position Title:** Director, Career and College Transition Division

3. **Agency:** California Department of Education

4. **Telephone:** 916-322-6368     5. **Email:** pkotamraju@cde.ca.gov

**D. Individual serving as the State Director for Career and Technical Education:**

Pradeep Kotamraju

**E. Type of Perkins V State Plan Submission – Fiscal Year (FY) 2019:**

Year One Transition Plan (FY 2019 only) – *if an eligible agency selects this option, it will need only complete Items G and J.*

**F. Type of Perkins V State Plan Submission - Subsequent Years:<sup>4</sup>**

State Plan (FY 2020–23) – *if an eligible agency selects this option, it will then complete Items H, I, and J.*

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4. Federal Government footnote: Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020–23)

**G. Submitting Perkins V State Plan as part of the Workforce Innovation and Opportunities Act (WIOA) combined State Plan – FY 2019 (*Check one*):**

No

**H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years*:<sup>5</sup>**

No

**I. Governor’s Signatory Authority of the Perkins V State Plan:<sup>6</sup>**

The Governor received the State Plan on March 13, 2020. On June 12, 2020 the Governor provided a letter supporting the State Plan for submission to the Department.

**J. By signing this document, the eligible entity, through its authorized representative, agrees:**

- 1. To the assurances, certifications, and other forms enclosed in its State Plan submission; and**
- 2. That, to the best of my knowledge and belief, all information and data included in this State Plan submission are true, and correct.**

**Authorized Representative Identified in Item C Above (Printed Name):**

Pradeep Kotamraju  
916-322-6368  
June 13, 2020

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5. Federal Government footnote: Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020–23).

6. Federal Government footnote: Item I is required in FY 2019 only for states that choose to submit a full Perkins V State Plan, covering FY 2019–23.

## II. Narrative Descriptions

### Introduction and Preview

California is the most populous state in the nation and is the fifth-largest economy in the world; therefore, California has a unique opportunity and responsibility to reshape and redefine the role of career technical education (CTE). CTE is a driver for education, workforce development, and economic prosperity for the State. Dramatic changes in educational policy; specifically changes in education funding, coupled with demographic and economic trends, have created renewed interest in CTE. CTE is also an important framework for looking at how California can meet its educational responsibilities for providing equity and access to all of our students. This, combined with a variety of California's recent strategic education and workforce development plans and programs, offers both new possibilities and challenges in preparing the State's workforce for the future.

Statewide, CTE is supported through numerous funding streams and is implemented through diverse programs. With fresh investments of ongoing State funds specifically purposed to enhance and improve CTE, California looks to create a brighter educational and economic future. The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) funds serve as an important lever for improving secondary and postsecondary CTE to better engage students in learning, to meet critical workforce demands, and to help students become socially mobile. It is anticipated that the development of the Federal Perkins V State Plan will be leveraged for a broad-based State plan that will weave multiple funding streams and programs together into a fully articulated and integrated kindergarten through grade fourteen and beyond (K–14+) CTE system. In other words, the development of the Federal Perkins V State Plan is a key part of the State's more wide-ranging effort to create a world-class CTE system that can strengthen education and workforce preparation available to all Californians.

The California Workforce Pathways Joint Advisory Committee (CWPJAC), composed of an equal number of representatives of the California State Board of Education (SBE) and the California Community Colleges Chancellor's Office (CCCCO) Board of

Governors (BOG), as well as two ex-officio (nonvoting) members, serves as the joint policy body that makes recommendations to its two governing boards regarding all aspects of coordinated delivery of CTE in the State.

The CWPJAC's priority is to pivot toward purposeful integration of the student experience across systems and into college and career while addressing industry needs by incorporating the following Guiding Policy Principles from the CWPJAC's Guiding Policy Principles to Support Student-Centered K–14+ Pathways:

- A. Focus on a **Student-Centered Delivery of Services** for all K–14+ college and career pathways, which accommodates multiple entry points to facilitate students' needs to build their skills as they progress along a continuum of education and training, or advance in a sector-specific occupation or industry.
- B. Promote **Equity and Access** by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations.
- C. Achieve **System Alignment** in the economic regions of the State in order to create a comprehensive and well-defined system of articulation of high-quality K–14+ pathway courses (i.e., both in-person and online) and work-based learning (WBL)<sup>1</sup> opportunities with a specific emphasis on CTE. Bring greater coherence to programming, common use of terminology, appropriate data collection and sharing, and attainment of student outcomes in a timely way that lead to upward mobility in California's Industry Sectors. System alignment allows for greater student portability and career advancement.

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1. WBL means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.



- D. Support the **Continuous Improvement and Capacity Building** at all levels and components to ensure smooth transitions in the system and focus efforts on implementation of State standards, attainment of student outcomes, and a strengthening of California's regional economies.
- E. Ensure that **State Priorities and Direction Lead the State Plan** with opportunities in Perkins V leveraged to assist in accomplishing the State goals and objectives for student achievement, also known as "the California Way."

California is strategically well-positioned for Perkins V to determine how the federal Perkins V funds may complement, enhance, and supplement California's policy objectives regarding workforce pathways in the State's regional economies.

What follows is the State's response to fulfilling the requirement for implementing the Perkins V. The State of California is submitting this document in accordance with the U.S. Department of Education's (ED) guide for the submission of state plans, located at [https://s3.amazonaws.com/PCRN/docs/1830-0029-Perkins\\_V\\_State\\_Plan\\_Guide-Expires\\_4-30-22.pdf](https://s3.amazonaws.com/PCRN/docs/1830-0029-Perkins_V_State_Plan_Guide-Expires_4-30-22.pdf).

## **A. Plan Development and Consultation**

**1. Describe how the State Plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State Plan consultation under section 122(c)(1) of Perkins V.**

### **Response:**

Developing a Federal Perkins V State Plan for a state as vast and diverse as California requires a broad range of expertise and knowledge as well as access to data from a number of sources. Planning for this effort actually began nearly three years ago. The primary mission of the CWPJAC, reconvened in 2017, is to review, to give advice, and to make recommendations on federally-funded and state-funded CTE programs. The CWPJAC has six voting members — three members from the California SBE, and three members from the BOG, which guides the California Community Colleges (CCC). The CWPJAC also has two ex-officio members.

The CWPJAC began holding joint collaboration meetings to develop the Guiding Policy Principles, and to correspondingly develop the Essential Elements of a High-Quality College and Career Pathway. Led by SBE staff, and assisted by the California Department of Education (CDE) and CCCCCO staff, the Guiding Policy Principles and the Essential Elements of a High-Quality College and Career Pathway (see Appendix D) were first approved by the CWPJAC in March/May 2018, and were revised in May 2019. The Guiding Policy Principles and the Essential Elements of a High-Quality College and Career Pathway were presented in open meetings, and public comment was received by the CWPJAC, including a public regional meeting in August 2018. In November 2019, in response to additional public comment, the CWPJAC added a new Essential Element of a High-Quality College and Career Pathway: Strong Partnerships with Industry, as noted in Appendix D.

With the Guiding Policy Principles and the Essential Elements of a High-Quality College and Career Pathway in hand, the CWPJAC took up the task of determining how

state-funded CTE programs would be implemented at the local educational agency (LEA) level, and, most recently, it undertook a discussion around how to respond to fulfilling the requirements regarding the Federal Perkins V State Plan, making it understood that the Federal Perkins V State Plan will supplement and support ongoing state CTE efforts. Under the direction of the CWPJAC, staff from the SBE, the CDE, and the CCCCCO jointly manage the planning and coordination of programs conducted under Perkins V. Together, these staff plan and discuss items of mutual concern and resolve issues related to the administration and operation of state-funded and federally funded CTE programs and services, including Perkins V. More broadly, the staff serve as professional support to the CWPJAC.

The Federal Perkins V State Plan was developed in accordance with Section 122(c)(2) of Perkins V and in consultation with a broad range of individuals representing a diverse group of stakeholders. To begin the process, the State put together an internal working team composed of staff from the SBE, the CDE, and the CCCCCO. This team has been meeting weekly to coordinate, organize, and develop strategies to advance the Federal Perkins V State Plan. Staff also elicited help from the Comprehensive Center at WestEd to build capacity and provide guidance through this endeavor. For brevity, this internal working team will be referred to as the Joint Management Team (JMT).

The JMT conducted a thorough process to identify members for a Statewide Stakeholder Advisory Committee (SSAC). The SSAC was to be composed of academic and CTE teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); representatives of labor organizations in the State; representatives of Indian Tribes and Tribal organizations in the State; and other individuals as described in Section 122(c)(1) of Perkins V. Forming such stakeholder groups is not new for California, and is a long-standing practice, in the case of both the Federal Perkins V State Plan and the Every Student Succeeds Act (ESSA), as well as the Workforce

Innovation and Opportunities Act (WIOA) and many other State-led initiatives that seek to promote student learning, equity and access, and continuous quality improvement.

The SSAC provided structured input on the development of the Federal Perkins V State Plan, including developing a comprehensive vision of a statewide CTE system. The CDE and the CCCCCO provided background materials and information to the SSAC. Research-based information about the State's economy, workforce needs, CTE structure and status, and the requirements of Perkins V laid the groundwork for this stage of the input process, which started with a virtual level-setting meeting, on August 7, 2019, and two in-person meetings, on August 13, 2019, and September 17, 2019, with the SSAC. The purpose of these meetings was to elicit input on the Federal Perkins V State Plan from all the required stakeholder groups. The meetings primarily focused on drafting a shared vision for the State's CTE system and gathering input to align this new plan to the Guiding Policy Principles. Members of the SSAC shared their perspectives for CTE system goals and focused on strategies to improve equity and access, develop demand-driven programs, and strengthen CTE in the following areas: the needs of special populations, elements of high-quality instructional programs, industry partnerships, system alignment, and teacher and faculty supply and quality.

While the JMT had intentionally reached out and invited individuals representing stakeholders according to federal requirements, after the first in-person stakeholder meeting, it became apparent to the JMT that the SSAC included only one member whose current primary affiliation was as a certificated classroom teacher. Seeking to reflect voices and views from classroom practitioners across the State, the JMT decided to add targeted stakeholder meetings to the plan development schedule, to include more certificated classroom teachers and college faculty. Based on advice from the CWPJAC, the SSAC was supplemented by seeking input from two additional groups that are crucial to the development of the Federal Perkins V State Plan.

The first group comprised CCC personnel who were members of the California Community College Association for Occupational Education (CCCAOE), during a pre-conference session at the annual CCCAOE conference on October 15–17, 2019. The pre-conference session followed the format and topic areas of interest used for the

SSAC. In addition, during the conference, the CDE and CCCCO staff presented two sessions about what was being addressed in the Perkins V legislation. The purpose of these two sessions was to specifically make CCC administrators aware of the requirements of the Perkins V legislation and how those requirements must be implemented at their campuses, colleges, and districts. Secondary teachers from across the State made up the second group of targeted key informants. The meeting was held virtually on October 17, 2019. Once again, the session followed the format and topics used to solicit input from the SSAC. A complete list of the SSAC, the CCCAOE participants, and the secondary teacher participants is provided in Appendix A.

From these stakeholder/key-informant meetings, much information was gathered, and, where relevant, recommendations were included in the Federal Perkins V State Plan. It should be noted that the information gathered from stakeholders/key informants can become the starting point for developing a comprehensive California State Plan for CTE. In essence, the Comprehensive California State Plan for CTE becomes a broad and bold vision for California CTE, placing the requirements for the federal Perkins V funding within the larger context of State education and workforce development priorities and initiatives.

**2. Consistent with Section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in Section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State Plan objectionable, the eligible agency must provide a copy of such objections, and a description of its response in the final plan submitted to the Secretary. (Section 122[e][2] of Perkins V)**

**Response:**

The major responsibility for secondary CTE program administration and oversight resides in the Career and College Transition Division (CCTD) within the CDE. In addition, the CCTD provides support and direction to LEAs regarding alternative education options and adult education. County offices of education serve as the State's intermediary organizations, providing useful regionalized services and maintaining linkages between the State and local Kindergarten through grade twelve (K–12) school districts, and by reviewing and approving LEAs' Local Control Accountability Plans (LCAPs). Given California's immense size, its 58 county offices are organized into 11 geographic regions.

The CCCCO is the State agency for providing State administration and direction for postsecondary CTE programs. The Workforce and Economic Development Division (WEDD), within the CCCCO, is responsible for postsecondary CTE administration and program oversight. The WEDD is responsible for implementing Perkins V, which includes conducting compliance reviews and providing technical assistance relating to career education programs at all 115 CCC. The WEDD is also responsible for programs that bridge skills and jobs mismatches and prepare California's workforce for 21<sup>st</sup> century careers through career education.

Together, the CCTD, within the CDE, and the WEDD, within the CCCCO, working closely with the California Workforce Development Board (CWDB), employers, organized labor, and other community partners, ensure that California career pathway programs are relevant and that students are properly prepared to enter the workforce, re-enter the workforce, or successfully switch career paths.

California received approximately \$127 million in Fiscal Year (FY) 2019–20 from the ED, as shown on the Budget Form (page 179). The CDE is the fiscal agent for state funds. Up to 5 percent can be used for Administration; up to 10 percent can be used for State Leadership activities; and at least 85 percent, which is split almost evenly between the CDE and the CCCCO, must be allocated to local recipients of the Perkins V funds. It should be noted that up to 15 percent of the 85 percent local funds can be held at the state level and be used as a reserve fund. The CDE receives two-thirds, and the CCCCO receives one-third of the Administration Funds. State Leadership Funds are

distributed as follows: A substantial portion of the State Leadership Funds (\$12.7 million) are split evenly between the CDE and the CCCCCO (about \$5.8 million each), with the remainder of the State Leadership Funds allocated to State Institutions (\$950,000 split evenly between the CDE and the CCCCCO); recruitment of special populations (\$50,000 that is allocated to the CCCCCO); and nontraditional training and employment (\$150,000 that is allocated to the CCCCCO).

This formula for the distribution of funds, originally approved for the 2008–12 Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) State Plan and 2019–20 State Transition Plan, was approved by the CWPJAC and the SBE. The SBE, the CDE, and the CCCCCO will convene a representative committee for advising the CWPJAC on revising the methods for distributing how Perkins funds will be distributed in subsequent years. Any changes in the current distribution-of-funds formula will be submitted as part of a revision to the Federal Perkins V State Plan.

### **3. Describe opportunities for the public to comment in person and in writing on the State Plan. (Section 122[d][14] of Perkins V)**

#### **Response:**

In accordance with Section 122(d)(14) of Perkins V and the “U.S. Department of Education’s Guide for the Submission of State Plans,” the SBE, the CDE, and the CCCCCO jointly conducted a comprehensive and thorough process to elicit public input on the Draft Federal Perkins V State Plan. Public input sessions, including a webinar, were conducted for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations) an opportunity to present their views and make recommendations regarding the Draft Federal Perkins V State Plan.

The following Federal Perkins V State Plan development activities were conducted in accordance with the framework of consultations required by Section 122(c) and Section 122(d)(14) of Perkins V:

- Public meetings of the CWPJAC (see Appendix B for dates of meetings)
- Structured input from the SSAC that included representation from all the required stakeholder groups
- Web-based input on the Draft Federal Perkins V State Plan
- Professional conferences
- Public input sessions (see Appendix B for dates of sessions)

Appropriate records for these mandated consultations are being maintained.

**Web-Based Input:** A public website was developed by WestEd to publicize the opportunity to review and comment on the Draft Federal Perkins V State Plan. The website can be found at <https://www.wested.org/perkinsplanfeedback/>. It included background information on the planning process, links to download appropriate information as PDF files, and a link to comment on the materials. It also included a link to subscribe to an email list to receive updates about the project. Individuals were offered the option of entering comments directly into text boxes in an electronic survey. The website also included information about the public input sessions and the means by which individuals could participate either in person or via webcast.

Beyond notifications posted on the website, individuals were informed of their opportunities to provide input on the Draft Federal Perkins V State Plan through public notices, email notifications through all pertinent listservs, and an extensive network of professional organizations.

Email notifications were sent to:

- The CTE project listserv
- The CDE high school listserv
- The CCCCCO listservs



- All county offices of education (for distribution to districts and charter schools)
- The CCCCCO (for distribution to all interested staff and faculty)
- The Chancellor's Office of the California State University (CSU) (for distribution to interested staff and faculty)
- The University of California (UC) Office of the President (for distribution to interested staff and faculty)
- The California State Parent Teacher Association (for inclusion in its calendar and publications)
- The California School Boards Association (for distribution to members)
- Business and industry organizations
- CTE professional associations and organizations

Notices of the field review period and the public comment meetings, as well as other response options, were posted on both the CDE and the CCCCCO web pages.

Individuals' options for responding included:

- Web (WestEd website: <https://www.wested.org/perkinspubliccomment/>)
- Email ([path2work@cde.ca.gov](mailto:path2work@cde.ca.gov))
- Regional public meetings

**Public Meetings:** For those individuals who preferred to provide input on the Draft Federal Perkins V State Plan in person, or who wished to amplify their written input, public hearings were held. Public hearings were conducted on December 2, 2019, in North Orange County in Southern California, and December 9, 2019, in Sacramento. The public also had the opportunity to provide input on the Draft Federal Perkins V State Plan at several conferences around the State. All of the CWPJAC meetings beginning in February 2019 and spanning through March 2020 were open to the public

and allotted time for public comment on the Federal Perkins V State Plan development. Notices of the field review period and all public hearings were posted, per the Bagley-Keene Open Meeting Act requirements, on the Federal Perkins V State Plan's website, as well as on both the CDE and the CCCCCO websites. Appendix B provides more detailed information about the public meetings.

In summary, the information gathered through stakeholder meetings, through discussions with key informants, and during the public comment period was collated and curated by the Comprehensive Center at WestEd. Stakeholder and key-informant comments were included in earlier versions of the Draft Federal Perkins V State Plan. Comments from the general public were included in the Draft Federal Perkins V State Plan presented at the January 31, 2020, CWPJAC meeting. To make all comments publicly available, a Public Comment Report for the Draft Federal Perkins V State Plan was made available in hard-copy form for review at the CDE, as well as posted on WestEd's web page, located at <https://www.wested.org/perkinspubliccomment/>.

## **B. Program Administration and Implementation**

### **1. State's Vision for Education and Workforce Development**

**a. Provide a summary of State-supported workforce development activities (including education, and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122[d][1] of Perkins V)**

**Response:**

California is at an important crossroads as it continues to improve, strengthen, and expand the delivery of CTE and the skills of the California workforce. New demands from the 21<sup>st</sup> century workplace; rapid globalization; shifts in the State's demographics, including immigration and baby-boomer retirements; and heightened expectations for equitable outcomes for K–12, adult schools, and CCC students are creating a new

urgency for increasing the pace of CTE reform, which began in previous decades. Education must be the engine to continue fueling the needs of a changing world.

In California, given vast regional differences and powerful economic and demographic forces, completion of high school and ongoing training or education have become essential to meet workforce demands. California intends to leverage State and federal efforts to improve the entire CTE system — to move toward a more coherent, world-class delivery system that serves as the primary engine for the State's workforce and economic development, and as a key vehicle to engage students in learning. CTE is a critical component within a broad and deep curriculum that prepares all students to be career and college ready.

The State's shifting economy has created a need for new knowledge, skills, and attitudes in the workplace. Employers view skills such as communication, critical thinking, problem-solving, and teamwork as essential prerequisites for work. They also want employees with basic academic knowledge and skills, a high school diploma or college degree, and appropriate levels of training or certification in their respective industries. Equally important, individuals must be self-motivated and able to continuously learn and manage their careers in response to ongoing and rapid change. Individuals must be given access to a world-class workforce development program that supports their aspirations and improves their quality of life.

These skills, attitudes, and new knowledge are essential to success for all working adults across the spectrum of occupations, be they artists, scientists, nurses, or carpenters. Furthermore, they are essential to society in addressing the challenges posed by not only a changing economy, but a changing world. CTE can therefore no longer continue to exist as a separate educational alternative; it must be woven into the very fabric of our educational delivery system. CTE — with its focus on rigorous and relevant content, hands-on learning, supportive relationships, and demonstrated outcomes — can set the standard for the kind of challenging, engaging, student-centered instruction that the CWPJAC recognizes as required for students of all ages to succeed. Integrated thoughtfully with strong academic preparation and guided by basic principles of youth and adult development, CTE can complement and enhance learning

in all disciplines, reinforcing, rather than compromising, the tenets of a solely academic education while preparing students for their future endeavors.

Many new priorities are reflected in the recent work of the CWPJAC, as defined by its Guiding Policy Principles and its Essential Elements of a High-Quality College and Career Pathway. The emerging emphases on regional partnerships, regional program development and implementation, and powerful economic changes all contribute to the need to strengthen California CTE programs. In this spirit, the CWPJAC has made it a priority to pivot toward purposeful integration of the student experience across systems and into college and careers, with the dream of an overall statewide CTE system that can engage and prepare students of all ages for fulfilling careers and lifelong learning while addressing the workforce needs of the new economy.

California's public education system comprises pre-K–12 schools, adult schools, CCC, UCs, and CSUs. It is regulated by a complex California *Education Code (EC)* and a finance system that are largely controlled by the Legislature and the Governor.

The state's large and geographically dispersed K–12 school system delivers public education to more than 6.2 million students in more than 1,000 districts and just over 10,500 schools. The state provides educational services to more than 1 million adult learners through adult education programs delivered through both K–12 schools, CCC, and other providers. The CCC, the world's largest public higher education system, serves more than 2.1 million students at 115 colleges and 73 educational centers or districts. Together, the K–12, adult schools, and CCC system, along with public and private-sector workforce development programs, the CSU system, the UC system, and business and industry, make up the core of California's vast CTE infrastructure.<sup>2</sup>

California's CTE infrastructure, from the earliest education experiences until students exit K–12, adult schools, the CCC system, or beyond, is supported from a range of

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2. The K–12 data is for the academic year 2018–19 and is taken from <https://www.cde.ca.gov/ds/sd/cb/ceffingertipfacts.asp>. The community college numbers are taken from <https://www.cccco.edu/About-Us/Key-Facts>.

resources, including federal, state, local, and private funds. In addition to apportionment funds, which make up the majority of the funding, State-funded programs support crucial aspects of CTE programming. Key federal resources used to supplement and strengthen state efforts include the Perkins V, the ESSA, the Individuals with Disabilities Education Act (IDEA), and the WIOA.

### ***The K–12 CTE Delivery Structure***

Within the CDE, the major responsibility for CTE program and administrative oversight resides within the CCTD, as previously mentioned. In addition, the CCTD provides support and direction to LEAs regarding high school initiatives and adult education.

CTE varies in focus, content, delivery, and intensity, beginning as early as elementary school and progressing throughout middle school, high school, and higher education. Elementary and middle school programs primarily focus on career awareness and exploration, with the goal of awakening students' imaginations about future possibilities. These programs consist of projects, speakers, field trips, and, later, job shadowing. They help students learn through experience, expose students to career options, and reinforce the development of knowledge and skills associated with success in future careers — and in life. The career exploration and preparation processes are supported by a counseling and career guidance system, which offers academic and career planning, as well as social and emotional support.

Once students are in high school, their opportunities for career preparation become more systematic. In the lower high school grades, CTE generally focuses on career exploration and basic skills training, which often includes beginning technical skills development, interdisciplinary activities involving essential workplace skills, and introductory WBL experiences, such as job shadowing and service-learning. In the upper grades, students can enroll in specific career preparation programs offered by their high school or by Regional Occupational Centers and Programs (ROCPs), where they learn more advanced skills from educators with experience in business and industry. They can also participate in internships and WBL experiences. Many high schools have committed to integrating CTE and academic coursework through career

pathways or by restructuring their schools as career-focused magnets or charters. High schools have also created academies or smaller learning communities within comprehensive high schools. The K–12 system also supports apprenticeship opportunities through ROCPs, California Partnership Academies (CPAs), and district adult school programs, providing on-the-job training in hundreds of occupations.

**District-Supported High School Programs:** California’s 1,311 comprehensive high schools offer more than 55,000 CTE classes,<sup>3</sup> with the greatest concentration of enrollments in the following sectors: Agriculture and Natural Resources; Arts, Media, and Entertainment; Health Science and Medical Technology; and Engineering and Architecture. High school CTE programs offer exposure to careers and essential workplace skills, technical skill training, and reinforcement of academic skills, preparing students for both postsecondary education and careers. High school courses in grades nine through ten often serve as prerequisites to those offered in the higher grades or delivered through an ROCP.

Many high school CTE programs have integrated core academic content into their CTE classes. Similarly, many academic courses provide career-related context for their material. Two programs administered by the CDE foster this type of integration: the CPAs, which require that programs have career themes, and the Specialized Secondary Programs, which often have career themes, but which are not required. Currently, there are 340 State-funded CPAs.<sup>4</sup> In recent years, school reform efforts, such as the creation of the State-funded California Career Pathways Trust (CCPT), have provided funds to develop regional partnerships among secondary schools, CCC, and businesses, with the purpose of establishing or expanding career pathway programs in grades nine through fourteen. These career pathway programs were intended to prepare students for high-skill, high-wage jobs in emerging and growing Industry Sectors in the local and regional economies and have further facilitated the development of integrated, articulated CTE programs and set the stage for the K–12 Strong Workforce Program

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3. CDE. 2017–18. DataQuest course enrollment. <https://dq.cde.ca.gov/dataquest/>

4. CDE. 2019. Specialized Secondary Programs Overview  
<https://www.cde.ca.gov/ci/gi/hs/sspoverview.asp>

(K–12 SWP). In addition, many high schools develop academies and other integrated programs with internal resources, often in partnership with industry or other organizations such as the Linked Learning Alliance.

**ROCPs:** ROCPs have been a component of California’s workforce preparation system since 1967, when they were initiated to extend and expand high school and adult CTE programs. ROCPs were established as regional centers or programs to allow students from multiple schools or districts to attend career and technical training programs regardless of the geographic location of their residence in a county or region. ROCPs have recently undergone numerous changes within the structure and purpose of their programs.

Beginning in 2013–14, funding of ROCPs’ was rolled into the new Local Control Funding Formula (LCFF), which replaced the prior K–12 finance system. For school districts and charter schools, the LCFF establishes base, supplemental, and concentration grants in place of the myriad of previously existing K–12 funding streams. Districts are now responsible for identifying programs and approaches that correspond with their eight key state priorities, or ten state priorities for county offices of education, through an LCAP. Despite this shift in funding, many ROCPs continue to operate and provide strong CTE programs for LEAs that have retained their services.

There are currently 49 ROCPs statewide offering a wide variety of career pathways and programs, as well as career exploration, career counseling and guidance, and placement assistance. ROCPs work with industry and pathway-specific advisory groups to update curricula annually to address labor market needs. Courses with the highest enrollments are: (1) Business, (2) Information Technology, and (3) Industrial Technology. ROCPs currently fall under one of three distinct organizational structures: school districts participating in an ROCP operated by a county office of education, school districts participating under a joint-powers authority, or programs operated by a single school district.

Like high school programs, the purpose of ROCPs is to prepare students to both pursue advanced education and enter the workforce with the necessary skills and

competencies to succeed. In addition, ROCPs provide opportunities for adults to upgrade existing skills and knowledge. The programs are limited to those occupational areas with employment opportunities, postsecondary articulation, and sufficient student interest. It should be noted that ROCP courses are open to all secondary and adult students.

ROCPs offer both paid and unpaid workplace experiences. ROCP instructors facilitate student placements in these workplace experiences and monitor the experiences through site visits in the field. Coordination and supervision of placements are integral aspects of an ROCP instructor's responsibilities, with paid time allotted for these tasks.

Regionalization remains the primary focus of the ROCPs as they provide high-quality CTE by efficiently using limited resources while allowing students access to a broad array of education and training opportunities that often require expensive technical equipment and specially trained and experienced instructors. It should be pointed out that this regionalization of CTE permits entities like the ROCPs to braid several State and federal funding opportunities. In other words, having a regional structure and policy already in place would be a good model to emulate, particularly when students are typically from lower-achieving and lower-socioeconomic status than peers, but are just as likely to enroll in postsecondary education and eventually earn higher wages.

**WBL:** Growing interest in WBL has resulted in its inclusion as a focus area within several federally-funded and State-funded programs, including Perkins V. School districts are offering a variety of opportunities to students across the WBL continuum. For instance, high schools offer WBL through Work Experience Education (WEE),<sup>5</sup> administered by school districts or other LEAs. WEE programs combine an on-the-job component with related classroom instruction designed to maximize the value of on-the-job experiences. WEE is intended to help students explore careers, develop essential

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5. WEE is classified in the California *EC* as General, Exploratory, or Vocational. General work experience exposes students to the world of work; exploratory work experience allows students to experience a variety of careers; and vocational work experience allows students to explore a career interest in greater depth.



workplace skills such as workplace readiness skills, and prepare for full-time employment. It is important to expose students both to the requirements of a specific occupation and to all aspects of an industry. This broad exposure is a fundamental tenet of career exploration and is important in any occupational area.

Pre-apprenticeships and apprenticeships are at the top end of the WBL continuum. School districts receiving CPA grants incorporate pre-apprenticeship and internship opportunities, as the grant requires these opportunities as criteria for selection.

The Division of Apprenticeship Standards within the California Department of Industrial Relations administers California apprenticeship programs and enforces apprenticeship standards for wages, hours, working conditions, and the specific skills required for State “journeyperson” certification. Apprenticeship is an on-the-job training and education delivery system that prepares individuals for employment opportunities in a wide variety of craft and trade professions. There are more than 800 occupations that offer apprenticeships in California.

The CDE supports 34 local adult education and ROCP agencies that provide “related and supplementary instruction” (RSI) in more than 200 apprenticeship programs, involving approximately 31,000 registered apprentices.

Apprenticeship programs in California are developed and conducted by program sponsors, including individual employers, employer associations, and jointly sponsored labor/management associations. Local ROCPs and adult schools individually contract with program sponsors to meet the demand for educational programs offered in apprenticeship programs.

**Opportunity Programs:** Students in continuation education, opportunity education, county community and court schools, district community day schools, and those incarcerated by the California Division of Juvenile Justice may be overcoming attendance and/or behavioral challenges. It is important to have a framework of supportive interventions that are designed to be educational and developmental, rather than be punitive, particularly when these supportive interventions are considered within the larger context of workforce readiness. Opportunity program students serve to benefit

the most when CTE is coupled with these supportive interventions such as credit recovery and independent study programs. How students in opportunity programs can achieve success through CTE will be examined more deeply under Perkins V implementation.

Some county offices of education and districts provide career exploration and internship opportunities for students participating in opportunity programs. In addition, the state's special schools for the deaf and blind, the Division of Juvenile Justice, and the California Department of Corrections and Rehabilitation together receive the two percent of Perkins V funds allowed for State Institutions. The school-to-prison pipeline could be significantly reduced if students who had repeatedly presented attendance or other behavioral challenges were supported even more strongly through a combination of an educational framework that integrates CTE into the basic curriculum framework along with co-requisite supporting interventions. In particular, such students could successfully develop workforce readiness skills that would minimize attendance or other behavioral challenges and prepare these students for success and to make greater contributions to the workforce than likely without these skills.

More broadly, in a tight labor market, framing chronic absenteeism rates and incidences of behavioral challenges as showing a lack of development in workforce readiness skills can have a significant impact on reducing the likelihood that a student will drop out of school. Continuing education, opportunity education, district community day schools, and county court and community schools have also shown promise as effective educational options that incorporate a focus on CTE.

**Out-of-School and Extended Opportunities:** The purpose of the 21<sup>st</sup> Century Community Learning Centers Program, as described in federal statute, is to provide opportunities for communities to establish or expand activities that focus on improved academic achievement; enrichment services that reinforce and complement the academic program; and family literacy and related educational development services. After-school programs hold promise for extending the school day in ways that allow students to participate in valuable integrated experiences, such as project-based and service-learning opportunities, career exploration, and WBL.

The CDE currently funds after-school programs through its 21<sup>st</sup> Century Community Learning Centers, including high schools through its 21<sup>st</sup> Century High School After School Safety and Enrichment for Teens (ASSETs) Program. The CDE also supports elementary and middle schools in its state-funded After School Educational and Safety (ASES) programs. In addition, the CDE conducts professional development (PD) and technical assistance to strengthen after-school programming, including effective youth development strategies. This may offer an opportunity to expand career exploration and WBL for students enrolled in these programs.

In summary, California's K–12 CTE infrastructure, from the earliest education experiences until students exit the K–12 system, is supported with funds from a broad range of resources. In addition to apportionment funds, which make up the majority of the funding, State-funded programs that support crucial aspects of CTE include the CTE Incentive Grant (CTEIG), the K–12 SWP, the California Work Opportunity and Responsibility to Kids (CalWORKs), CPAs, Specialized Secondary Programs, Agricultural Education Incentive Grants, and State funding for CTE facilities. More information about California's ongoing State programs is provided in the response to prompt B(2)(b)(ii). Key federal resources, such as the Perkins V, the ESSA, and the WIOA, are used to supplement and strengthen State efforts to optimize the K–12 CTE delivery system.

### ***The CCC CTE Delivery Structure***

In the CCC system, CTE is responsive to the needs of new, traditional, incumbent, and transitional workers. It provides “open access” to career preparation through noncredit programs, for-credit certificates, and degree programs leading directly to employment; “transfer” programs that prepare students for the transition to four-year institutions; and programs to enhance skills and retraining of incumbent and re-entering workers. Across the system, courses are offered in more than 270 occupational program areas, as are WBL opportunities such as apprenticeships and “cooperative WEE,” which integrates academic and workplace competencies with supervised work experience.

Given the diversity of the California economy; the regionalization of industries such as agriculture, media, computer information systems, technology, and natural resources; and the geographic scope, the 115 CCC are organized into ten macro-regions and seven regional consortia to optimally provide support for the coordination and improvement of CTE programs. The regional consortia are:

- North/Far North
- Bay/Interior Bay
- Central
- South Central Coast
- Los Angeles/Orange County
- Inland Empire/Desert
- San Diego/Imperial

These consortia play an important role in identifying and meeting regional educational needs, providing training to local professionals and employers, sharing timely field-based information to State leaders, disseminating effective practices, recommending funding priorities, and supporting the achievement of statewide leadership policies, goals, initiatives, and metrics. They are key in program approval, checking that labor demands and training facilities are sufficient to justify any new program.

The role of these regional consortia is to develop a workforce development plan inclusive of the region's colleges, K–12 schools, and other workforce development stakeholders. This regional structure recognizes the unique strengths of each regional ecosystem and organizes the State around regional collaborative activities, support, and funding.

Within the CCCCCO, the WEDD ensures that CTE programs are responsive to the workforce needs of business and industry while creating pathway opportunities for students with diverse goals. These programs aim to advance the State's economic

growth and global competitiveness through quality education and student services focused on continuous workforce development, technology deployment, entrepreneurship, and documentation of workforce needs and trends, as well as on barriers outside the campus that inordinately impact economically disadvantaged students.

The Strong Workforce Program (SWP) infrastructure supports \$236 million in yearly investments to seed new quality CTE programs, to enhance existing programs, and to sustain proven CTE programs. The infrastructure entails:

- Regional priority settings
- Shared data on validated student outcome measures
- Data-driven planning process

The Economic and Workforce Development Program (EWDP) provides the logistical, technical, and marketing infrastructure to better position the CCC system to effectively engage industries to support regional economic development efforts, create career pathways for students, and align CTE programs with industry needs. The EWDP operates a network of 115 regional delivery centers, which work with CTE programs, and addresses industry-specific and other statewide strategic priorities, organized around the following 10 priority Industry Sectors aligned with California's labor market needs:

1. Advanced Manufacturing
2. Advanced Transportation and Renewables
3. Agriculture, Water, and Environmental Technologies
4. Energy, Construction, and Utilities
5. Global Trade and Logistics
6. Health

7. Information and Communication Technologies
8. Life Sciences and Biotechnology
9. Retail, Hospitality, and Tourism
10. Small Business

Each SWP consortium also has defined regional sector priorities consistent with regional Labor Market Information (LMI), which drive implementation strategies in each region. See Appendix C for a crosswalk of the CTE Industry Sectors and Pathways at the CDE with the CCC Industry Sectors.

SWP initiatives include business incubation, technology transfer, and workforce training. Moving forward, these networks of grantees will focus on supporting the SWP and the 71 California Adult Education Program (CAEP) regional consortia to ensure CTE investments support regional economies, while striving to ensure students take advantage of the occupations that are key to industries that fuel growth.

**K–12 SWP.** In 2018–19, *EC* Section 88827 established the K–12 component of the SWP, appropriating \$150 million in annual ongoing CTE funding to strengthen career pathways for students from secondary to postsecondary education and to further support K–12 and community college collaboration. The K–12 SWP intends to develop, support, and/or expand high-quality CTE programs at the K–12 level. This program, administered by the CCCCCO in partnership with the CDE, aligns with the workforce development efforts occurring through the CCCCCO's SWP, complements the CTEIG, and intends to improve transitions from secondary education to postsecondary education and, ultimately, to a career. An additional \$13.5 million was appropriated annually to the CCCCCO to establish Technical Assistance Providers and K–12 Workforce Pathways Coordinators to support the efforts of both the CTEIG and the K–12 SWP State initiatives.

In the CCC, CTE is offered through several types of programs. All of these programs facilitate access to education at convenient locations and at convenient times, including evenings and weekends. CCC maintain market-responsive CTE programs through the

previously mentioned collaborative structures, as well as through local college program-level business and industry program advisory committees.

**CCC Credit-Bearing Occupational Programs:** The CCC offer college-level courses in more than 270 occupational program areas — ranging from accounting to internet administration — many of which lead to certificates or licenses based on industry standards. These programs range in length from a few courses to two full years of coursework. More than 5,744 CTE for-credit programs of 18 or more units (e.g., at least six three-unit courses) approved by the CCCCCO, along with thousands of short-term programs approved at the college level, are currently offered by CCC.

As previously mentioned, the WEDD administers the SWP, which provides \$236 million annually in program funds to support CCC efforts to ensure their CTE programs are keeping pace with a continuously evolving labor market that is being shaped by technological advancements in today's workplaces across all industries, and by regional advantages that will identify emergent industries. In addition to the SWP, the WEDD utilizes its portfolio of nearly \$1 billion to help colleges leverage their quality CTE programs to facilitate pathways for students and provide a myriad of support services, in keeping with the CCCCCO's Guided Pathways program and Vision for Success goals. Specifically, the WEDD supports programs designed to help meet the needs of California's diverse population, which are intended to result in student outcomes that enable students to gain job skills and earn certificates for entry into, or advancement in, employment.

Programs on most campuses are overseen by Vocational Deans or Career Deans. All new CTE programs must be approved through a local district curriculum committee process and must demonstrate sufficient labor market demand for graduates. Credit programs that require 12 or more credits and that appear on students' transcripts must also be approved by the CCCCCO.

Beyond meeting college course and program standards, courses and programs must meet the standards set forth in the *Program and Course Approval Handbook*, published by the CCCCCO; Title 5 of the *California Code of Regulations*; and the California EC. In

addition, the regular and systematic review of instructional programs is mandated not only by Title 5 regulations and *EC* statutes, but also by the standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

At a minimum, under Title 5 requirements, all CTE programs must demonstrate to a district governing board, every two years, that the program:

- Meets a documented labor market demand;
- Does not represent unnecessary duplication of other manpower training programs in the area; and
- Is of demonstrated effectiveness as measured by the employment and completion success of its students.

Like K–12, all of the CCC offer Cooperative WEE (co-op), a form of WBL that integrates classroom knowledge with productive work experience in a business or industry setting, guided by a learning plan. Co-op programs are intended to help students clarify career goals; to reinforce academic skills, workplace competencies, or occupation-specific technical skills; and to assist in transitions to employment. Co-op courses are not restricted to students enrolled in occupational programs, as they may be offered in association with non-occupational academic programs or as a means to integrate classroom study with planned and supervised experiences in the workplace.

**Baccalaureate Degree Programs:** Of the 73 CCC districts, 15 are now piloting CTE-focused bachelor's degree programs, which are currently not offered by the CSU or UC systems. Typically, these programs are in health and technology subjects, such as biomanufacturing, health information management, airframe manufacturing, and respiratory care. The aim is to increase the graduation rate for low-income and minority students and to improve the pathways to college. The pilot program has been extended, through SB 406, until July 2026.

**Community College–Based Apprenticeship:** The apprenticeship training model provides employers with a skilled workforce and has proven to be one of the most



effective training methods available to a wide variety of employers. An apprenticeship combines classroom and/or lab instruction (e.g. RSI) with on-the-job training (OJT) or WBL in which an apprentice is paid a salary while learning. Apprentices attend classes to gain knowledge in their chosen career and then apply that knowledge in the workplace, under the supervision of an experienced worker to help refine their skills. The employer plays an integral part in apprenticeship programs and, in the current model, pays the majority of the training costs incurred in bringing apprentices up to speed so they can become productive.

Apprenticeship training programs and pre-apprenticeship training programs are seeded by the WEDD to ensure that apprenticeship training programs expand into industries that have not utilized this approach to workforce development. In large part, the WEDD's advancement of apprenticeship training programs focuses on expanding WBL, leveraging quality CTE programs to expand apprenticeship training programs, and to align curriculum with today's technologically advanced workplace. In addition, pre-apprenticeship training programs are central to the WEDD's efforts to target populations that are underrepresented in industries that utilize the apprenticeship training program model. These objectives are embodied in the WEDD's California Apprenticeship Initiative (CAI). Beyond seeding new programs through the CAI, the WEDD oversees the distribution of RSI funding for existing apprenticeship training programs, which is key to these programs' sustainability.

In FY 2018–19, the State authorized \$11 million for RSI and the CAI. The CCCCO's FY 2019-20 CAI New and Innovative Grant Program will expand the apprenticeship model to fields in growing and emerging industries that do not typically utilize apprenticeship-training programs, and will actively engage underrepresented populations in apprenticeship, which also aligns with the CCC's Vision for Success. Specifically, apprenticeship programs are key to increasing the percentage of exiting CTE students who report being employed in their field of study; reducing equity and achievement gaps; and increasing by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or special skill sets that prepare them for an in-demand job.

**Guided Pathways:** The CCCCCO introduced the Guided Pathways framework in the fall of 2017, and it is currently being implemented across the CCC system. The Guided Pathways framework creates a highly structured approach to student success, which provides all students with a set of clear course-taking patterns to promote better enrollment decisions and to prepare students for future success. It is aimed at helping students reach their career and educational goals by creating highly structured, unambiguous road maps that will lead to a defined objective. Core to the Guided Pathways framework is the fundamental restructuring of the college experience to effectively support seamless pathways. By adopting the Guided Pathways framework, colleges can improve student achievement and transfer rates, cut down on the total number of units that students take while earning a degree, increase career certifications, and eliminate achievement gaps.

The Guided Pathways framework rests on four pillars:

- Create clear curricular pathways to employment and to further education;
- Help students choose and enter their pathway;
- Assist students in staying on their pathway; and
- Ensure learning is happening with intentional outcomes.

**K–12 SWP:** As part of the 2018-19 budget act, the Brown Administration introduced the K–12 SWP as an ongoing statewide program designed to support K–12 LEAs in creating, improving, and expanding CTE courses, course sequences, programs of study (POS) (referred to as career pathways in California), and pathways for students transitioning from secondary education to postsecondary education and to living-wage employment. The primary objectives of the K–12 SWP include the following:

- Support essential collaboration across education systems, between the K–12 sector and CCC, or intersegmental partnerships, with involvement from industry businesses and organizations, in strengthening CTE programs and pathways aligned with regional workforce needs.

- Support LEAs in developing and implementing high-quality, kindergarten through grade fourteen (K–14) CTE course sequences, programs, and pathways that:
  - Facilitate K–12 student exploration and selection of learning opportunities leading to career paths;
  - Build foundational career pathway skills and knowledge essential to subsequent success in college and early career exploration;
  - Enable a seamless and successful transition from secondary to postsecondary education within the same or related career paths;
  - Lead to completion of industry-valued certificates, degrees, or transfers to four-year university or college;
  - Prepare students to enter into employment in occupations for which there are documented demand and that pay a livable wage; and
  - Contribute toward meeting the projected need for 1 million completers of CTE programs aligned with the State’s labor markets.

The CCCCO, in partnership with the CDE, administers the K–12 SWP. The K–12 component of the SWP intends to create, support, and/or expand high-quality career education programs at the K–12 level that are aligned with workforce development efforts through regional priorities.

Eligible LEAs participate in a collaborative process by submitting an application consisting of one or more of any combination of the following eligible applicants:

- School districts;
- County offices of education;
- Charter schools; and/or

- ROCPs operated by either a joint powers authority or a county office of education, provided that the application has the written consent of each participating LEA.

**Contract Education:** Beyond providing ongoing classes on their campuses, CCC also offer “contract education” courses, which are developed specifically to serve the needs of a particular business or industry. California’s 115 community colleges are in a unique position to assist businesses in developing high-skilled, high-performing workers. The colleges deliver training programs for both future and current workers, to prepare them to be competitive with the workforces of other countries in the application of emerging technologies. These programs are often managed by Deans of Contract Education or Deans of Contract Education and Economic Development, depending on the campus. Overall, the CCC have served more than 26,000 businesses through contract education services.

**Foundation for California Community Colleges:** The Foundation for CCC (the Foundation) is the official nonprofit organization supporting the BOG, the CCCCO, and the CCC system at regional, district, and college levels. The Foundation’s programs seek to expand the capacity of the community college system to meet its mission in five core areas: workforce development, student success, equity, community impact, and system supports and services.

Since its inception in 1998, the Foundation has provided support for workforce development programs. Specifically, as the designated Technical Assistance Provider for WBL and apprenticeship, the Foundation provides guidance to the CCCCO and the CCC system in these areas. The Foundation also administers grants and provides direct technical assistance to colleges to design and pilot innovative approaches to WBL systems design, and to expand pre-apprenticeship and apprenticeship in California. Further, the Foundation offers technology tools and services to help facilitate connections between students and employers, including Career Catalyst, which is an employer-of-record service that has enabled thousands of students to complete paid work experiences, by significantly reducing the administrative and human-resources burdens and liability concerns that employers traditionally incur in offering such

opportunities. The Foundation also leads efforts to create stronger linkages among K–12 schools, adult schools, CCC, the public workforce system, employers, expanded learning organizations, and other community-based and youth-serving organizations to promote greater alignment and collaboration to achieve shared workforce development goals.

The Foundation also provided critical support to the Workforce, Job Creation, and a Strong Economy Task Force (Strong Workforce Task Force), which was launched in 2015. The Strong Workforce Task Force released 25 recommendations to reform and enhance current college workforce development efforts.

The Foundation raised philanthropic support that enabled the Strong Workforce Task Force to gather extensive input from more than 1,200 stakeholders, which culminated in a comprehensive plan for creating incentives, streamlining processes, and identifying and showcasing best practices. The resulting SWP provides an annual investment of \$236 million, which guides the direction, regional organization, and delivery of CTE throughout the system and is in addition to the K–12 SWP investment of \$150 million annually.

In summary, the CCC CTE delivery structure is supported with funds from a broad range of resources. In addition to apportionment funds, which make up the majority of the funding, State-funded programs that support crucial aspects of CTE include Guided Pathways, the SWP (both the community college component and the K–12 component), and the CAI. Key federal resources used to supplement and strengthen State efforts include the Perkins V and the WIOA.

### ***The Adult Education Delivery System***

In an era of rapid technological, economic, and social change, the mission of adult education is to provide high-quality lifelong learning opportunities and services to adults for their transitions to postsecondary education and/or into the workforce.

The CDE and the CCCCCO are co-leaders in the administration of State funds used to support adult education programs. State funding supports the adult education system

through a regional consortia model consisting of community college districts and school districts. The members and partners in regional consortia develop long- and short-range plans to better meet the education and workforce needs of adults.

Initially established as part of the 2013 Budget Act (through AB 86), and amended by the 2018 Budget Act (through SB 840), the CAEP represents an annual investment of almost \$550 million annually as a regional delivery system of 71 consortia that oversee a network of 350 providers to offer education and workforce services to adult learners. These providers are made up of both K–12 adult education schools and CCC noncredit programs. The intent of the funding is to accelerate the education and training of adults who lack basic skills, so that they can transition into full engagement in society, including postsecondary education, employment, earning a living wage, and more.

**CAEP:** California’s adult education system supports adult learners by addressing basic literacy needs and basic skills in language and mathematics. Programs include English as a Second Language (ESL), high school diploma and high school equivalency, workplace readiness skills, pre-apprenticeship, adults with disabilities, K–12 student success, and short-term CTE programs. Adult education programs are funded by the CAEP and by CCC noncredit apportionment funding, and supplemented with federal WIOA Title II: Adult Education and Family Literacy Act grant and Perkins V funds.

Programs are delivered through adult schools, noncredit community college courses, community-based organizations, prisons, and libraries.

The CAEP serves State and national interests by providing lifelong educational opportunities and support services to adults seeking the knowledge and skills necessary to participate effectively as productive citizens, workers, and family members. Adult students can use the competencies gained to achieve basic life skills, enhance employment and career opportunities, obtain citizenship, progress to career or postsecondary programs, and function in English at higher cognitive levels to become contributing members of society.

In 2018–19, 380 agencies provided classes for adults in a variety of settings, including school classrooms, college campuses, community centers, storefronts, churches, businesses, jails, prisons, libraries, and migrant camps.

Adult schools and CCC provide short-term CTE courses in a variety of occupational areas, including allied health, industrial technology, service, retail and hospitality, construction and trades, agricultural, and business technology career fields.

The California adult education system provides education opportunities in seven areas:

- **Adult Basic Education and Secondary Education** — Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency
- **ESL and Citizenship** — Programs for immigrants eligible for educational services in citizenship, ESL, and workforce preparation
- **Short-Term CTE** — A variety of career training programs that deliver customized curriculum needed to meet the diverse training and development needs of businesses and to promote a skilled workforce with high-growth and high-wage employment potential, leading to industry certifications or to meeting the required prerequisites and foundations for advanced career pathways
- **Workforce Reentry** — Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce
- **Training to Support K–12 Child Success** — Programs for adults, including, but not limited to, older adults, that are primarily designed to develop the knowledge and skills to assist elementary and secondary school children in succeeding academically in school
- **Programs for Adults with Disabilities** — Programs for individuals with physical, cognitive, mental, sensory, or other medical disabilities who may need special education assistance, or who require a modified program

- **Pre-Apprenticeship** — Programs that offer short-term training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and the geographic area

Strategies and initiatives that are leveraged by State and federal adult education funding include the following:

- Integrated Education and Training
- Integrated English Literacy and Civics Education
- Guided Pathways
- Career Pathways
- Ability to Benefit
- Fresh Success
- Student Acceleration (AB 705)<sup>6</sup>
- Transition to Postsecondary Support
- Dual Enrollment (K–12 adult and community college)
- Co-Enrollment (WIOA I, WIOA II, WIOA III, and WIOA IV)

The flexibility of CAEP State funding enables K–12 adult schools and noncredit community college programs to use innovative approaches to link CTE programs.

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6. AB 705 requires that the CCCs maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. For more information on AB 705 visit <https://assessment.cccco.edu/ab-705-implementation>.



**Community College Noncredit Instruction:** In addition to the CAEP-funded noncredit program areas, the CCC offer “noncredit instruction” as one of several educational options that the California *EC* authorizes the CCC system to provide. Students are offered access to a variety of courses at no cost, to assist them in reaching their personal, academic, and professional goals. As of December 2019, 10 categories of noncredit courses are eligible for State funding. Noncredit courses often serve as the first point of entry for those who are underserved, as well as a transition point for preparing students who are the first in their family to attend college, underprepared for college-level coursework, and/or non-native English speakers. Noncredit program areas include:

1. Parenting, including parent cooperative preschools, classes in child growth and development, and parent-child relationships;
2. Elementary and secondary basic skills, remedial academic courses and classes, and courses or classes in reading, mathematics, and language arts;
3. ESL;
4. Classes and courses for immigrants eligible for educational services in citizenship, and ESL workforce preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and other classes required for preparation to participate in job-specific technical training;
5. Education programs for persons with substantial disabilities;
6. Short-term vocational programs with high employment potential;
7. Education programs for older adults;
8. Education programs focusing on home economics;
9. Health and safety education; and
10. Workforce preparation.

Noncredit courses offered in the four distinct categories (instructional domains) of ESL, Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation are eligible for “enhanced funding” when they are sequenced to lead to a CCCCCO-approved certificate of completion, or certificate of competency, in accordance with the provisions of the California *EC* governing career development and college preparation programs.

In summary, adult education is funded from two basic sources: federal funds, such as Perkins V and WIOA Title II, and State funds. Other funding sources that serve adult students are legislated to work under the CAEP umbrella and include CCC noncredit apportionment, CalWORKs, K–12 Adults in Correctional Facilities, and K–12 LCFF.

### ***Workforce Development Initiatives***

In a state as complex as California, integrating educational and workforce development programs is an ongoing challenge. Multiple agencies across the state are working together to increase coordination and alignment of programs and resources. California’s Strategic Workforce Development Plan, led by the CWDB, is the reorientation and realignment of California’s workforce programs and institutions to support a successful State economy.

**Breaking Barriers to Employment:** This is an initiative intended to supplement existing workforce and education programs by providing services to ensure the success of individuals either preparing to enter or already enrolled in workforce and education programs. The individuals with barriers to employment who complete these programs should obtain the skills and competencies necessary to successfully enter the labor market, retain employment, and earn wages that lead to self-sufficiency and, eventually, economic security. These services must be delivered through a collaborative partnership between mission-driven, community-based organizations with experience in providing services to the target population and local workforce development boards (LWDBs).

**English Language Learners and Immigrant Workforce:** The California Labor and Workforce Development Agency and the CWDB awarded \$2.5 million to five LWDBs to

implement a workforce navigator pilot program to help English language learners and immigrant workers with career and supportive services that lead to jobs. The project focused on aligning job training, adult education, and support services for individuals with limited English-language proficiency.

The navigator program provided case management and referrals to support services helping immigrants and those with language barriers to receive the education and skills they need.

**High Road Training Partnerships:** The High Road Training Partnerships (H RTP) initiative is designed to model partnership strategies for the state. Ranging from transportation to health care to hospitality, the H RTP model embodies the sector approach championed by the CWDB to advance a field of practice that simultaneously addresses urgent questions of income inequality, economic competitiveness, and climate change through regional skills strategies designed to support economically and environmentally resilient communities across the State.

**SlingShot:** SlingShot is a program focused on strengthening regional collaboration. Its purpose is to bring together government, community, and industry leaders to work strategically to tackle employment issues across California. Through collaboration, partners are working to stimulate economic growth, create jobs, and build the talent needed to increase income mobility and regional prosperity.

Each workforce region in California has created a Coalition tasked with developing an action plan that addresses specific regional challenges to economic opportunity and growth. These Coalitions, led by industry champions, have the autonomy to execute their own action plans and implement their regional strategy with the support of the CWDB.

**Apprenticeship:** The apprenticeship training model has been used for decades in California to provide employers with a skilled workforce and has proven to be one of the most effective training methods available to small, medium, and large employers. An apprenticeship combines classroom and/or lab instruction (i.e., RSI) with a WBL or an OJT experience in which the apprentice is paid a salary or wage. Apprenticeship is

essentially a system of learning while earning and “learning by doing.” Apprentices attend classes to learn about the theory and then apply that knowledge to the workplace, under the supervision of an experienced worker. The employer is an integral part of apprenticeships and, in the current model, pays the majority of the training costs incurred in bringing the apprentices up to speed so they can become productive. Without an employer to provide OJT, there is no apprenticeship. The apprenticeship model is flexible, and employers can participate in several different ways: (1) a single employer may work with the California Division of Apprenticeship Standards to create a program that trains only their employees; (2) a group of employers may join to create a Unilateral Training Committee to cooperatively fund the training of apprenticeships, share costs, and leverage resources; or (3) a union can be included to create a Joint Apprenticeship Training Committee with equal representation of employees and management, which is sometimes funded with additional employer/employee contributions.

In all instances, an employer or committee plays a role in a wide variety of issues relating to recruitment and training of apprentices, from establishing procedures for selecting apprentices, to approving agreements, to developing standards. Although apprenticeships generally are associated with a single job classification with a distinct set of duties and responsibilities, an apprenticeship committee may oversee several apprenticeships in different classifications within the same general Industry Sector.

The three most important elements of California registered apprenticeships are: (1) they are employer-paid training and employment from day one; (2) they require a minimum of 2,000 hours or approximately one year of OJT; and (3) they must be combined with at least 144 hours per year of postsecondary classroom instruction, approved by an LEA (CCC district, CDE school district, county office of education, or ROCP).

RSI is an organized and systematic form of instruction designed to provide an apprentice with the knowledge that includes the theoretical, the technical, and three subjects related and supplemental to the skill(s) involved. Currently, California is one of only a few states that provide financial support for apprenticeship programs through funding for RSI. After establishing a contract with an LEA (CCC district or CDE district),

apprenticeship program sponsors report seat-time hours and are reimbursed for their instructional time. Although RSI funding supports existing apprenticeship programs, it does not assist employers in the creation of new programs.

During the implementation phase of the Federal Perkins V State Plan, intra-sectoral and inter-sectoral alignment will take place in different ways. The CCTD will engage with several divisions within the CDE that administer K–12 programming — examples include special education, expanded learning, teaching and learning, and English language learners — to discuss areas of intersection. Further, points of intersection will be explored across the K–12 and CCC sectors, specifically regarding dual-enrollment programming and aligning data systems across the two sectors. Finding connections between the education and workforce systems will be important for plan implementation, such as exploring WBL opportunities.

How State-supported CTE-infused education, training, and workforce development activities are undergirded by the CWPJAC Guiding Policy Principles and the Essential Elements of a High-Quality College and Career Pathway is addressed in the following response.

**b. Describe the State’s strategic vision and set of goals for preparing an educated and skilled workforce (including special populations), and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State’s career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)**

**Response:**

The CWPJAC’s Guiding Policy Principles and the 12 Essential Elements of a High-Quality College and Career Pathway (see Appendix D) provide a foundation for establishing a vision for CTE in California. Starting with the CWPJAC Guiding Policy Principles and the Essential Elements of a High-Quality College and Career Pathway, stakeholders were asked to develop a vision for CTE. The vision for California’s CTE

system describes what the state wants to aspire to be in the future, setting the stage for building a new student-centered aligned system, and spurring action.

Vision:

*All learners will engage in high-quality, rigorous, and relevant career pathways and programs, developed in partnership with business and industry to be responsive to community growth, allowing them to turn their talents into careers.*

Achieving this vision will require systemic collaboration across the full spectrum of an individual's life, from K–12 and postsecondary education and into the workforce. The success of this vision is incumbent upon the support and commitment of the people — leaders, practitioners, and partners at every level — who are key to advancing these actions and ensuring that policy is translated into practice. A starting place for realizing this vision is the development of the Federal Perkins V State Plan, which, in turn, becomes foundational and catalyzing for developing the broader California State Plan for CTE. California is revising its WIOA Unified State Plan for submission to the U.S. Department of Labor and the ED in March 2020, in which the vision, objectives, and strategies align with those put forward by the CWPJAC's Guiding Principles and the 12 Essential Elements of a High-Quality College and Career Pathway.<sup>7</sup> Specific opportunities to collaborate with state workforce partners is described in the next section.

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7. CWDB. 2019. CWDB WIOA State Plan Subcommittee Meeting Notice for October 9, 2019.  
<https://www.dor.ca.gov/Content/DorIncludes/documents/CCEPD/Archive2019/CWDB%20WIOA%20State%20Plan%20Subcommittee%20-%20Oct%209%20Packet.pdf>

**c. Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs and programs of study with the State’s workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under Section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)**

**Response:**

By statute, the SBE is the governing and policymaking body of the CDE. The SBE adopts rules and regulations for governing itself, its appointees, and the State’s K–12 public schools. As prescribed by State and federal law, the SBE approves the allocation of certain State and federal funding sources. State statute officially designates the SBE as the State Educational Agency (SEA) for federally funded education programs, including the ESSA and the Perkins V. The SEA has the primary responsibility for overseeing the State’s full compliance with complex provisions of federal law, including school accountability.

The LCFF was enacted in 2013–14, replacing the previous K–12 finance system, which had been in existence for roughly 40 years. As previously described, for school districts and charter schools, the LCFF establishes base, supplemental, and concentration grants in place of the myriad of previously existing K–12 funding streams, including revenue limits, general-purpose block grants, and most of the 50-plus State categorical programs that had existed. Recognizing the additional costs to operating a CTE program, the Brown Administration included a 2.6 percent adjustment to the base grants for grades nine through twelve, giving public schools the option to use this adjustment to help offset the high cost of CTE. For county offices of education, the LCFF establishes separate funding streams for oversight activities and instructional programs. The LCFF requires all school districts to involve parents, students, and community members in

planning, decision-making, developing, and reviewing LCAPs. More detail about the LCFF can be found on the CDE web page at

<https://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp>.

Under California State law, every LEA must adopt and annually update an LCAP and include all the information specified in the template as adopted by the SBE. In the LCAP, each LEA must establish goals for all students and for the statutory student groups across priority areas defined in statute. The state priority areas are: (1) basic services, (2) implementation of State standards, (3) course access, (4) student achievement, (5) other student outcomes, (6) student engagement, (7) parent involvement, and (8) school climate. LEAs must also describe actions and services, and related expenditures, to meet the goals for student performance.

Among the State priority areas, there are two that school districts, and each school within the district, must address related to CTE. The first priority is student achievement, as defined, among other elements, as the percentage of students who have successfully completed CTE sequences or POS that align to the 2013 SBE-adopted California CTE Model Curriculum Standards (CTEMCS) and Framework. The second priority is course access, which requires students to have access to, and be enrolled in, a broad course of study. State law requires that an adopted course of study for grades seven through twelve, inclusive, offer CTE courses that are designed and conducted for the purpose of preparing youths for gainful employment in the occupations and in the numbers that are appropriate to the personnel needs of the State and the community served and that are relevant to student needs and career desires.

Following the enactment of the 2018 Budget Act, the CTEIG and the K–12 SWP, combined, represent a \$300 million ongoing State investment in CTE, in addition to general appropriations to LEAs under the LCFF. The CWPJAC is charged with reviewing and annually making recommendations regarding the outcome metrics used to determine student success for these programs. These metrics not only require common data collection for K–12 and the CCC but are also linked to Perkins V outcomes.



The CCC system is guided by a process of participatory governance, and the BOG of the CCC sets policy and provides guidance for the 73 districts and 115 community colleges that constitute the system. The BOG has legislative authority to develop and implement policy for the community colleges. The BOG works through a consultation process to ensure that representatives from all levels of the system have an opportunity to give advice on State policy decisions.

The Student-Centered Funding Formula (SCFF) is about ensuring that community colleges are funded, at least in part, based on how well their students are faring. It upends how CCC receive State money, by basing general apportionments of discretionary funds available to community college districts on three calculations:

- A base allocation, which largely reflects enrollment;
- A supplemental allocation based on the number of students receiving a College Promise Grant, the number of students receiving a Pell Grant, and the number of students covered by AB 540,<sup>8</sup> and
- A student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units, and the number of students who have attained the regional living wage.

The SCFF's metrics (see the responses in the Accountability for Results section of this document) are in line with the goals and commitment set forth in the CCC system's

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8. Assembly Bill (AB) 540 was signed into law in October 2001 and allows eligible undocumented, legal permanent resident and U.S. citizen students to pay in-state tuition at public colleges and universities. In 2017, Senate Bill (SB) 68 helped expand AB 540 to enable students to count Community College and Adult School towards AB 540 Eligibility. For details on eligibility requirements see <https://www.csac.ca.gov/post/california-nonresident-tuition-exemption>

Vision for Success and can have a profound impact on closing achievement gaps and boosting key student success outcomes.

The CWDB is responsible for the oversight and continuous improvement of the workforce system in California. This responsibility encompasses a wide array of work, including policy development; workforce support and innovation; and performance assessment, measurement, and reporting. The CWDB has oversight over the State implementation of the WIOA, which outlines the vision and structure through which State workforce training and education programs are funded and administered regionally and locally. The WIOA mandates the creation of a statewide strategic workforce plan. This plan is built around three policy objectives, which are intended to guide State policy and practice across partner programs, as well as to inform local policy and service delivery. These objectives are: (a) fostering demand-driven skills attainment; (b) enabling upward mobility for all Californians; and (c) aligning, coordinating, and integrating programs and services.

The staff at the SBE, the CDE, and the CCCCCO has been participating in and providing input to the CWDB in the development of their CWDB State Strategic Plan. The discussions have resulted two goals to further coordinate and increase alignment between the three agencies around common goals:

1. Utilize the Comprehensive Local Needs Assessment (CLNA) criteria under Perkins V to encourage greater alignment of a local eligible agency or institution with their local and regional workforce system, which is defined to include all required state and federal programs. For example, this might take the form of including the appropriate LWDB as a member of the local and regional Perkins stakeholder groups.
2. Form a cross-agency joint workgroup of staff of relevant agencies that will convene as needed to coordinate workforce development, and address evolving state and federal program requirements that jointly impact workforce and education. The workgroup may present outcomes of its

discussion on these topics to the CWPJAC and/or CWDB, or to subcommittees of these respective bodies.

Postsecondary institutions with CTE programs supported by Perkins V funds are mandatory partners in the America's Job Center of California (AJCC) Career Center delivery system established by the WIOA. As partners, community colleges both participate in the oversight of the AJCC and facilitate access to their CTE services for AJCC clients.

Community partners play important roles in California's K–12, adult schools, and CCC systems. In addition to serving on LWDBs and youth councils, local nonprofit organizations, professional and trade associations, and youth development and expanded learning organizations such as the Boys' and Girls' Clubs, Junior Achievement, and 4-H often provide a myriad of career-related educational services. Finally, businesses not only participate on LWDBs and CTE advisory committees, but also provide direct services to students and faculty by offering career exploration opportunities, WBL opportunities, and teacher externships.

Connecting the SBE and the BOG is the CWPJAC. Under the direction of the CWPJAC, staff from the SBE, the CDE, and the CCCCCO jointly manage the planning and coordination of programs conducted under Perkins V. Together, these staff plan and discuss items of mutual concern and resolve issues related to the administration and operations of all State-funded and federally funded CTE programs and services, including Perkins V. More broadly, the staff serve as professional support to the CWPJAC.

In addition, several members of the JMT serve on various CWDB committees that have been established to discuss the sharing of data (the Cross-System Analytics and Assessment for Learning and Skills Attainment [CAAL-Skills] project), as well as providing input into revisions for the 2020–23 California Unified WIOA State Plan.

Stakeholders have made several suggestions for improving the joint planning, alignment, and coordination of funds and for making all CTE programs, POS, and career pathways high-quality through the blending and braiding of State and federal

funds. Secondary teachers felt very strongly that because the LCFF includes a 2.6 percent of base rate adjustment for high schools, this adjustment should be directed to CTE programs. Although this adjustment is not designated for any particular activity, the genesis of the adjustment recognizes the higher costs of providing CTE programs in high school, compared to other programs at the high school level. Teachers expressed their concern that many LEAs were not using these funds for the intended purpose and should be required to address this in their LCAPs.

Stakeholders also stressed the importance not only of technical improvements in system alignment, such as the creation of dual-enrollment opportunities to support student progress and equity, but also alignment between K–12 and community colleges, and alignment with workforce development agencies and industry across a broad range of efforts. Some recommended a joint leadership council to connect the work of high schools and community colleges, a role that is already the charge of the CWPJAC. However, stakeholders noted the need for improvement in consistency and alignment, in both interpretation and program implementation, of the Essential Elements of a High-Quality College and Career Pathway across State and federal programs, and business and industry. More generally, the message provided by stakeholders, and through public comment, as input into the Draft Federal Perkins V State Plan, was to work together better across institutions and regions and to “get beyond territorial issues.”

California’s secondary agencies, postsecondary educational institutions, and workforce development partners continue to invest in CTE system development to ensure the most effective, equitable, and efficient use of both State and federal resources in the development of strong POS. This investment is supported with the evolution and the development of the LCAP and with large ongoing investments through the CTEIG and the K–12 SWP, the CCCCCO Vision for Success, and the SCFF. All these initiatives are intended to provide additional funding and flexibility to help expand access and focus on equity in educational opportunities for all students. Furthermore, an underlying common theme among all new State funding systems is the use of weighted formulas for supporting disadvantaged students, demonstrating how seriously the State takes closing the achievement gap.

**d. Describe how the eligible agency will use State leadership funds made available under Section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)**

**Response:**

California will allocate 10 percent of the total grant award to support leadership activities at both the secondary and postsecondary levels. This includes up to 2 percent of the leadership funds to support State institutions, correctional institutions, juvenile corrections CTE programs, and State schools for the blind and the deaf. The State will also use \$150,000, the maximum allowed by Perkins V, for services provided to the State through the Joint Special Populations Advisory Committee (JSPAC). Much of the PD activity and technical assistance directed to improve special populations' student access to CTE programs and the support services needed to enhance such students' success in the programs emanate from actions undertaken or recommended by the JSPAC. Noteworthy efforts include career awareness programs; counseling and guidance for students with special needs; supportive services such as transportation, child care, and assistance with books and tuition; appropriate use of needed technology; special training for CTE teachers and administrators; and PD targeted to the total school population to foster and ensure an equitable climate for special-population students. California will also provide \$50,000 to the JSPAC for the purpose of developing a statewide initiative to recruit students from special populations into career pathway programs.

The CDE and CCCCO staff will utilize the remaining state leadership funds to provide LEAs and State Institutions with technical assistance to enhance the elements, content, design, instruction, accountability, funding, and success of CTE pathways in the K–12 schools and colleges. State leadership funds are used by both agencies to provide needed curriculum development, PD, and technical assistance activities. CDE and CCCCO staff assign a high priority to ensure that administrators, teachers, instructors, counselors, and other support staff are provided with the statewide workshops,

presentations, conferences, and variety of oral and written technical assistance and training activities needed to effectively administer and use State and federal CTE funds.

The CCCCCO supports seven regional consortia with Perkins V state leadership funds. The regional consortia convene CTE stakeholders, including CTE faculty, district and college administrators, grant managers, employers, and K–12 partners, to facilitate coordination and improvement of CTE programs. The regional consortia structure is a particularly effective and efficient structure for bringing statewide initiatives to the regional and local level through informational meetings, communication, training, and field-based feedback on an ongoing basis. In addition, consortia services include, but are not limited to, ongoing assessment and regional/sub-regional planning, marketing, dissemination of data, curriculum review and approval, collaborative exchanges, and coordination. The regional consortia are in a key position to promote collaborative partnerships and joint ventures among a wide range of business and industry partners.

How California uses its leadership funds will go beyond the previously mentioned uses to include the new requirements under Perkins V, such as the CLNA; to streamline and enhance the collection of data to meet the new secondary quality indicators; and align the Perkins V accountability indicators to current State accountability measures. In addition, areas of focus that may require using leadership funds are refining the size, scope, and quality definition for the State; strengthening inter-segmental and inter-sectoral connections around high-quality career pathways (i.e., POS); preparing teachers and faculty; and increasing dual/concurrent enrollment and WBL opportunities. More generally, the use of the leadership funds can be seen as supplementing, and as serving as a catalyst for, the broader California State Plan for CTE.

## **2. Implementing Career and Technical Education Programs and Programs of Study**

**a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

### **Response:**

California's aspirations for vibrant career pathways are best expressed in the CWPJAC's Guiding Policy Principles, which reflect the vision for the development, operation, and improvement of career pathways in California. The Guiding Policy Principles also build upon California policy changes that have transpired in recent years. The balance sought between local control and State oversight for career pathway programs is best reflected in the Essential Elements of a High-Quality College and Career Pathway.

California, historically and by design, is a "local control state." However, as defined by Perkins V, implicit in the concept of support, development, and improvement is the responsibility of State, regional, and local agencies. In all areas of CTE, there exists a dichotomy between the need for local control and the need for regional and State oversight. Local control allows eligible recipients flexibility, promotes fiscal responsibility, fosters timely responsiveness to regional needs and local communities, promotes innovative practices, and supports the vision for collaborative regional work.

State involvement is needed to provide a statewide vision, develop a policy framework, provide oversight, and, through program effectiveness, monitor the attainment of student outcomes. At the same time, the State can promote economies of scale through the sharing of effective practices, and can incentivize cooperative relationships at all levels to maximize student outcomes. Additionally, given the size and diversity of California, a regional approach is often the most appropriate; it addresses the need for

responsiveness, on the one hand, and coordination, on the other. In short, local control does not absolve the State of its leadership responsibilities.

The two state programs that exemplify the balance between local control and regional and State oversight are CTEIG and K–12 SWP. The Governor’s 2015–16 Budget Act included \$900 million over a three-year limited term for the CTEIG program. In 2018-19, EC 53070 established the \$150 million CTEIG as a recurring state funded CTE program. The CTEIG program was created as a State education, economic, and workforce development initiative with the goal of providing K–12 students with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of the CTEIG program was to incentivize secondary CTE programming by encouraging the development of new CTE programs and enhancing and maintaining current CTE programs while functioning as a bridge during the transition to full implementation of the school district and charter school LCFF. These grants are focused on programs that led to industry certifications or postsecondary training. Partnerships with local community colleges, businesses, and labor unions were required.

In 2018–19, EC Section 88827 established the K–12 component of the SWP, appropriating \$150 million in annual ongoing CTE funding to strengthen career pathways for students from secondary to postsecondary education and to further support K–12 and community college collaboration. The K–12 SWP intends to develop, support, and/or expand high-quality CTE programs at the K–12 level. This program, administered by the CCCCO in partnership with the CDE, aligns with the workforce development efforts occurring through the CCCCO’s SWP, complements the CTEIG, and intends to improve transitions from secondary education to postsecondary education and, ultimately, to a career. An additional \$13.5 million was appropriated annually to the CCCCO to establish Technical Assistance Providers and K–12 Workforce Pathways Coordinators to support the efforts of both the CTEIG and the K–12 SWP State initiatives.

The State’s role in each of these two programs varies slightly. The CDE bases its funding allocation on an evaluation of the CTEIG grant applications; whereas, K–12



SWP uses a regional approach to funding based on fixed allocations to the CCC regional consortiums (based on ADA, unemployment rate, projected job openings) and then using a competitive process within regions. CTEIG ensures that connections are made to LCFF/LCAP; while the K–12 SWP requires that alignment be made to the SWP program. Both CTEIG and K–12 SWP require that the funded programs at the local levels be high-quality as defined by the CWPJAC, and that the Guiding Principles and the 12 elements of a High-Quality College and Career Pathway be applied.

The data required to be collected and reported by CTEIG and K–12 SWP workforce overlap, and in turn, the collected data will be aligned to the data collected and reported under Perkins V. The State has created a matrix of metrics that links the different indicators collected for CTEIG and for K–12 SWP with the indicators that need to be collected under Perkins V.<sup>9</sup> Thus, when taken together, CTEIG, and K–12 SWP, along with the SWP, lay a foundation for developing state and regional level POS, and matrix of metrics provides the evidence for show success in implementing POS.

Considering California’s vast physical size, geographic variances, and differences in communities, it is important to design and implement a wide variety of high-quality POS throughout the State that meet unique local and regional workforce and economic needs. The responses to the prompts in Section 1(a) of this document describe many such programs that are currently being offered using State and federal funding. However, despite the variation offered in these programs, they must meet the basic academic, technical, and employability skill requirements (see the following section), all the while keeping in mind the needs of a diverse population of students, many of whom are not proficient in English, have special needs, or may be the first in their families to attend college or postsecondary training. A common theme that runs through all these programs is the fundamental belief that it is imperative to provide eligible recipients (program providers) with the appropriate structure and guidance, along with suitable flexibility, to develop high-quality CTE POS, in order to ensure that California’s CTE

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9. To view the matrix of metrics please visit the SBE’s February 2020 Information Memoranda web page at <https://www.cde.ca.gov/be/pn/im/infomemofeb2020.asp>.

system is student-centered, demand-driven, and continuously responsive to the diversity of California and the ever-changing needs of a complex global workplace.

**b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1327 will—**

***i. promote continuous improvement in academic achievement and technical skill attainment;***

**Response:**

Before laying out the process and criteria for program approval for locally developed career pathways (the term that California uses for POS), some definitions are in order.

All eligible recipients will be required to provide at least one POS, as required under Section 134(b)(2) of Perkins V, that:

- Incorporates challenging State academic standards, including those adopted by a State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- Addresses both academic and technical knowledge and skills, including employability skills;
- Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- Has multiple entry and exit points that incorporate credentialing; and

- Culminates in the attainment of a recognized postsecondary credential.

Closely connected to the federal definition of a POS is the federal definition of a career pathway, as stipulated in the WIOA. A career pathway is an organized and integrated collection of academic courses, CTE programs, and support services intended to develop students' core academic, technical, and employability skills. Career pathways provide students with continuous education and training that prepares them for in-demand employment opportunities. A high-quality college and career pathway is a collaborative partnership among community colleges, primary and secondary schools, workforce and economic development agencies, employers, labor groups, and social service providers.

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- A. Align with the skill needs of industries in the State or regional economy involved;
- B. Prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
- C. Include counseling to support an individual in achieving the individual's education and career goals;
- D. Include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- E. Organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- F. Enable an individual to attain a secondary school diploma or its recognized equivalent, an occupational cluster, and at least one recognized postsecondary credential; and

- G. Help an individual enter or advance within a specific occupation or occupational cluster.

What undergirds both POS and career pathways is a course sequence. A “CTE sequence of courses” in California means a coordinated, nonduplicative arrangement of academic and technical content at the secondary and postsecondary level that-

- Incorporates both challenging State academic standards and challenging State CTE standards;
- Addresses both academic and technical knowledge and skills, including employability skills;
- Is aligned with the needs of industries in the economy of the State, region, or local area;
- Progresses in specificity (beginning with all aspects of an industry and leading to more occupation-specific instruction);
- Has multiple entry and exit points that incorporate credentialing; and
- Culminates in the attainment of a recognized postsecondary credential.

Courses offered within a CTE program are identified using the following criteria set under Perkins IV. They should:

- Be integral to an approved CTE sequence of courses;
- Be explicitly designed to prepare students with career skills that lead to employment through a completion of high school, community college, or apprenticeship program, or first through enrollment and completion in a four-year college or university before entering employment;
- Have no less than 50 percent of course curriculum and content directly related to the development of career knowledge and skills;

- Have business and industry involvement in the development and validation of the curriculum; and
- Be taught by a teacher who meets the CTE teacher credential and occupational experience qualifications, as approved by the California Commission on Teacher Credentialing (CCTC).

Summarizing, each eligible recipient in California receiving Perkins V funds is responsible for developing a minimum of one POS, as set forth in the local application plan. To be approved, a POS must demonstrate integration of general academic courses, incorporate a full sequence of CTE courses from introductory to capstone, include at least one locally approved early college credit course, provide multiple entry and exit points, and align with an industry-recognized credential or certificate of achievement. The POS requirement carries forward from Perkins IV but with more specificity. Discussed next is the program approval process used at the secondary and community college levels.

### **Response for the LEA CTE Approval Process:**

Each CTE program should incorporate a sequence of courses that provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills. Each CTE program should abide by the following planning, organization, and instructional elements determined by the State to be critical to high-quality CTE programs:

- Be staffed by qualified CTE teachers, meaning teachers (1) who possess a Standard Secondary, Single-Subject, or Designated-Subject CTE credential that authorizes the teaching of the CTE course(s) to which assigned, and (2) who can document employment experience, outside education, in the career pathway addressed by the program or other evidence of equivalent proficiency. The minimum qualifications (MQs) for community college CTE teachers are established in Title 5 of the California Administrative Code.

- Focus on current or emerging high-skill, high-wage, and high-demand occupations.
- Be aligned with the CTEMCS.
- Engage students.
- Eliminate barriers for participation in pathway programs to provide equitable access.
- Provide appropriate, effective, and timely support services for all students, including special populations, students enrolled in educational options and programs, and students preparing for nontraditional occupations.
- Have extensive business and industry involvement, as evidenced by the use of labor market and employment information, alignment with regional employment demand, planned business and industry involvement in program development, and coordination with regional business engagement entities.
- Provide for certification of students who achieve industry-recognized skill and knowledge requirements.
- Be aligned with applicable feeder and advanced-level instruction in the same career pathway.
- Integrate the development of CTE and academic skills in order to prepare students for immediate employment upon graduation and for further education or training.
- Provide practical applications and experiences through actual or simulated WBL assignments.
- Include planned career awareness and exploration experiences.
- Provide for the development of student leadership skills through established Career Technical Student Organizations (CTSOs) or an alternative strategy

that incorporates this instruction in all of the courses that make up the sequence.

- Use both formative and summative assessment results to determine needed program improvements, modifications, and PD activities for staff.
- Use annual evaluation results to determine the effectiveness of each career pathway program, and share these results with students, parents, business and industry, and the general public.
- Have a systematic plan for promoting the program to all concerned groups, including, but not limited to, students, parents, counselors, site and district administrators, and postsecondary educational agencies.

**The California CTEMCS and Framework:** The California CTEMCS and Framework can be useful tools in ensuring and validating that there is sufficient CTE content embedded in the curriculum. In January 2013, the SBE adopted the revised CTEMCS, designed to prepare students to be both career and college ready and to align with the Common Core State Standards and the Next Generation Science Standards' Core Ideas. The CTEMCS are organized in three distinct levels:

- Standards for Career Ready Practice describe the fundamental knowledge and skills that students need in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not tied to a specific career pathway, a POS, a particular discipline, or a level of education.
- Anchor Standards build on the Standards for Career Ready Practice and are common across each of the 15 Industry Sectors. Each of the 11 Anchor Standards is followed by performance indicators presented in a hierarchical progression of simple tasks to more complex tasks. Performance indicators provide guidance for curriculum design and standards measurement.
- Pathway Standards were developed for each of the 15 Industry Sectors. Each Industry Sector is divided into three to seven different pathways. The

Pathway Standards are organized around a career focus and a sequence of learning to best meet the local demands of business and industry.

In addition, each Industry Sector includes an academic alignment matrix that displays where a natural, obvious academic alignment occurs. Alignment was identified where it was determined that a Pathway Standard would enhance, reinforce, or provide an application for a specific academic subject standard.

**K–12 Standards Aligned to Industry Needs:** There is widespread agreement among business and industry, labor, educators, and policymakers that the CTE system must focus on the preparation of students for high-skill, high-wage, or in-demand occupations. After considerable research, it was determined that CTE programs in California should be clustered around 15 broad Industry Sectors,<sup>10</sup> reflecting the intersection of California’s economic needs and the educational needs of its K–12, ROCP, and adult school students. In addition, within each sector, three to seven career pathways have been identified. The sectors are as follows:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture

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10. See Appendix C for a crosswalk of the CTE Industry Sectors and Pathways at the CDE with the CCC Industry Sectors. With California’s changing economy, the time to revisit the crosswalk has come, in order to achieve more system alignment among all agencies involved in CTE.



- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Services
- Transportation

For each sector, Model Curriculum Standards have been developed in partnership with business and labor leaders, educators, and many other stakeholders. In addition to facilitating high-quality, demand-driven CTE curricula, the 15 Industry Sectors provide a framework for organizing technical assistance, PD, industry engagement, and advisory committees.

**Sequences of Courses for CTE Programs:** Sequences of courses making up a career pathway program should:

- Consist of not less than two full-year CTE courses with a combined duration of not less than 300 hours, or a single, multiple-hour course that provides sequential units of instruction and has a duration of not less than 300 hours;
- Be coherent, meaning that the sequence may include only those CTE courses with objectives and content that have a clear and direct relationship to the occupation(s) or career(s) targeted by the program; and
- Include sufficient introductory, concentration, and capstone CTE courses to provide students with the instruction necessary to develop the skill and knowledge levels required for employment and postsecondary education or training.

Given that Perkins V now requires states to define a concentrator as a student completing a course sequence of at least two courses in a program, a POS, or a career pathway, California now defines a concentrator as follows:

*A CTE student who completes at least 300 hours of course sequence in an industry pathway, and the sequence includes the capstone course; and the CTE student receives a grade of C- or better in the capstone course.*

California's concentrator definition aligns with the one of the career measures within the College/Career Indicator (CCI), and is discussed in the following Accountability for Results section of this document.

To facilitate discussions at local institutions and to assist with the process of developing strong career pathways, templates are made available to secondary and postsecondary agencies throughout the State. These templates represent CTE pathways typically offered at high schools, ROCPs, adult schools, and community colleges, and include the approved Transfer Model Curriculum in each pathway. The templates were developed by groups composed of CTE and academic faculty from high schools, ROCPs, adult schools, and community colleges, with input from business and industry. Samples of approved POS are available on the CTE Online website at <https://www.cteonline.org>. Agencies developing a locally or regionally defined POS must include a completed POS template along with their annual application for approval.

The UC Curriculum Integration (UCCI) project provides opportunities for California teachers to design its innovative courses, which integrate "A–G" academic work with CTE, to help students prepare for college while they explore potential career paths. The UCCI courses meet "A–G" course requirements for freshman admission to CSU and UC campuses, making them valuable components of CTE programs.

It should be noted that under Perkins V, the secondary program approval process described above, and each of the above elements, will be aligned to the Essential Elements of a High-Quality college and Career Pathway.

## Response for Postsecondary POS:<sup>11</sup>

Approval of community college CTE programs falls under the direction of local community college boards of trustees. Although curriculum development, review, and approval involve multiple personnel within a college, each with distinct roles and responsibilities, legislation has established faculty and program administrators as having the primary oversight for academic program approval as well as review by the Regional Consortia.

CCC faculty are entrusted with the responsibility of developing high-quality curriculum for CTE programs, and establishing the local curriculum approval processes via curriculum committees to ensure that local curriculum approval processes allow curriculum to be approved in a timely manner. Faculty and administrators are also responsible for making sure that labor market and employment demand information are reviewed and included in supporting the program and curriculum. The ultimate goal is to have a college program approval process in order to ensure that rigorous, high-quality curriculum is offered to meet the needs of students and employers. New CTE programs require review and recommendation from the Regional Consortia, prior to submission to the CCCCCO for approval.

Three steps of the curriculum process are specified in regulation and are consistent at all institutions:

- Review and approval of new or revised curriculum by a curriculum committee;
- Endorsement of curriculum by the local governing board and Regional Consortia; and

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11. Community College League of California. 2018. *The Curriculum Approval Process*. [https://www.ccleague.org/sites/default/files/trustees-resources/curriculum\\_approval\\_process\\_publication.pdf](https://www.ccleague.org/sites/default/files/trustees-resources/curriculum_approval_process_publication.pdf)

- Submission of approved curriculum to the CCCCCO for approval or chaptering.

The first step in the curriculum process is the development phase, in which there is a desire or need to modify the curriculum from suggestions made by students, advisory boards, community partners, employers, and others interested in the educational offerings of a college. Ideas for curriculum changes, originating either within the faculty or from key external informants, typically work their way through program and department discussions, eventually ending up as a written proposal from a faculty member to the curriculum committee. Faculty work with their administrative colleagues, particularly deans, and their chief instructional officer to review the feasibility and necessity of a new or modified curriculum, and is made through the established local process. This phase of the curriculum process culminates in a written course outline of record or a program template authored by the appropriate faculty member, following a highly specific set of standards outlined in the *California Code of Regulations*, Title 5.

After development, curriculum proposals go through an internal review and approval process that includes the following reviews, some of which are handled as discrete steps, prior to submission to the college curriculum committee: program, department, and/or division faculty review; then review and approval by the appropriate dean; next, a technical review—a curriculum committee or work group that typically reviews curriculum proposals for feasibility, completeness, writing standards, distance education elements, and compliance with regulations, among other points; and, last but not least, an articulation review by the Articulation Officer, who reviews the transfer courses against standards and expectations at transfer institutions.

The next step for most colleges is review and approval by the curriculum committee or other governance body that is the delegated authority for curriculum approval, as specified in the *California Code of Regulations*, Title 5, Section 55002(a)(1)8. Although the membership, roles, and titles vary widely across the CCC system, this committee plays the central role in the local curriculum development and approval process. CTE programs have a two-year review cycle.

The last step is submission to the local governing board. This step may vary among colleges as the end result of a long process of development and review. New CTE programs are submitted to the Regional Consortia for recommendation, and required inclusion of regional labor market and employment demand information in justifying the creation of a new program.

Whatever the local and regional process, the final step is submission of the curriculum to the CCCCCO for chaptering or approval, depending on the type of proposal.

To summarize, CTE programs and POS at the community college level are evaluated annually by an extensive advisory process that engages representatives of the local planning team, faculty, students, the research office, CTE advisory groups, business advisory committees, and CTE/Combined Adult Education work groups. The programs are evaluated and accredited by professional and industry organizations to ensure continuous improvement, expansion, and modernization; that the needs of special-population students are met; and that all State and local adjusted levels of performance are met.

***ii. expand access to career and technical education for special populations; and***

**Response:<sup>12</sup>**

California is dedicated to expanding access to CTE pathways, especially for special student populations. The CWPJAC has defined access as an Essential Element of a High-Quality College and Career Pathway, and believes that all students should be provided with ample opportunities to attain the necessary knowledge and skills required to maximize their individual goals. California also believes that high-quality CTE pathways that integrate CTE and academics provide a way to increase readiness, attainment of postsecondary credentials, career advancement, and economic stability for all genders, races, socioeconomic backgrounds, and ability levels.

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12. Additional input from stakeholders about services to students in special populations is provided in the responses to prompts B(2)(c)(iv), B(2)(c)(vii), and B(3).

The State's K–12, adult schools, and CCC systems are committed to ensuring equal access to CTE programs and support activities and services for all of their students, particularly members of identified special population groups, defined in Perkins V as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; single parents, including single pregnant women; out-of-workforce individuals; English language learners; homeless individuals; youth who are in, or have aged out of, the foster care systems; youth with an active military parent; and individuals preparing for nontraditional fields.

Eligible recipients are required to design career pathways that are inclusive of special student populations, are driven by labor market demand, combine an academic core with a challenging sequence of technical courses, are aligned across secondary and postsecondary levels, provide ongoing guidance and support systems, and lead to postsecondary credentials and degrees. In other words, an equitably designed instructional program should always include integrated supports that increase access for all students, but especially for those from special population groups.

For example, CTE TEACH is a K–12 instructional program for individuals desiring to earn a teaching credential in a specific CTE Industry Sector. The program provides instruction in strategies for planning instruction, which are relevant to the diverse needs of students and various occupations. The curriculum includes understanding instructional strategies that provide all students with access to CTE curriculum, as well as methods for making content comprehensible to English language learners and strategies for teaching special populations in CTE classrooms.

The community college curriculum review process incorporates strategies to overcome barriers and increase access and success rates of special-population students, including outreach, counseling, tutoring, mentoring, and access to specialized lab experiences. Through their individual programs, community college counselors, faculty, and students work to increase inclusion and eliminate discrimination, creating a learning-rich environment. Community college programs monitor the performance of special-population students through core indicator results. The Career Pathways Project also assists all CTE Taxonomy of Programs (TOP) coded disciplines by identifying and

providing students with opportunities for career guidance, employment referrals, and internship opportunities to improve their training skills and general employability, all with the intent of increasing employment.

Under the CCCCCO's Guided Pathways reform efforts, all community colleges are currently assessing and restructuring their onboarding, orientation, and advising processes to ensure that they are actively eliminating barriers for students progressing through these experiences. At the same time, colleges are reviewing their course and program offerings in an effort to consolidate those offerings into clear pathways for students, including restructuring scheduling processes to ensure that the courses that students need are available when students need them. Colleges are also streamlining the development of student educational plans, built around a student's predefined, comprehensive POS. Lastly, each college has a variety of specially funded categorical programs that are designed to support disproportionately impacted student populations as part of the core focus of ensuring equity and access for all students. Many colleges are actively leveraging these programs to provide comprehensive wraparound support services for students.

Creating and supporting all secondary and postsecondary high-quality CTE programs, and making them accessible to all students, is a singular focus of Perkins V. For many communities of color, "high-quality" implicitly has meant the tracking of students away from such courses and programs, and, by extension, has a negative connotation or trauma in some locations. Thus, it is the State's responsibility to ensure that local recipients receiving these funds abide by the State vision and goals and translate the aspirational goals into daily and intentional practice for our students, particularly those who are considered special-population students. As explained in the following sections and subsections, California is committed to establishing an accountability framework for evaluating high-quality programs, using the CLNA and the local application process, and targeting performance gaps to ensure that local eligible recipients meet state-determined performance levels (SDPLs) as a way to ensure equity and access for special-population students.

***iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)***

**Response:**

California has made great progress, in the last several years, in highlighting the importance of essential transferable employability skills. As previously described, in 2013, the SBE adopted the revised CTEMCS, including the Standards for Career Ready Practice, which describe the fundamental knowledge and skills that students need in order to prepare for transition to postsecondary education, career training, and the workforce. These standards are not specific to a career pathway, a POS, a discipline, or a level of education. They support feedback from stakeholders to address skills and competencies that cross all sectors, such as ethics, business skills, teamwork, technology skills, problem-solving skills, oral communications skills, and critical thinking.

The Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs and are integrated into core curriculum, with increasingly higher levels of complexity and expectation as a student advances through a career pathway. The Standards for Career Ready Practice are a valuable resource for CTE and academic teachers in the design of curricula and lessons that teach and reinforce the career-ready aims of the CTEMCS and the Common Core State Standards. As recommended by stakeholders, they cut across sectors to focus on competencies and transferable skills to support students' long-term success, given that the workforce may involve multiple career changes and varying economic conditions during the span of their working years. The intent is to design career pathways with the intent of making California students recession proof.

As stated in the response to prompt B(2)(b)(i), all eligible recipients are required to integrate employability skills in career pathways offered at the local and regional levels, and they will be expected to provide evidence of this in their local application for funds. California provides a variety of resources to encourage and support the teaching of employability skills in addition to the Standards for Career Ready Practice, including



numerous PD activities, a variety of online resources, frequent trainings and conferences, and funding incentives.

Schools are encouraged to provide opportunities for students to participate in a CTSO<sup>13</sup> aligned specifically to their specific Industry Sector. The following six CTSOs are offered at middle and high schools:

- Distributive Education Clubs of America (DECA)
- Family, Career and Community Leaders of America (FCCLA)
- Future Business Leaders of America (FBLA)
- Future Farmers of America (FFA)
- HOSA — Future Health Professionals
- SkillsUSA

Providing students with these opportunities for leadership development is paramount in addressing the key attributes that employers seek. Problem-solving skills, teamwork abilities, written communication skills, leadership skills, and a strong work ethic are often the most highly valued attributes that employers look for in new employees.

All K–12 programs, POS, and career pathways are required to demonstrate alignment to the CTEMCS, which include the Standards for Career Ready Practice, to support the attainment of essential employability skills, academic knowledge, and technical skills. State law requires that all eligible recipients provide support systems, including

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13. If a district or school is unable to, or elects not to, provide the opportunity for students to participate in one of the six CTSOs recognized by California, the district or school may offer an alternative leadership development program that should include all of the following: (a) is integrated into the classroom content; (b) annually elects student officers; (c) has a constitution and bylaws; (d) conducts monthly meetings; (e) is part of the classroom grade; (f) includes community service activities; (g) engages students in activities outside the local school; and (h) provides opportunities for students to participate in statewide and/or national events.

differentiated instruction, for students who are members of special populations. This ensures that special-population students have access to CTE programs, including all CTE-related activities and supports such as WBL and CTSOs.

Stakeholders reflected on direct supports for both students and adults who work with students. They noted a need for giving students a voice at all levels (e.g., through CTSOs), providing early and ongoing counselor access, and supporting transitions from one level to the next. Stakeholders also discussed the need to value more than academic skills and to include essential and technical skills as well. In the context of student-centered services, stakeholders also discussed current barriers and actions needed for CTE programs. These included addressing barriers to WBL, such as scheduling, transportation, and on-site supervision; dual-enrollment barriers in operations; the need for shared governance and curriculum-based programs; and support for multiple entry and exit points. Better promotion/marketing is also needed to show CTE as an important viable path to parents and to business and industry, and to clarify what certifications and industry standards mean for parents and LEAs.

**c. Describe how the eligible agency will—**

***i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;***

**Response:**

Information on approved POS and career pathways is available to students, teachers, parents, counselors, and other CTE stakeholders through a variety of resources provided by the State, county offices of education, LEAs, adult schools, postsecondary institutions, and regional partnerships. As previously described, California is a local control state, and the provision of information on educational resources is the exclusive

responsibility of LEAs/community colleges. However, both the CDE and the CCCCCO, where appropriate, have oversight responsibilities, and, when appropriate, are limited to providing guidance. The following list describes some of California's State-level resources:

- **CTE Online:** Is a free online resource devoted to connecting CTE and academic educators to the CTEMCS, shared communities of practice, and PD tools. The site includes thousands of lesson plans aligned to CTE, the Common Core State Standards, and the Next Generation Science Standards, as well as integrated Science, Technology, Engineering, Art, and Mathematics (STEAM)/Science, Technology, Engineering, and Mathematics (STEM) projects; model course outlines; and sample POS. CTE Online also provides tools for users to create their own curriculum and collaborate in groups. To view the resources, please visit the CTE Online website at <https://www.cteonline.org>.
- **CTE TEACH:** Supports the unique needs of new CTE teachers transitioning from an industry into the classroom, as well as veteran CTE teachers. CTE TEACH provides training and PD through an online early orientation program, an online PD program, and a two-year teacher induction program. To view the training and PD resources, please visit the CTE TEACH website at <https://cryop.org/Educators/CTE-Teach/index.html>.
- **The California Career Resource Network (CalCRN):** Provides students, parents, counselors,<sup>14</sup> and educators throughout the State with a range of online and print career education resources and materials. The CalCRN is funded with State and federal funds to provide all persons in California with

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14. Counselor training programs focus predominantly on academic counseling, rather than on career counseling. Additionally, many counselors lack direct experience in occupations outside of the education sector. CalCRN could be a cost-effective resource within counselor training programs to increase knowledge about CTE and its relationship to the workforce.

career development information and resources to enable them to reach their career goals. To view the resources, please visit the CalCRN website at <https://www.californiacareers.info>.

The CalCRN program offers various materials, such as postsecondary planning tools and job-search preparation guides. The Career and College Readiness Lesson Plans provide educators with a resource to support students in understanding and acquiring the essential skills necessary to become self-sufficient and manage their own careers for life. This career development curriculum is aligned with existing standards, including the California Common Core State Standards, the College and Career Readiness Anchor Standards, the California CTEMCS Anchor Standards, the California Standards for Career Ready Practice, the National Career Development Guidelines, the International Society for Technology in Education Standards, and the California English Language Development Standards.

CalCRN's California CareerZone is the State's career information delivery system, providing occupational and CTE information specific to California, including guidance around the skills and preparation required for a vast array of career areas and specific occupations. Used by more than 1 million students statewide each year, the California CareerZone offers an end-to-end career planning experience, complete with self-assessments, more than 1,000 occupation and education profiles, and a variety of educator management tools, including free educator accounts, activity reporting, and a custom lesson plan creator. To view the resources, please visit the CareerZone website at <https://www.cacareerzone.org>.

In addition, a number of online resources offer materials about how to implement career development programs and courses. The California GEAR UP Educator's Resources Clearinghouse offers a free online library where educators can search a wealth of information for promoting a college-going culture, and provides periodicals, pamphlets, worksheets, and various media

pertaining to career development in the classroom or career center. To view these resources, please visit the California GEAR UP Educator's Resources Clearinghouse website at

<http://www.clearinghouse.castategearup.org/educators/index.php>.

- **Centers of Excellence (COE):** Is a free online resource available to all CTE stakeholders, and includes career information and LMI, as well as information and support for pursuing high-wage, high-skill, high-need, labor market-driven CTE programs available in the State's 115 community colleges. To view career information and LMI, please visit the COE website at <http://www.coeccc.net>.
- **Guided Pathways Framework:** Creates a highly structured approach to student success, which provides all students with a set of clear course-taking patterns to promote better enrollment decisions and to prepare students for future success. All 115 CCC are actively working on or implementing Guided Pathways reforms. The Guided Pathways framework is aimed at helping students reach their career and educational goals by creating highly structured, unambiguous road maps that will lead to a defined objective. Core to the Guided Pathways framework is the fundamental restructuring of the college in order to effectively support seamless pathways. Colleges adopting the Guided Pathways framework can improve student achievement and transfer rates, cut down on the total number of units that students take while earning a degree, increase career certifications, and eliminate achievement gaps.

The Guided Pathways framework rests on four pillars:

- Create clear curricular pathways to employment and to further education;
- Help students choose and enter their pathway;
- Assist students in staying on their pathway; and

- Ensure learning is happening with intentional outcomes.

To view the Guided Pathways program, please visit the CCCCCO website at <https://www.cccco.edu/College-Professionals/Guided-Pathways>.

- **Dual Enrollment Opportunities:** All high school students, including those in special populations and other targeted student groups, have access to multiple options, some of them purposefully created by the State through several new initiatives.

Beyond these sources, CTE stakeholders, including students, parents, representatives of secondary and postsecondary education, and special populations, are informed about POS through an assortment of State, regional, and local sources, including email notifications, mailing lists, PD activities, and assistance provided by many CTE partner organizations. In addition, eligible recipients provide counseling services, informational documents, career fairs, college nights, and other opportunities for students, parents, and other interested individuals. A California statute requires LEAs to provide information and services in the primary language of students and parents if 15 percent or more of the students enrolled in that agency speak a primary language other than English.

***ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;***

**Response:**

The past 10 years have seen an unprecedented investment in career-related educational reform in California. The State has created several initiatives to improve CTE and career pathways at both the secondary and postsecondary levels.

Originally part of Senate Bill 70, the Governor's CTE plan for California, the Career Pathways Initiative provides approximately \$15.4 million in annual funding to the CDE. This funding has been utilized by the CCTD to provide support for CPAs and other

statewide CTE initiatives, such as CTE Online, CTE TEACH, the Leadership Development Institute (LDI), and Health Science Building Capacity Grants.

The Governor's 2015–16 Budget Act included \$900 million over a three-year limited term for the CTEIG program. The CTEIG program was created as a State education, economic, and workforce development initiative with the goal of providing K–12 students with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of the CTEIG program was to incentivize secondary CTE programming by encouraging the development of new CTE programs and enhancing and maintaining current CTE programs while functioning as a bridge during the transition to full implementation of the school district and charter school LCFF. These grants were focused on programs that led to industry certifications or postsecondary training. Partnerships with local colleges, businesses, and labor unions were required. The CTEIG reflects the Governor's and the Legislature's recognition of the critical need for high-quality, sustainable CTE programs that prepare students for success in California's labor market.

To develop more workforce opportunities and lift low-wage workers into living-wage jobs, California took a bold step in 2016, when the Governor and the Legislature approved the SWP, adding a new annual recurring investment of \$248 million to spur CTE in the nation's largest workforce development system, encompassing 115 community colleges. This program builds upon existing regional partnerships formed in conjunction with the federal WIOA, the CAEP, and public-school CTE programs. Consortia also work actively to engage K–12 feeder districts in implementing regional CTE strategies.

The Governor's 2018–19 Budget Act, established the K–12 component of the SWP, appropriating \$150 million in annual ongoing CTE funding to strengthen career pathways for students from secondary to postsecondary education and to further support K–12 and community college collaboration. The intent of the K–12 SWP is to develop, support, and/or expand high-quality CTE programs at the K–12 level. This program, administered by the CCCCCO in partnership with the CDE, aligns with the workforce development efforts occurring through the CCCCCO's SWP, complements the

CTEIG, and intends to improve transitions from secondary education to postsecondary education and, ultimately, to a career. An additional \$13.5 million was appropriated annually to the CCCCO to establish Technical Assistance Providers and K–12 Workforce Pathways Coordinators to support the efforts of both the CTEIG and the K–12 SWP State initiatives.

***iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;***

**Response:**

In California, labor information is collected, analyzed, and reported by the Labor Market Information Division (LMID) of the California Employment Development Department (EDD). The CDE and the CCCCO collaborate with other State agencies, such as the EDD and the CWDB, to provide student access to online resources for career information and workforce opportunities through One-Stop Career Centers and other online workforce sites.

The LMID provides data and links to resources that job seekers can use to assist them with searching for jobs. Individuals can use the Occupational Guides or Occupation Profile to locate wage, benefits, training, and other information to explore career opportunities. The LMID's employment projections estimate the changes in industry and occupational employment over time, resulting from industry growth, technological change, and other factors. California produces long-term (10-year) projections of employment every two years for the State and local areas. Statewide short-term (2-year) projections are revised annually. The projections include occupations with the most openings, and the fastest-growing occupations, in the State.

Each month, the LMID releases revised and preliminary civilian labor force, unemployment rate, and industry employment data by geographic region for California statewide, metropolitan areas, counties, and sub-county areas. In addition, the LMID



provides California economic data and demographic and occupation information through its Data Library, which provides access to view and download data and information related to California industries, occupations, employment projections, wages, and labor force.

In recent years, the number of data sources for LMI has grown considerably. The use of this data by educational agencies to inform program development and drive instructional practices, although not yet prevalent in K–12 CTE programs, has been commonplace in the CCC system for several years.

With online access to up-to-date employment information and job skill requirements, faculty, counselors, librarians, and instructional support personnel effectively help special-population students make informed career choices, including nontraditional, high-skill, high-wage, or in-demand occupations that lead to self-sufficiency and/or a baccalaureate degree or higher.

The COE is a CCCCCO grant-funded Technical Assistance Provider working in community colleges, regions, and Industry Sector networks to help regions respond effectively to workforce needs. Strategically located in seven regional centers across the State as well as a Statewide Center, the COE studies and conducts environmental scans of the regional economies of California and helps identify opportunities and trends in high-growth, emerging, and economically critical industries and occupations and related workforce needs, then supports the community colleges by providing customized data on those trends to inform CTE program development. With the goal of helping regions respond to workforce needs, the COE provides quality information for decision-making, including gap analyses among labor market demand, available training, and existing and future workers. The COE delivers regional workforce research and technical expertise through various reports and tools designed to enable community colleges to remain relevant and responsive in their offerings.

In 2015, the COE developed two documents to help community colleges find and effectively use labor market data: *Making Use of Labor Market Data* and *Understanding Labor Market Information Resources*. These guides provide detailed information on

where to find and how to use labor market data to help with common community college decisions. These guides can be found online at the COE's website at <http://www.coeccc.net/>.

As stated in the response to prompt B(2)(c)(i), the State established the CalCRN to provide all persons in California with career development information and resources to enable them to reach their career goals. This includes information on in-demand occupations and on the education and credentials necessary for employment in those occupations. Labor market data support alignment when LEAs and community colleges are determining how to invest their resources in building career pathways for high-priority Industry Sectors. This information and these resources are also used by applicants for the CTEIG, the K–12 SWP, and the SWP funding to explain proposed investments in strategies that support workforce and economic development priorities in their regions and help ensure students' future employability.

***iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;***

**Response:<sup>15</sup>**

According to the California Poverty Measure, 17.8 percent of Californians (about 6.9 million) lacked enough resources to meet basic needs in 2017—about \$32,500 per year for a family of four. Poverty was highest among children at 19.3 percent; among adults aged 18–64, it was 17.1 percent; and for those aged 65 and older, it was 18.5 percent. Another proxy for childhood poverty is student eligibility for receiving public-school free or reduced-price meal program services. In California, more than 3.1 million students aged 5–17 are eligible to receive free or reduced-price meal program services, representing more than 50 percent of public K–12 enrollments in the State.

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15. Additional input from stakeholders about services to students in special populations is provided in the responses to prompts B(2)(c)(vii) and B(3).

California is also considered a “majority minority” state, with many students from traditionally underserved communities. For example, in 2018–19, 55 percent of students enrolled in California public schools were Latino; 23 percent were Caucasian; 11.7 percent were Asian, including Filipino; 5.4 percent were African American; and 4 percent were two or more races.

Currently, of the total number of students enrolled in California’s K–12 public school system, 1.2 million (19.3 percent) are classified as English language learners. Another 1.3 million students have been reclassified as “Fluent English Proficient.” California K–12 public school students collectively speak more than 50 different languages, including 1.3 million (85 percent) whose native language is Spanish.<sup>16</sup>

Because of the economic, racial, and linguistic diversity found in California, the State takes a student-centered approach to meeting the needs of all students, including those in special populations. In both the K–12 and CCC systems, student-centeredness is also reflected in how options are offered to students, how students are informed about options, and how self-direction is encouraged among students as they seek out opportunities for career and college.

In K–12, when a district focuses on student-centered delivery of services, students feel supported, valued, and “part of a family.” Career pathways, including the CPAs and pathways developed under the CTEIG and the SWPs, promote this family-like environment by consciously creating strong teacher–student relationships and providing a personalized learning environment in which each student’s learning needs are well known and individually addressed. Daily instruction is designed with the knowledge that students vary in their preferred methods of gaining information, understanding ideas, and demonstrating mastery.

Special mention can be made here of California’s long-standing CPA grant program. This State program takes a systems approach to career pathway development and

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16. CDE. 2019. *Facts about English Language Learners in California*.  
<https://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>

includes many considerations to enable equitable access to students' pathways of choice. The program provides transportation as needed, access to the full range of opportunities these pathways offer, communication to students and their families so that they are fully informed of options, and data systems that can identify students in need of support, monitor student outcomes to ensure that pathways serve all students well, and provide information to postsecondary partners to support student transition.

With the implementation of CPAs, career pathway programs have overcome the stigma of being considered as just an alternative to college, and instead are being acknowledged as programs that provide a foundation for earning postsecondary credentials and degrees. The CPAs incorporate many features of the high school reform movement, including creating a close family-like atmosphere, integrating academic and CTE curriculum, and establishing viable business partnerships. Emphasis is also placed on student achievement and positive postsecondary outcomes. By law, at least half of each new class must meet specific “at-promise”<sup>17</sup> criteria to determine student eligibility. The remaining half have no restrictions for entry into the CPAs.

Throughout the last several years of implementing the CPA model, districts implementing career pathway programs have developed structures to support student recruitment and placement that respond to both student choice and equitable access. They have structured programmatic ways for middle schools to introduce students to pathway themes early, such as elective “wheel”<sup>18</sup> courses, career fairs, information nights, outreach activities, and other events. They filter student applications for pathways, using lotteries to ensure diversity in pathways, and they target recruitment efforts to address specific disparities in enrollment patterns. The systematic design of equitable pathways includes ensuring that all pathway choices offer access to the full range of postsecondary options in the career field. Often, districts overcome access

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17. For more information on AB 413, please visit the California legislature web page at, [http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB413](http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB413).

18. A quarter, trimester, or semester rotation of various CTE exploratory pathway courses, such as an introduction to computer operations, foundational skills in nutrition and foods, or the fundamentals of agriculture.

barriers to pathway programs by providing support to avoid limitations such as a student's ability to pay for transportation, a student's past academic performance, or a lack of accessible information.

As previously described, the JSPAC helps provide CTE instructors and administrators with PD opportunities and technical assistance related specifically to access and equity. These activities are directed to improve special-population students' access to CTE programs and provide the support services needed to enhance these students' success in CTE programs. Noteworthy efforts include career awareness programs; counseling and guidance for students with special needs; supportive services such as transportation, child care, and assistance with books and tuition; appropriate use of needed technology; special training for CTE teachers and administrators; and PD targeted to the total school population to foster and ensure an equitable climate for special-population students.

The JSPAC also provides leadership to help facilitate and improve student access to high-quality CTE programs, and to ensure that the necessary support services for special populations are available for students to achieve nontraditional, high-skill, high-wage, or in-demand occupations that lead to self-sufficiency. The JSPAC has focused its efforts on bringing about the following school and college improvements intended to ensure special-population student access and success in the State's CTE programs:

- Outreach and recruitment to increase student/parent awareness of educational/career options;
- Career support (e.g. career development and exploration, field trips, mentoring and exposure with a focus on career paths that include high-skill, high-wage, or high-demand jobs);
- Academic support (i.e., advisement, tutoring, and special instructional classes);
- Financial support (i.e., for childcare, transportation, books, and instructional materials);

- Access to technology (i.e., developing technology skills to succeed); and
- Staff development (i.e., intentional learning about the specific needs of special populations and providing the most effective tools and strategies to assist special-population students, because many of these students are eligible for more than one special population category and face multiple barriers).

The Federal Perkins V State Plan is required to describe strategies to ensure that special populations have equal access, do not face discrimination of any kind, and are supported by programs to enable these students to meet the State levels of performance. In addition, State leadership requirements dictate that the State assess the needs of special populations, promote preparation for nontraditional fields, and provide instructional and/or support programs for special populations. The State strongly affirms its continuing commitment to provide and ensure equity and access to all CTE programs and to support activities and services for all secondary and postsecondary students specifically for those who elect to enroll in these programs.

The State requires LEAs to design educational environments that are responsive to the needs of special-population students. This includes developing and/or disseminating training and informational materials for administrators, faculty, counselors, and student support staff to assist students who are members of special populations to gain access to and succeed in quality CTE programs; providing adaptive equipment and services; and ensuring the flexibility of program schedules to accommodate working students and students with young children.

In meeting the requirement of the federally mandated Vocational Education Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Disability, the CDE and the CCCCO provide continuous oversight and technical assistance to LEAs, schools, and colleges with respect to ensuring nondiscrimination toward students who are members of special populations. CCC and selected secondary school districts systematically receive annual statistical reviews or audits of programs and enrollments to ensure equal access and compliance

with policies related to race, sex, disability, limited English proficiency, salary, hiring practices, harassment, and technology. The ongoing federal Office of Civil Rights (OCR) compliance reviews conducted by both agencies, and continuous oversight and monitoring by the departments' assigned staff members, ensure that special populations are not discriminated against in programs and classes, and that all special population groups have equal access to all programs.

The OCR provides guidance that secondary schools, adult schools, alternative school agencies, and community colleges receiving Perkins V funding comply with the CTE–Civil Rights regulations and that state-administered compliance reviews meet all OCR-approved timelines. Biennial site visit schedules and targeting plans will continue to be developed and submitted for OCR approval, and both the CDE and the CCCCCO will continue to submit CTE–Civil Rights reports as required by the OCR. The 2019–20 Educational Equity Federal Programs Monitoring Instrument is strengthened to demonstrate how the initial civil rights report for CTE has expanded to address civil rights for all students across all programs in California.<sup>19</sup>

California will continue to invest in providing access to high-quality CTE programs, and wholly embraces the new provision in Perkins V requiring states to utilize a portion of their allocation in the recruitment of special populations to enroll in CTE programs. The Federal Perkins V State Plan provides educators with the opportunity to re-envision how career pathways will be student-centered by aligning CTE to other local and regional education and training initiatives. California's Guiding Policy Principles are focused on all students and on promoting equity and access by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations. California's Federal Perkins V State Plan is strategically positioned to supplement and augment existing State initiatives, using the framework provided by the CWPJAC's

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19. The CDE is uniquely positioned to help address civil rights, as it has a separate Federal Program Monitoring Office that includes CTE. For more details, see <https://www.cde.ca.gov/ta/cr/proginst201920.asp>.

Guiding Policy Principles to intentionally design programs with a student-centered approach.

***v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;***

**Response:**

California *EC* Section 12053 designates the SBE as the sole state agency responsible for the administration or the supervision of federal CTE programs. This section also recognizes the need for coordinated delivery of CTE in California, and requires the SBE and the BOG to enter into a memorandum of understanding to do all of the following:

1. Provide for an advisory committee composed of an equal number of members of each board (i.e., the CWPJAC).
2. Ensure shared planning and coordination.
3. Delegate to the BOG, in keeping with the requirements of federal law, the maximum responsibility in administration, operation, and supervision of policies and procedures related to community college vocational programs provided for in federal law.

The CWPJAC continues to address systems alignment policies specific to career pathways within the context of recent State and federal investments, and makes recommendations to the SBE for consideration. For a more detailed explanation on joint planning, please see the response to prompt B(1)(c).



***vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and***

**Response:**

Many regional efforts link education to workforce and economic development in very specific ways, through labor market research and through direct support to school districts to create strong CTE pathways, development of curriculum in alignment with industry needs, implementation of WBL, internships, mentoring programs, and other targeted initiatives. All of these initiatives help to integrate all aspects of the industry into the curriculum of the sector of study.

The county offices of education provide or facilitate PD and technical assistance in the implementation of pathways within and across districts. County offices of education provide guidance on integration of curriculum, implementation of WBL, and improvement of student support services. They also provide guidance on selecting and distributing CTE pathways by industry within and across districts in the county. County offices of education also play an important role in countywide outreach to employers.

WBL is a key strategy in the integration of academic and CTE standards and in ensuring that programs provide students the opportunity to meet high industry standards. WBL is offered at the secondary level through the CTEIG, the K–12 SWP, WEE, ROCPs, CPAs, other learning communities, and adult schools. Adult schools, ROCPs, and CPAs require connection of WBL to technical or academic classroom curricula, whereas WEE programs generally focus on career exploration and work readiness. Secondary students may also access WBL through local community college co-op programs. The CCCCO, through its Guided Pathways initiative, has incorporated a strong focus on WBL in all programs, including CTE. The CCCCO is developing incentives and strategies to assist colleges to increase WBL opportunities for all students, with the goal of moving toward competency-based education.

Stakeholders reflected on direct supports for students and adults who work with students. They noted a need for giving students a voice at all levels (e.g., through CTSOs), providing early and ongoing counselor access, and supporting transitions from one level to the next. Stakeholders also discussed the need to value more than academic skills and include essential and technical skills as well. This is consistent with recommendations by teachers to provide greater access for all students to attain leadership development through a CTSO to bolster student engagement. Some teachers expressed the need for student participation in a CTSO to be a requirement for the receipt of funds. Recommended supports for adults included stronger industry involvement, better information for families, and State and local leadership support and training on current CTE practices.

In the context of student-centered services, stakeholders also discussed current barriers and actions needed for CTE programs. These included addressing barriers to WBL, such as scheduling, transportation, and on-site supervision; dual-enrollment barriers in operations; the need for shared governance and curriculum-based programs; and support for multiple entry and exit points. Better promotion/marketing is also needed to show CTE as a viable path to parents and to business and industry, and to clarify what certifications and standards mean for parents and LEAs.

Connecting students with employers through mentoring and other WBL opportunities offers an additional means to achieve personalized learning. In high-quality WBL, students have the opportunity to select experiences of particular interest, and to connect meaningfully with an employer who is invested in the student's success. This not only confers personalized attention and skills on students, but also conveys to students that they are worthy and capable, thereby boosting self-esteem, openness to learning, and further skill development. Engaging employers in meaningful WBL experiences to support "student-centeredness" was highly recommended by stakeholders.

Stakeholders repeatedly emphasized the value of WBL as a student-centered strategy that could engage and address the needs of all students, including those in special populations. Stakeholders recommended that industry partners provide guest speakers, coaches, and teacher professional learning, and that organizations/industry mentor

college students and provide internships and scholarships. Stakeholders called for an integrated curriculum that is informed by industry and aligned with employers' needs. They noted that WBL and project-based learning need to be responsive to and keep pace with the needs of industry. Some pointed to the CCPT advisories as a model that works to provide industry input. The ability to understand and address legal ramifications of employers in offering WBL was listed as a top priority when stakeholders were asked about priorities related to business and industry.

Strong experience in and understanding of all aspects of an industry are incorporated into the CTEMCS and are integral to each LEA's application for Perkins V Section 131 or 132 funds. In addition, each LEA application includes a signed statement of assurances that the program(s) identified for assistance using federal funds will provide students with strong experience in and understanding of all aspects of the industry addressed by the program(s). CDE and CCCCO staff use annual state leadership funds for holding workshops to provide LEAs and community college districts with detailed information related to the "all aspects" requirement. The workshops include the importance of instruction and strategies for ensuring that local eligible agencies and institutions provide students with experience in, and understanding of, all aspects of an industry. Program monitoring visits and scheduled program reviews are used by both the CDE and the CCCCO to determine local compliance with the Perkins V Section 135 requirement.

***vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)***

**Response:**

Access and equity are often treated synonymously, although they are not synonymous. The CWPJAC, in developing both the Guiding Policy Principles and the Essential Elements of a High-Quality College and Career Pathway, took care in separating the two, for good reason. Access denotes a broader vision of equity, ensuring that all students are provided with ample opportunities to attain the necessary skills, education,

and training required to maximize their individual goals, including a collective awareness of all the supports that are available to students both inside and out of class. Access also facilitates the elimination of achievement gaps by providing information on how to access programs, services, and rigorous coursework for all California students, regardless of region, gender, socioeconomic status, special needs, and/or English proficiency. These accommodations may be academic, physical, or cultural, and include creating pathways with demonstrable careers for students. On the other hand, *equity* goes beyond the reduction of institutional barriers to create an environment of being fair, impartial, and free from bias or favoritism; to promote educational and employment attainment; and to eliminate achievement gaps for all students, including, but not limited to, English language learners and students with disabilities, in the career pathway system. Equity is reflected, or not reflected, in promotional and marketing materials, instructional materials such as syllabi, policy and procedure documents, and strategic plans; all of these documents either have or do not have the welcoming language that is generally used in curriculum and support services, in particular, and, more generally, in all internal and external documents.

Realizing the vision embodied by access and equity in school districts and community colleges depends on the established accountability framework, which explicitly tackles reducing performance gaps among all statutory student groups, including the members of special population groups. Perkins V requires states, and local recipients of Perkins V funds, to explicitly address performance gaps among special population groups through the CLNA, the local application plan, and the setting of four-year SDPLs for all required Perkins V indicators, as shown in the table in Section V, on pages 180–181.

Reducing performance gaps for CTE concentrators, including those who are members of special populations, lies at the heart of the Perkins V accountability framework. Additionally, both the CLNA and the local application plan require explicit descriptions of how LEAs and CCC intend to address performance gaps, including those of special-population students. More detail is provided in the following Accountability for Results Section, as well as in the descriptions provided elsewhere for the CLNA and the local application plan. Moreover, given that the special-population categories are the same as those under the ESSA, performance gaps for special-population students enrolled in

CTE can potentially be compared to those for special-population students not enrolled in CTE.

Under California State law, every LEA must adopt and annually update a three-year LCAP. Long-term goals, and the ability for LEAs (or schools, for the ESSA) to determine interim progress goals, are built into the California Accountability Model (California Model).<sup>20</sup> Accordingly, through the LCAP, under the California Model, an LEA that is not making progress toward closing performance gaps among student groups must describe the efforts it will undertake to make significant progress in closing performance gaps on any of the relevant indicator(s). LEAs must annually review and update their overarching plans for educational programming to address areas where they are not making progress in addressing performance gaps among student groups. Through developing the Perkins V CLNA, building the local application plans using information from the CLNA, and implementing the Perkins V accountability framework, LEAs can connect secondary CTE to the larger State Board effort on implementing LCFF/LCAP, and to the CCC to the Vision for Success implementation. A broader discussion about system alignment within, and across, sectors around CTE will be brought forward to the CWPJAC, when the Perkins V State Plan begins full implementation.

With the enactment of the 2019 Budget Act, California has embarked on a Cradle to Career initiative in which data will be collected at the K–12, postsecondary, and workforce levels. Through this initiative, California intends to intentionally collect information on all students, including CTE concentrators.

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20. An overview of the California Model is provided on the CDE California Accountability Model & School Dashboard web page at <http://www.cde.ca.gov/ta/ac/cm/>. Detailed information on the production of the indicators in the new California Model is provided in the *Technical Guide for the New Accountability System*, available on the CDE web page at <http://www.cde.ca.gov/ta/ac/cm/>, under the Data Files and Guide tab.

**d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

**Response:**

The CWPJAC, through adoption of the Guiding Policy Principles, has envisioned the future to build connected, equitable, accessible high-quality K–14+ college and career pathways by (1) signaling the infrastructure needs, (2) promoting regional and LEA efforts for alignment, and (3) reinforcing student supports during critical transitions leading into high school, community college, and beyond.

Pathway alignment requires the sequencing of courses across segments to enable students to transition smoothly into postsecondary pathways after high school. More importantly, course articulations and dual/concurrent enrollment opportunities offer benefits to students, often conferring postsecondary course credits prior to high school graduation. Recent State initiatives, including the CCPT, the CTEIG, and the SWP, demonstrate the commitment and intentionality of State investments to improve cross-system collaboration and program alignment. Each of these efforts encourages and, in fact, incentivizes K–14+ collaboration and articulation.

In describing high-quality, integrated curriculum and instruction as an essential element of a high-quality college and career pathway program, the CWPJAC endorsed that courses and programs may be designed to use cross-system strategies such as dual enrollment and/or dual credit with community colleges and universities or other articulations to create a seamless student experience to avoid unnecessary repetition of courses or other inefficient practices to facilitate “on-time” postsecondary graduation, where appropriate. Stackable badging and credentials can ensure frequency of assessment and value-added outcomes.

California’s new accountability and continuous improvement system for K–12 provides information about how LEAs and schools are meeting the needs of California’s diverse student population. As part of this system, the CCI identifies multiple measures as

indications of college and career readiness. The CCI measure shows how well LEAs are preparing students for success after high school graduation. Within the CCI, in addition to student completion of a CTE pathway and earning credit in a college course, are two ways at getting a student's career readiness which are currently two established measures included in the CCI. These two measures were purposefully included in the CCI to encourage LEAs to develop strong, coordinated career pathways and credit transfer agreements, which include more opportunities for students to participate in dual-enrollment courses and earn college credits prior to transitioning from high school. California continues to explore viable options, for example, WBL and industry-based certifications, to develop a more robust measure of career readiness within the CCI.

The CCCCCO Statewide Career Pathways Project improves the linkages of career technical pathways among high schools, ROCs, and CCC. The project has developed a standardized articulation process across these educational institutions, to provide the opportunity for secondary students to participate in dual or concurrent enrollment programs, early college high schools (ECHSs), or competency-based education. The project also coordinates with grant-funded regional articulation projects to ensure that appropriate resources are available to all faculty tasked to develop articulation agreements.

California *EC* Section 76004 authorizes a governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual-enrollment opportunities for students who may not already be college bound or who are from groups underrepresented in higher education. The local governing boards must have the goal of developing seamless pathways from high school to community college for CTE, preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness. This law requires the partnership agreement to outline the terms of the partnership, as specified, and to establish protocols for information sharing, joint facilities use, and parental consent for high school students to enroll in community college courses.

Additionally, the law requires the community college and school district involved in the partnership to annually report demographic data to the CCCCCO, including:

- The total number of high school students, by school site, enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable State and federal privacy laws;
- The total number of community college courses, by course category and type and by school site, enrolled in by CCAP partnership participants;
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants; and
- The total number of full-time equivalent students generated by CCAP partnership community college district participants.

This statute was recently amended by Senate Bill 586, which requires the LEA and community college district boards, as a condition of adopting a CCAP partnership agreement, to consult with, and consider the input of, a local workforce investment board, to determine the extent to which the pathways are aligned to regional and statewide employment needs. This bill became effective on January 1, 2020.

California *EC* Section 48800 provides that the governing board of a school district may determine which students may benefit from advanced scholastic or vocational work. The governing board may authorize those students, upon recommendation from their principal and with parental consent, to attend a community college as a special part-time student and to enroll in one or more courses offered at the community college level. The purpose of the statute is to provide educational enrichment for a limited number of eligible students. The educational enrichment opportunity will typically result in a request for concurrent enrollment in courses not currently offered by the approving school.

Students enrolled in ECHSs and middle college high schools (MCHSs) can earn college credit through dual-enrollment and concurrent-enrollment strategies. ECHSs are



innovative partnerships between public or charter secondary schools and local community colleges, which allow high school students to earn both their high school diploma and an associate's degree, with typically low cost to the student. MCHS are secondary schools located on a college campus, offering challenging academic programs, and designed to serve high-potential, high-risk students. MCHSs offer effective support services, small class sizes, and the opportunity for secondary school students to concurrently take some college classes. All of these State initiatives encourage and provide various options for implementing dual/concurrent enrollment. They are intended to promote system alignment and, at the same time, specifically designed to broaden access for disadvantaged students.

The State recognizes the local and regional differences that school districts, community colleges, and LWDBs face when developing cross-agency agreements. Nonetheless, California has made efforts to systematize and institutionalize dual enrollment by providing funding to promote system alignment across secondary and postsecondary institutions. Across the State, high school and postsecondary leaders are connecting in communities of practice to map and align career pathways, develop POS, identify courses for articulation and dual enrollment, develop agreements, and build bridges to support students' transitions. Examples of this support include data sharing, counseling, student supports, and multiple placement measures. California will continue to consult with stakeholders to identify criteria and provide a forum for local and regional thought partners to share innovative ways to sustain articulation agreements across educational segments.

Information and implementation strategies on dual enrollment are disseminated to eligible recipients electronically and through a variety of statewide PD activities. Many opportunities are provided by the CDE, the CCCCO, and other organizations that host sessions on the development of articulation agreements, dual and concurrent enrollment, and the development of UC "A–G" approved CTE courses.

Stakeholders noted that, with new dual-enrollment definitions and requirements in California in the past five years, more and clearer guidance from the State around these requirements and around funding would be helpful in enabling greater coordination and

alignment between K–12 and the CCC system. Additional clarity, consistency, and further consideration were also requested in relation to credentialing for CTE instructors, data systems, and the potential conflict between dual enrollment and articulation. As with all other initiatives, great care must also be taken to ensure that creating opportunities such as those provided for dual enrollment does not inadvertently create further issues of access and, thus, inequity.

California has committed considerable resources as it continues to endorse and encourage eligible recipients to develop opportunities for secondary school students to participate in dual or concurrent enrollment programs, ECHSs, or competency-based education. The State will continue to consider how regional and local entities may further realize the purposeful integration of the student experience across systems and into college and career while addressing industry needs. As noted in the Guiding Policy Principles, the State has the vision to create career pathways with multiple entry and exit points, bring about system cohesion, and establish a well-defined system of articulation of high-quality K–14+ career pathways.

**e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)**

**Response:**

Parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations are involved, in a variety of ways, in the planning, development, implementation, and evaluation of California's CTE programs. For this prompt, these different groups will be referred to collectively as "stakeholders." Members of and participants in the SSAC were selected from these different groups. For more information about the SSAC, see the response to prompt A(1).

The responses to the various prompts in Section B(2) describe the different ways in which stakeholders have been involved in the planning, development, and implementation of CTE programs. The evaluation of CTE programs is discussed in the responses to the prompts in Section D: Accountability for Results.

The typical way in which stakeholder input is sought in the planning, development, and implementation of CTE programs is through industry advisory committees. In the K–12, adult schools, and CCC systems, industry advisory committees help ensure that curricula address workplace demands. Educators then use the input to update curricula with the skills required for the workplace, and align educational processes as appropriate to respond to industry needs. Individual educators' abilities to do this vary widely, depending on the levels of change and innovation allowed and encouraged on their campuses.

According to Section 8070 of the California *EC*, each school district participating in CTE programs must maintain a CTE advisory committee to develop recommendations for the program and provide a liaison between the district and potential employers. This section also identifies the required composition of the committee. As previously discussed, in January 2013, the SBE revised the California CTEMCS, which identify 15 Industry Sectors around which to organize CTE instruction; strategies for creating industry linkages, including advisory committees, for input on curriculum; and a recommended mechanism for the development of pathways aligned with postsecondary education and local labor market demands.

At the community college level, stakeholder participation is usually provided at a regional level, through the Economic and Workforce Development Advisory Committees (EWDACs). California has seven EWDACs: Sacramento and Far North; Bay Area; Central Valley/Mother Lode; South Central; San Diego and Imperial Counties; Inland Empire/Desert; and Los Angeles and Orange County.

Made up of different stakeholders, including community college faculty and administrators, each regional EWDACs facilitates and supports initiatives for its member colleges and key stakeholders. Collectively providing education and training to create a

highly skilled workforce, the EWDACs organize activities around PD, curriculum development, and collaborative communication and implementation. The EWDACs facilitate discussions and provide leadership for the priority Industry Sectors. In other words, through public/private partnerships, EWDACs focus on growing the regional economy by facilitating the development and growth of college training and educational programs to meet the needs of identified high-growth sectors.

Perkins V requires local eligible agencies and institutions to engage with local stakeholder groups, similar to the ones formed in conjunction with the development of the Federal Perkins V State Plan. These local stakeholder groups will advise on the planning, development, implementation, and evaluation of CTE programs. In addition, the local stakeholder group will be responsible for validating the CLNA, and will provide guidance with regard to the local application plan. It should be noted that Perkins V requires the local application to be developed from the results of the CLNA, a process that LEAs have familiarity with because of the requirement of developing LCAPs, which require input from stakeholders — mainly parents, teachers, students, and community groups — as well as soliciting input from parents through school-site counselors and parents of English language learners at both the school and district levels, as required by the ESSA. Similarly, for community colleges, the CLNA/local application nexus, like the program approval process, is driven locally through planning, development, and review stages using a myriad of internal and external stakeholders.

Stakeholders discussed parent engagement in two ways: engaging parents as consumers of CTE and as potential partners. It was asserted that better promotion/marketing is needed to show CTE as a viable path to parents and to business and industry, and to clarify certifications and standards for parents and LEAs. Two primary roles for industry emerged from stakeholder input: (1) advisor and (2) provider of opportunities for students and teachers/faculty. Regarding the advisory role, stakeholders discussed the need for employer/industry engagement in defining local and regional workforce needs, skills and competency gaps, and relevant pathways, enabling educational institutions to respond by adjusting curricula and hiring faculty, as needed. As providers of opportunities, employers can provide a range of experiences, from career exploration to apprenticeships.

Stakeholders provided extensive input on industry's role in supporting CTE and student success. They described both needs and suggestions for improvements. They would like to see active industry participation, building relationships for authentic engagement, and stronger connections between industry and schools. Stakeholders' comments recommended when designing new, or improving existing, CTE programs, school districts and community colleges should strongly consider being more responsive to industry needs. They would like to see personnel dedicated to building and maintaining these relationships, including dedicated staff at the State level.

Stakeholders also commented on developing better interactions with business and industry through frequent community and advisory meetings and through regional communication of industry's recommendations to reduce redundant demands on industry's time. They also suggested that CTE programs need support for managing advisory boards and keeping regional advisory boards active. Overall, stakeholders recommended more interaction with advisory boards, asserting that once a year is not enough; they suggested that the State change the requirement of an advisory meeting from one per year to quarterly meetings. Clarification of the roles of the regional directors (formerly Deputy Sector Navigators) is also needed in the CCC system; stakeholders claimed that the regions are too large to cultivate the relationships that are needed. Teachers suggested increasing the frequency of required local CTE program advisory meetings to quarterly.

Information and data were the primary conduits that stakeholders suggested for better connecting CTE with business and industry. They also noted the need for greater alignment/collaboration at all levels, from K–12 to CCC to workforce partners, and that articulation, sharing of information, and alignment of data systems are needed across the whole K–14+ continuum.

Stakeholders recommended that the State support partnerships by scheduling regional meetings, mandating training (and externships) for teachers to keep current, improving the curriculum approval process, and providing examples of productive industry partnerships. The State could also promote certification agreements between CTE programs and industry, and clarify how to offer customized credits.

Teacher groups supported these suggestions for State alignment and strong industry partnerships. However, teachers also were concerned that data required to meet State CTE initiatives (e.g., CTEIG, SWP) often do not align with the data required for Perkins V. The consensus from teachers was for the State to align statewide CTE initiative data requirements with the indicators of performance as required in Perkins V.

**f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.**

**Response:**

The CDE uses an online system called the Programs Grant Management System (PGMS) to manage the applications, and some of the day-to-day work, for awardees (i.e., LEAs) of federal Perkins grants, California's CTEIG, and other grants designed to supplement LEAs' LCFF spending on their high-quality CTE programs. The PGMS manages new applications, continuing applications, performance of and strategies for special populations, performance and strategies with respect to the Essential Elements of a High-Quality College and Career Pathway, CTE eligible credentialing, strategic spending plans, budget revisions, quarterly claims, and the contact information for the LEA's CTE leader(s) and the CDE consultants assigned to help them.

Through the use of the PGMS, LEAs receiving Perkins V funds renew their applications annually, a process that reinforces their commitment to the ideals and obligations of the grant, documents their performance with respect to special populations and the elements of a high-quality CTE program, and builds their strategic spending plans. The 2019–20 Perkins application is the first (transition) under Perkins V, and the 2020–21 Perkins Application will be the first (implementation) under Perkins V. Narrative summaries of each application are provided later in this section.

Perkins V requires that the CLNA address the following: (a) disaggregated student performance; (b) alignment to LMI; (c) requirements for sufficient size, scope, and quality; (d) implementation of programs and POS; (e) recruitment, retention, and training

of teachers, faculty, and staff; and (f) progress toward improving access and equity. As described in the following narrative summaries, these six areas are being addressed within the application.

The CLNA is structured to identify strengths and weaknesses in the CTE programs/system and to be informed and validated by stakeholders and partners. The local application solicits each LEA to articulate its vision or theory of action for CTE. The local application is also intended to help LEAs identify strategies, solutions, and investments to sustain and scale strengths in CTE programs/systems, as well as to address weaknesses and gaps in the CTE programs/systems.

Initially, California intends to incorporate the CLNA within its Perkins local application, as it explores the possibility of developing a template, to augment an LCAP template that already exists, in order to streamline and facilitate coordination of local application processes for LEAs. Through the LCAP, LEAs are expected to address priority areas, some of which are the same as for Perkins V (e.g., equity and access, performance gaps for subgroups, teacher development); since other focus areas within Perkins V are unique (e.g., LMI, size, scope, and quality), intentional planning and coordination is warranted.

Also, the CLNA requires a focus on implementing POS to meet the demands of in-demand industries. Therefore, it raises the possibility of developing a common CLNA for both LEAs and community colleges, because Perkins V requires POS to flow from LEAs to community colleges. This possibility is well worth considering, given that the community college curriculum approval process and external accreditation processes address the same focus areas required for the CLNA.

Over Program Year (PY) 2020–21, CDE staff will work with LEAs to formalize the CLNA within the local application plan process. At the same time, the CCCCCO is working on building a CLNA template, which the CCC will customize to suit their local needs and requirements. The expected outcome from these two now-separate efforts will be the development of a CLNA template that can be used as a basis for system alignment across secondary and community college CTE.

More broadly, further discussion regarding the consolidation of the different local plans from different State programs into one local application that works for all State and federal programs is forthcoming. In the meantime, California will be using the inclusion of the CLNA within the local application plan as an interim solution, as it considers a more permanent and streamlined solution for the CLNA.

## **2019–20 Perkins V Secondary Local Application (Transition)**

### **Section 1: State Assurances and Certifications**

Legal summaries of the requirements of the grant, to be signed and filed by the LEA.

### **Section 2: Representatives of Special Populations**

A listing of LEA staff in charge of each of the enumerated categories of special populations, reminding the LEA that these personnel must actively participate in creating and improving the implementation of their local CTE plan.

### **Section 3: Assessment of Career Technical Programs**

This section documents half of the assessment story of an LEA's performance of special populations. If any State accountability target is not met, the LEA must write a plan or strategy that could reasonably be expected to improve student performance for the metric(s) and must fund the corresponding strategy.

### **Section 4: Progress Report towards Implementing the Local CTE Plan**

This section represents the other portion of assessment regarding an LEA's performance with respect to the Elements of a High-Quality CTE Program. LEAs respond to a selection of questions based on the Elements of a High-Quality CTE Program. To answer each question, LEAs use the results of their own self-assessment, based on the Elements of a High-Quality CTE Program, and the performance of their special populations in Section 3, to describe their current practice with respect to that element and how they will improve it. Finally, this



section gives LEAs a separate spreadsheet, the CTE Teacher Matrix, to report their CTE teachers' names, the document numbers of these teachers' CTE-eligible credentials, and the names of the pathways assigned to them.

### **Section 5: Sequence of Courses to Be Funded**

This section is the strategic spending plan, ordered by site, pathway, and object code. By line item, each LEA specifies how it intends to spend its allocation, by site, pathway, and object code. Each line item has the option of designating spending as being primarily for one or more special populations.

### **Section 6: Budget Expenditure Schedule**

This section shows the LEA a tabular view of the LEA's strategic spending plan, by allowable spending categories, A–H, along the X axis, and by object codes along the Y axis. A = Instruction (including CTSOs); B = PD; C = Curriculum Development; D = Transportation and Child Care for Economically Disadvantaged Participants; E = Special Populations Services; F = Research Evaluation and Data Development; G = Guidance/Counseling (limited to 10 percent); H = Indirect/Admin (limited to 5 percent). Columns A–F must equal 85 percent or more.

### **Section 7: Local CTE Plan Update**

This section serves to highlight major changes in the LEA's local CTE plan — for example, closing or opening a pathway.

### **Section 8: LEA Transition Plan**

This section only appeared in the 2019–20 application, and served to highlight the changes from Perkins IV to Perkins V. For each change, LEAs must write a description of the actions they will be taking to prepare for full implementation of Perkins V in 2020–21.

## **Section 9: Status**

This section tracks the completion status of the Perkins application, from initial submission by the LEA, to approval by the CDE, to the LEA Superintendent's approval of the application and subsequent issuance of the Grant Award Notification.

## **2020–21 Perkins V Secondary Local Application (Implementation)**

### **Section 1: State Assurances and Certifications**

This section will remain unchanged from the 2019–20 application, except to update requirements and legal references to Perkins V.

### **Section 2: Stakeholders and CTE Advisory Management**

For 2020–21, this section will lead with the same information as Section 2 in 2019–20, including a listing of the LEA's representatives of special populations, but will add the CTE Teacher Matrix, formerly in Section 4 of the 2019–20 application. It will also have the LEA affirm the following: date and agenda of its CTE advisory committee meeting; the membership of the advisory committee, meeting the requirements of Section 133(d); that evaluative data and recommendations for strategic response were collected at that meeting; and the stakeholders', including representatives of special populations, approval of those recommendations. If those requirements were not already met during the school year leading up to the opening of the application, it will ask LEAs to affirm the future date, agenda, and Section 133(d)–compliant membership.

In the long term, this section will be a robust CTE stakeholder management system, including a listing of all Section 133(d)–compliant stakeholders, which will include members of the LEA's Business Advisory Committee as well as the district's representatives of special populations, and a link for these stakeholders to give their input on their annual self-evaluation based on the 12 Elements of a High-Quality CTE Program. The application will collect and summarize the results of the self-evaluation, for use in other sections.

### **Section 3: Comprehensive Local Needs Assessment**

This section will be divided into two subsections: 3A: Performance of Special Populations and 3B: Elements of a High-Quality CTE Program.

#### *Subsection 3A: Performance of Special Populations*

This subsection will show the performance of students in each category of special population and the general population for each of the core indicators for each of the last three years. Strategic response: For each accountability indicator metric meeting or exceeding standards, the LEA will describe how it plans to sustain and scale this performance. For each metric not meeting the standard, the LEA will describe a strategy that can reasonably be expected to improve the metric and will allot funds to that strategy. The district's strategic responses for each metric for each of the last three years will also be displayed.

#### *Subsection 3B: Elements of a High-Quality CTE Program*

For 2020–21, this section will have LEAs describe the results of their self-assessment for each of the elements and sub-elements of the 12 Elements of a High-Quality CTE Program. Strategic response: For each element or sub-element meeting or exceeding standards, the LEA will describe how it plans to sustain and scale this performance. For each element or sub-element not meeting the standard, the LEA will describe a strategy that can reasonably be expected to improve the metric and allot funds to that strategy. The district's strategic responses for each metric for each of the last three years will also be displayed.

Once the format and content of the local application plan has been finalized, the results of the LEA's self-assessment will be pre-populated from the information in Section 2.

## **Section 4: Strategic Spending Plan**

This section will be divided into two subsections: 4A: By Site and Pathway and 4B: By Object Code and Permissible Activity.

### *Subsection 4A: By Site and Pathway*

For 2020–21, this section will work in exactly the same way as Section 5 in the 2019–20 application, where LEA site names and pathway names are preloaded based on what was completed the previous year. Line item by line item, the LEA then specifies how it intends to spend its allocation, by site, pathway, and object code. Each line item has the option of designating that spending as being primarily for one or more special population groups.

In the long term, this section will pre-populate from the integrated CTE Teacher Matrix in Section 2, and will have the option to designate each line item as primarily targeting a special population and/or a specific strategy listed in Section 3.

### *Subsection 4B: By Object Code and Permissible Activity*

This section will be the same as Section 6 in the 2019–20 application, where LEAs are presented with a tabular view of their spending, by permissible activity, A–H, along the X axis, and by object code along the Y axis.

## **Section 5: Status**

This section will be the same as Section 9 in the 2019–20 application, which tracks the completion status of the Perkins application, from initial submission by the LEA, to approval by the CDE, to the LEA Superintendent’s approval of the application, and subsequent issuance of the Grant Award Notification.

To view the sample secondary application for 2019–20, log into the PGMS at <https://www3.cde.ca.gov/pgms/logon.aspx> with the following:

- Username: conAll (case sensitive)

- Password: MyConall\$\$ (case sensitive)
- Reporting year: 2020–21
- LEA Name: Red Rock Canyon\*

\*Red Rock Canyon is a fictional LEA used for presentations and trainings.

The secondary local application was approved by the CWPJAC at the July 10, 2020 meeting. The 2020–21 Perkins V Local Application (13 pages), can be found on the CWPJAC’s web page at,

<https://www.cde.ca.gov/ci/ct/gi/documents/cwpjacmemojune20a4.docx>.

To view a sample of the postsecondary application for 2019–20, please visit the CCCCO website at <https://misweb04.cccco.edu/ctegrantplan/prod/logon.cfm>. To see the structure by section, please select “Antelope Valley College” and use the password “067667” (without quotation marks).

The CWPJAC reviewed the postsecondary local application at the May 8, 2020 CWPJAC meeting. These documents were presented to the CWPJAC members as an information item. The 2020–21 Postsecondary Perkins V Local Application (3 pages), can be found on the CCCCO’s web page at, <https://www.cccco.edu/-/media/CCCO-Website/Files/Workforce-and-Economic-Development/Perkins-V/2020-21-nova-perkins-ic-application-questions-ccco-ada.pdf?la=en&hash=ECC1E6F16D32D1AB8BD788AAF97263283085B1AC>.

**g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.**

**Response:**

See the previous response to prompt B(2)(f).

The secondary CLNA was approved by the CWPJAC at the July 10, 2020 meeting. The secondary CLNA contains three documents:

- CLNA Overview Document

Found on the CWPJAC's web page at,  
<https://www.cde.ca.gov/ci/ct/gi/documents/cwpjacmemojune20a1.docx>.

- CLNA Workbook

Found on the CWPJAC's web page at,  
<https://www.cde.ca.gov/ci/ct/gi/documents/cwpjacmemojune20a3.docx>.

- CLNA Reporting Template

Found on the CWPJAC's web page at,  
<https://www.cde.ca.gov/ci/ct/gi/documents/jul10item04attach2-updated.docx>.

The CWPJAC reviewed the postsecondary CLNA at the May 8, 2020 CWPJAC meeting. These documents were presented to the CWPJAC members as an information item. The CCCCO: Perkins V CLNA (21 pages), can be found on the CCCCO's web page at, <https://www.cccco.edu/-/media/CCCO-Website/Files/Workforce-and-Economic-Development/Perkins-V/2020-21-nova-perkins-ic-application-questions-cccco-ada.pdf?la=en&hash=ECC1E6F16D32D1AB8BD788AAF97263283085B1AC>.

**h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

**Response:**

As previously stated, California provides eligible recipients with a vast amount of resources, including career pathway templates and examples, robust academic content standards and CTEMCS, countless opportunities for PD and technical assistance, a number of websites, and other tools to help in the design and implementation of high-quality college and career pathways in the State.

The sizes of CTE programs are as varied as the sizes of eligible recipients located throughout California, and in proportion to the size of the total student enrollment served by their local agency or institution. In addition, local agencies receiving Perkins V funds must:

- Meet the minimum allocation requirements of \$15,000 for secondary schools and \$50,000 for postsecondary schools; and
- Have adequate facilities, appropriate equipment, and properly credentialed teachers and accredited faculty to meet the requirements of each program, POS, or industry pathway.

The sizes of local CTE programs are also determined by local and regional employment data; the needs of the local and regional economies, in consultation with business and workforce partners; and available resources. In a state like California, it is important to consider scaling CTE programs to match local and regional workforce and economic needs, whether these programs are in rural or metropolitan areas of the State. As a condition of receiving funds, LEAs must be actively involved in the delivery of CTE programs, meaning that the LEAs must provide at least one POS that includes at least one district-funded course. Additionally, the LEAs must provide at least one course in each Industry Sector assisted with the funds. The course may be introductory or advanced, and it must be clearly integral to one or more of the sequences of courses offered in the Industry Sector.

Scope for California is defined using the CWPJAC's Guiding Policy Principles, which help to define State expectations for high-quality college and career pathway programs in California. Taking a student-centered focus, promoting equity and access, achieving system alignment, and supporting continuous improvement all impact the scope and quality of California's CTE programs. Curriculum content must align to State standards as laid out within the CTEMCS. Additionally, students should be able to access a continuum of learning that allows them to progress in an industry pathway at the secondary level, pursue a career field of their choice at the postsecondary level, and then have the opportunity to avail themselves of off- and on-ramps. Furthermore, all student subgroups must have equitable access to high-quality CTE programs, including the removal of individual, institutional, and systemic barriers that impede the progress of students achieving their education and career goals.

Like scope, the quality of CTE programs in California is enhanced by the CWPJAC's 12 Essential Elements of a High-Quality College and Career Pathway, provided in Appendix D.

Evaluation of CTE program effectiveness occurs at every level of the State's education system, including classrooms, programs, schools, and colleges. To assist local recipients in the implementation and evaluation of high-quality CTE pathways, the State, through its local application, has developed, and has made available, a CTE Program Self-Review Tool (see the previous response to prompt B[2][g]). This instrument allows eligible recipients to self-assess their CTE programs, compared to the previously established (under Perkins IV) 11 Essential Elements of a High-Quality CTE Program. The tool includes quality criteria recognized in each indicator, as well as a list of possible evidence to help make the determination of "high-quality." Given approval of the Essential Elements of a High-Quality College and Career Pathway program, California will be using these elements for all state- and Perkins-supported programs.

The application for funds process administered by the CDE and the CCCCCO requires that local recipients of Perkins funds, as well as the State, give attention to the six requirements of local programs assisted with the funds, which include developing and implementing evaluation of the CTE programs carried out with Perkins V funds. The application for funds is also used in conjunction with the annual core indicator accountability data reported by eligible recipients to identify CTE programs that need improvement and to prescribe a plan of action. Monitoring processes established by the CDE and the CCCCCO help to ensure the cogency of the local application and the validity of annual core indicator accountability data.

Program monitoring visits and scheduled program reviews are used by the CDE and the CCCCCO to determine eligible recipients' compliance with all Perkins V Section 135 requirements, including offering programs of sufficient size, scope, and quality to be effective.

The Federal Program Monitoring (FPM) for Perkins V is conducted in concurrence with other federally monitored programs. The CDE's FPM Office works with other federal



program offices to ensure that FPM visits are consistent. The CTE Leadership Office (CTELO), within the CCTD, works with the FPM office to conduct Perkins V monitoring.

The FPM Office divides all LEAs into one of four cohorts: A, B, C, and D. Each year, one cohort is used to select on-site reviews, and another is used to select online reviews. LEAs are selected by a CTELO administrator, based on a variety of risk factors, including size of the program, performance on State assessments, rates of poverty and high-needs students, unspent funds, late spending, findings in past FPMs, and time lapsed since their last FPM.

The FPM Office notifies LEAs of their selection for an FPM and coordinates an annual training for all selected FPMs, to help them prepare for their review. In addition, CTELO consultants contact LEAs and begin to assist with preparation for the visit, including a review of the LEA's local application plan. An FPM visit is typically a week long, with the first day as an overview of strength and weakness, garnered from the online review of evidence, and a preview of the upcoming site visitations. The CTELO consultant visits one or two sites per day in order to further investigate and communicate those strengths and weaknesses, the difference between minimum requirements, best practices, and possible findings. The last day is spent reviewing and clarifying actual findings and the timeline for resolutions. While it is anticipated that the FPMs will not markedly change under Perkins V, CTELO consultants will have to include the CLNA as part of an LEA's local application and its federal monitoring review process.

### **3. Meeting the Needs of Special Populations**

**a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—**

***i. will be provided with equal access to activities assisted under this Act;***

**Response:**

At the K–12 level, meeting the needs of all special-population student groups, not just those enrolled in CTE, has its roots in the SBE commitment to fully implement the

LCFF/LCAP by ensuring that entire LEA budgets serve the goal of advancing equity and eliminating disparities in opportunities and outcomes. At the CCC level, the framework for achieving the Vision for Success is the Guided Pathways effort, which, among other things, integrates support services throughout a student's community college experience, thereby improving outcomes for all students by eliminating achievement gaps.

California is committed to supporting the special student populations as defined in Perkins V, including:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for nontraditional fields;
- Single parents, including single pregnant women;
- Out-of-workforce individuals;
- English language learners;
- Homeless individuals;
- Youth who are in, or have aged out of, the foster care system; and
- Youth with a parent who is a member of the armed forces and is on active duty.

While the federal legislation requires the use of the above special population subgroups, for California, undocumented and immigrant students are significant special population subgroups that need to be added to the above list.

California affirms its strong commitment to promote equity and access to CTE programs by supporting the JSPAC, which provides the following related activities and services:

- A statewide leadership training conference and regional workshops providing specific information for supporting special populations;
- Training and strategies to educators to assist special-population students in meeting or exceeding state-adjusted levels of performance;
- Linkages and partnerships to support special-population students, including the identification of community-based organizations, social service agencies, and workforce development agencies; and
- Collaboration with other programs and service providers to address the specific needs of all special-population students.

The work of the JSPAC is supported by investments in the many programs designed to serve the needs of special populations such as the Student Equity and Achievement Program (SEAP), Guided Pathways, AB 705, Extended Opportunity Programs and Services,<sup>21</sup> Disabled Student Programs and Services (DSPS), Puente Project,<sup>22</sup> and others. Efforts are being made to coordinate with the CWDB and programs available to youth and adults that increases success in career aspirations.

The scope and charge of the JSPAC is broad, spanning both secondary school districts and community colleges. But the JSPAC has a relatively small appropriation in the Perkins budget, generally using the funds allocated to special populations. Also state special schools provide CTE programs to secondary and adult students, including

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21. An overview of Extended Opportunity Programs and Services is provided on the CCCCO web page at <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Special-Populations/What-we-do/Extended-Opportunity-Programs-and-Services>.

22. The Puente Project focuses on increasing the number of underserved students who enroll in four-year colleges and universities, earn college degrees, and eventually return to the community as mentors and leaders to future generations. An overview of the Puente Project is provided on the CCCCO web page at <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Puente-Project>.

providing opportunities for WBL, at the California Schools for the Deaf in Fremont and Riverside, and the California School for the Blind in Fremont. Each year, these schools receive a portion of the State's Perkins V allocation to help improve their CTE programs. Under Perkins V it is the intent of the state to go beyond funding these two programs with Perkins V funds. In addition, California has dedicated resources, as well as coordinates with public and private entities to address the needs of undocumented students, veterans, the incarcerated, and the formerly incarcerated population.

**Special Education Students.** Each Special Education Local Plan Area (SELPA)<sup>23</sup> is dedicated to the belief that all students can learn and that special-needs students must be guaranteed equal opportunity to become contributing members of society. SELPAs facilitate high-quality educational programs and services for special-needs students and training for parents and educators. The goal of each SELPA is to support and assist member districts with their special education programs and services, enabling them to operate in the most efficient and cost-effective manner possible. Each SELPA is responsible for ensuring that all eligible children receive appropriate services to help them be successful. In addition to providing administrative support, SELPAs help their members comply with legal requirements concerning students with disabilities, and provide PD activities to foster better relationships between schools and the families of special-needs students.

**Single parents, including single pregnant women and teen parents.** Many single parents, single pregnant women, and teen parents enroll in CTE programs such as childcare, teacher's aide, video animation and design. Schools also offer infant care courses for both teen mothers and fathers. As an example, the CDE Early Learning and

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23. Since 1977, all California school districts and county offices of education have been mandated to form consortia in geographical regions of sufficient size and scope to provide for all special education service needs of children residing within the region's boundaries. Each region develops a local plan describing how it would provide special education services.

Care Division (ELCD) provides support for single parents through child care services provided by ELCD contractors.

**Out-of-workforce individuals.** Through adult education programs, CDE funds CTE training for high school drop outs and adults in all 15 industry sectors. Some CTE students concurrently enroll in completing their general education diploma (GED). Also, incarcerated youth have access to CTE programs through county offices of education, community colleges, and there are some jail schools which offer CTE programs. Additionally, these grants provide for services to low-income and hard-to-serve adults who demonstrate basic skills deficiency below the eighth-grade level.

**English Learners (EL).** The CDE provides many programs and services to help students who do not speak, read, write or understand English well as a result of English not being their home language. State and federal funding is used for offering EL students support for achieving academic success by teaching to CTE content standards in order to meet industry skill attainment. CTE teachers also integrate English and mathematics standards into their CTE course curriculum. Bilingual classroom aides work with CTE teachers to support EL students for retention and completion of CTE programs of study which can include an industry certification for employment. Instruction through adult education programs enables students with limited English proficiency to learn competency-based English.<sup>24</sup>

**Homeless individuals.** The CDE provides many resources, including training modules for homeless children and youth. High schools identify homeless students and connect them with basic support services offered in their community. There are schools connected with food kitchens where homeless students can concurrently engage in training for workforce preparation and career readiness while engaged in grade level instruction. These connections are created by CTE teachers which offer after school

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24. The CDE recently developed the English Learner Roadmap as a guide to assist local educational agencies to implement California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments. For more details see <https://www.cde.ca.gov/sp/el/rm/>.

opportunities to complete CTE projects and continue to develop skill attainment by practicing their sector training such as welding or computer design. School counselors and after school programs also offer students support services for academic and CTE pathway success. Adult education services are available for people who live in extreme poverty and who often cannot afford to travel to adult education programs. Adult literacy services provide life skills instruction, connections with community resources, self-esteem support, and preparation for employment. The ELCD provides child development services on the basis of homelessness.

**Foster Youth.** Schools identify foster youth and work with guardians to provide students with the support needed to complete their CTE programs of study. CTE teachers add after school or weekend hours to provide students opportunities to complete CTE WBL projects. CDE's Integrated Student Support and Programs Office administers the Foster Youth Services Coordinating Programs (FYSCPs) through grants to county offices of education and selected school districts. The FYSCPs provide support services to foster children who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care. These FYSCPs have the ability and authority to ensure that health and school records are obtained to establish appropriate placements and coordinate instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and other related services. The FYSCPs increase the stability of placements for foster children and youth. These services are designed to improve the children's educational performance and personal achievement, directly benefiting them as well as providing long-range cost savings to the state.

**Youth with a parent who is a member of the armed forces.** California participates as a member of the Interstate Compact on Educational Opportunity for Military Children (ICEOMC). The purpose of the ICEOMC is to remove barriers to educational success imposed on children of military families due to the frequent moves and deployment of their parents. The ICEOMC addresses key educational transition issues encountered by military families, including enrollment, placement, attendance, eligibility, and graduation.

The CCC offer a number of programs that are targeted investments designated to serve special populations including veterans, economically disadvantage students, disabled students, and many others. These programs exist at every campus, and include:

- SEAP – is a statewide categorical program focused on closing equity gaps for all students.
- The DSPS provided through CCC are focused on equity and making sure students can reach their full potential. The DSPS assist students with disabilities so that they have equal access to all programs and activities on campus.
- The DSPS provide support services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delays, brain injuries, visual impairments, health problems, and hearing impairments. Among the array of services offered are priority registration, specialized counseling, class scheduling, mobility assistance, test proctoring, specialized tutoring, transcription services, and interpreter services for hearing-impaired or deaf students.
- Extended Opportunity Programs and Services assist students disadvantaged by social, economic, educational, or linguistic barriers with obtaining the resources needed to enroll and succeed at any CCC.
- Foster Youth Success Initiative seeks to remove barriers that current and former foster youth often find in college. The program focus includes expanding access to academic support services and resources to help current and former foster youth secure a certificate or degree or transfer to a four year-college or university.
- Many CCC campuses also have established special programs to support Veterans in their transition from the military and offer supportive networks that increases academic acclamation and success with campus life and academics.

- Health assessment and treatment, psychological counseling and crisis intervention, and first aid and community partnerships are available at all CCC campuses. These partnerships have resulted in a growing number of food pantries and free farmers markets, as recent studies are finding more than half of community college students face food insecurities and nearly half experience housing insecurity or homelessness.

California is dedicated to the belief that all students can learn and that students with disabilities and English language learners must be guaranteed equal opportunity to access career pathway programs to realize their greatest potential. Through statewide employment-first policies combined with efforts to enable competitive integrated employment, California is ensuring that high-quality educational programs and services for students with disabilities are mapped to employment. In addition, through partnerships with other state agencies, including the Department of Rehabilitation and the Department of Developmental Services, eligible recipients are better able to plan, implement, and evaluate services to increase opportunities for students to enter into competitive integrated employment.

As affirmed by the CWPJAC in its Essential Elements of a High-Quality College and Career Pathway program, the strong presence of career exploration and student supports is an essential component of establishing a learning plan for all K–14+ students, especially to meet the needs of special populations. This includes identifying appropriate foundational courses (e.g., using competency-based learning) and information about jobs, determining student progression in a single pathway or along multiple pathways or sequences of learning, and making available in-class and online course offerings and WBL opportunities. To complement their learning plans and to achieve their individual goals and aspirations, all students, including those with special needs, should also have access to comprehensive counseling, individualized supports along their journey (including, but not limited to, students who are part-time, face barriers to learning, or need academic or cultural supports, transportation, child care, or financial aid), and opportunities through student leadership development organizations.



Student leadership activities, including those provided through CTSOs, provide all students, including special populations, additional support regarding specific Industry Sectors, self-advocacy, and acquiring leadership skills. Other activities that target the different special population sub-groups include developing and/or disseminating training materials for administrators, faculty, counselors, and student support staff to assist students who are members of special populations in gaining access to and succeeding in high-quality CTE programs. Also, additional supports that target the different special population sub-groups include WBL opportunities, workability programs, providing adaptive equipment and services, and increasing the flexibility of program schedules to accommodate working students and students with young children.

California affirms its strong commitment to promote equity and access to CTE programs by eliminating institutional barriers and achievement gaps for all students, particularly members of special populations, to realize their educational and career aspirations. The State expects all LEAs and institutions to design educational environments that maximize equity and access for all student populations. This commitment is explicitly emphasized in the Guiding Policy Principles and enumerated in the Essential Elements of a High-Quality CTE Program, established by the CWPJAC.

***ii. will not be discriminated against on the basis of status as a member of a special population;***

**Response:**

Existing State policies require eligible recipients to comply with State and federal laws and regulations prohibiting discrimination based on race, color, national origin, sex, sexuality, or disability. The 2019–20 application will require applicants to demonstrate how discrimination of any kind is not tolerated. Eligible recipients must provide nondiscrimination notifications to students, parents, school employees, and the general public.

As stated in the response to prompt B(3)(a)(i), California provides an abundance of support services for all special student populations in the State. Eligible recipients are expected to design educational environments that are attuned to the needs of special

student populations. CTE programs can use existing processes such as individual education plans and 504 plans for students with disabilities to secure adaptive equipment and service needs. This includes making appropriate and necessary accommodations for students, as well as developing and/or disseminating training and informational materials for administrators, faculty, counselors, and student support staff to assist students who are members of special populations in succeeding in high-quality CTE programs; providing adaptive equipment and services; and increasing the flexibility of program schedules to accommodate working students and students with young children.

California provides continuous oversight and technical assistance to schools and colleges with respect to preserving nondiscrimination toward students who are members of special populations. All CCC and selected secondary school districts receive annual statistical reviews or audits of programs and enrollments to ensure equal access and the upholding of policies related to race, sex, disability, limited English proficiency, salary, hiring practices, harassment, and technology.

Biennial site visit schedules and targeting plans will continue to be developed and submitted to the OCR for approval, and both the CDE and the CCCCCO will continue to submit CTE–Civil Rights reports as required by the OCR.

California takes its regulatory responsibility seriously and will continue to monitor eligible recipients for compliance with State and federal civil rights requirements.

***iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;***

**Response:**

As previously described, Perkins V requires that the CLNA address the following: (a) disaggregated student performance; (b) alignment to LMI; (c) requirements for sufficient

size, scope, and quality; (d) implementation of programs and POS; (e) recruitment, retention, and training of teachers, faculty, and staff; and (f) progress toward improving access and equity. Addressing all six of these items effectively for individuals who are members of special populations should lead to their meeting or exceeding SDPLs. LEAs and community colleges are to use the CLNA information that specifically relates to performance gaps among individuals who are members of special populations by allocating funds toward programs that narrow these gaps. A limiting factor in the creation of such programs is the need for recruitment, retention, and training of teachers, faculty, and staff, another required element in the CLNA.

The plan for enhancing programming rests on the State effecting, particularly in a local control context, key methods for professional and leadership development. Two key initiatives under the California System of Support for Education<sup>25</sup> are the Educator Workforce Investment Grant (EWIG) and the 21<sup>st</sup> Century California School Leadership Academy (21CSLA). Governor Newsom has proposed a second year investment of \$350 million to augment the 2019 Budget Act. EWIG is a program that supports professional learning opportunities for teachers and paraprofessionals across California, and includes special education, multi-tiered systems of support and mental health interventions, English language learners, social-emotional learning/restorative practices, non-discrimination/anti-bullying, and affirmative supports for Lesbian, Gay, Bisexual, Transgender, and Queer, and other marginalized students, computer science and science technology, English, and Mathematics. There is an additional \$18 million proposed to bolster awareness of available services and supports for all LEAs to strengthen their capacity to improve student outcomes in state priority areas as mentioned in Section 2(c). The 21CSLA is a statewide professional learning initiative for

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25. The California System of Support for Education is a crucial component of the state's new school accountability system, whose guiding principles include local control and continuous improvement. The overarching goal of the System of Support is to address inequities as a "statewide team," and build the capacity of LEAs so they can improve teaching and learning over time, address achievement gaps, and improve outreach and collaboration with their stakeholders. See <https://www.cde.ca.gov/sp/sw/t1/csss.asp>

administrators and other school leaders. One area of professional learning opportunities is the coaching and training of school leaders around strategies for addressing performance gaps. As the Federal Perkins V State Plan begins to get implemented across the State, there is an opportunity to have CTE teachers of students who are members of special populations be included within these two programs. A step forward would be to begin programmatic coordination across those departments that specifically deal with special education, including the CCTD, which is responsible for implementing the Federal Perkins V State Plan.

Along with inclusion of CTE within the aforementioned programs, as well as those described in the response to prompt B(3)(a)(i), stakeholders were convened to provide input on the Federal Perkins V State Plan, specifically discussing equity and access with regard to programs, performance, and funding. They provided the following suggestions.

Stakeholders recommended training for educators, and spoke of the need to attract and retain teachers who reflect the special student populations. Similarly, they suggested that more counselors, as well as additional staff to support special populations, are needed, and that counseling standards be reviewed, with new California counseling standards created as needed.

Stakeholders discussed emphasizing issues of equity in professional learning, including the study of cultural responsiveness, implicit bias, and trauma; creating a welcoming learning environment that includes awareness and sensitivity to disabilities; and honoring student voices. Stakeholders also noted the importance of diversifying the teacher workforce to more closely match student populations, and of implementing learning from teachers to the field and vice versa. They also suggested supporting teachers with funding to get more lab time for students, and holding systems accountable for student outcomes.

Stakeholders commented on coordination with the juvenile court system and with Department of Labor and Justice programs, suggesting that students in this system also needed better access to pathways and career-related opportunities, and recommending

priority registration for special populations. Several stakeholders emphasized the need to include incarcerated students and youth within programs that focus on career-related opportunities, as well as having access to apprenticeships, digital literacy, and connections with the probation department. They also discussed equitable funding, and guiding students to explore a variety of careers and identify their interests.

From a perspective of accountability and data, stakeholders recommended ensuring that data systems provide accurate data; ensuring the disaggregation of data and use of multiple data sources; and holding deep conversations on accountability to encourage an equity mindset, including resource allocation based on data. Stakeholders responded to having the state address equity by closing achievement gaps by explicitly studying CTE performance gaps among different sub-populations, foster and homeless students, students in rural areas, and special populations. Increasing public awareness about the benefits of CTE, including expanded employer outreach, was also considered important to expanding access for students.

Stakeholders noted the lack of awareness and underutilization of existing resources, the lack of funding for students before they become “at-risk,” and the lack of partnering between agencies as obstacles. They identified educator mindsets and approaches to special populations as a barrier. They also noted lack of training and lack of a way to assess students in small subgroups as obstacles. It is crucial that, instead of seeing these challenges as obstacles, educators see them as yet-to-be-developed workforce readiness skills, and see themselves as responsible for and capable of teaching these skills to the students presenting these challenges. There are instances where this is becoming a better-understood practice, but much PD is needed to expand the prevalence of this approach. Stakeholders suggested that PD is also needed to address overall issues of bias and equity.

Stakeholders focused primarily on how to access services that support student success. Comments described both supports that are currently provided and supports that are needed, including case management, tutorials, and counselors, as well as better understanding of resources available for student supports and of students’ learning preferences. Stakeholders offered a wide range of suggestions to improve supports for

students, including academic supports, coaching and mentoring, scheduling flexibility to accommodate work and school, and skills certification. They also noted the need to understand individual student strengths and to improve access to workplace experiences.

Stakeholders recommended educating employers about working with diverse students; providing wage supports; and partnering with employers to help them provide authentic WBL opportunities and employment to all students. They suggested supporting students in accessing job opportunities and apprenticeships, and noted the importance of relationship building and partnerships among employers, educators, and nonprofit entities. Stakeholders also noted liability concerns of employers, as well as a lack of understanding of disabilities and limited hours of employment, as obstacles to providing WBL opportunities for students.

Some specific recommended strategies for preparing special populations for further learning include partnering with community-based organizations and other public agencies to address such issues as homelessness and probation and to create “academic bridge programs” that would include both academic support and career exploration opportunities, as well as support with navigating educational and employment systems. Stakeholders also suggested creating “safe zones” for lesbian, gay, bisexual, transgender, and queer (or questioning) students; addressing the needs of homeless students; and increasing engagement with parents and families. To fund these efforts, stakeholders recommended braiding funds and improving alignment across State agencies and programs, including the Department of Rehabilitation, the Health and Human Services Agency, and Student Attendance Review Boards.

California will continue to consult with stakeholders to determine how best to continue developing and using existing program organization and instructional strategies to motivate and engage all students, including those who are members of special populations, in order to enable them to meet high school graduation requirements; prepare them for entry into nontraditional, high-skill, high-wage, and in-demand career fields; and prepare them for further education or training. California will also explore ways to provide coherence among different entities providing similar services, to avoid

duplication of efforts and to maximize the best use of public resources for providing appropriate accommodations to students.

California looks forward to continuing engagement with stakeholders to identify ways to use Perkins V funding to supplement existing efforts and to maximize how students who are members of special populations are afforded equal access to career pathway programs.

***iv. will be provided with appropriate accommodations; and***

**Response:**

See the previous responses to prompts B(3)(a)(ii) and B(2)(c)(iv).

***v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)***

**Response:**

As career pathways expand throughout the State, scaling up WBL opportunities is challenging, and, often, access to WBL is limited, putting special education students at a competitive disadvantage. One way to address this competitive disadvantage is to more closely integrate CTE programming with workability options. WorkAbility I (WAI) is a model transition program for youth with disabilities.<sup>26</sup> The WAI funding model is based on the number of students “served.” To qualify as served, a student must be provided with career/vocational assessment, career counseling, and guidance in the School-Based Component, and with one or more services in the Connecting Activities and WBL Component. At least one of these services must be directly provided by the WAI

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26. WAI is mandated by the IDEA and stated in the California *EC*, Sections 56470–56474. See <https://www.cde.ca.gov/sp/se/sr/wrkabltiaryserv.asp> for details of the program.

program, or documentation must exist of WAI's role in the indirect provision of the service.

Of particular note here is that there is opportunity to strengthen the integration between the School-Based Component and WBL as the Federal Perkins V State Plan gets implemented in California. Further, given that several State agencies (see the response to prompt B[1][a]) independently offer WBL in a variety of forms (WEE, pre-apprenticeships, apprenticeships), the implementation of the federal Perkins V State Plan should provide an opportunity for these different State agencies to holistically address WBL. In particular, the WAI program is a good place to start, as workability options provide a specific and valuable set of WBL resources that begin with special education students, but that can be modified and expanded to all students.

Also see the responses to prompts B(3)(a)(iii) and B(2)(e).

#### **4. Preparing Teachers and Faculty**

**a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

**Response:**

Addressing this prompt requires taking into consideration the preparation of K–12 teachers and community college faculty, administrators, and other specialized support personnel, how they are recruited into their professions. Examples of how the field is supported through PD opportunities for both the K–12 and the community college levels are shown, including how these opportunities build the capacity of educators in addressing the needs of special populations.



## Preparing K–12 Educators

**Credentialing a CTE Teacher:**<sup>27</sup> California has a two-tiered credential system for all teachers, wherein teachers meet minimum requirements for a preliminary teaching credential, and within a specified number of years of teaching experience, they meet requirements to earn a clear teaching credential. Currently, K–12 teachers in California may teach CTE courses if they hold a single subject (SS) teaching credential in Home Economics, Industrial and Technology Education (ITE), Business, or Agriculture, or if they hold a Designated Subjects Career Technical Education (DS CTE) Teaching Credential in one of fifteen industry sectors.<sup>28</sup> While SS credential holders meet different credentialing requirements than DS CTE teachers, all credentials that are authorized to teach CTE aligned with one or more of the fifteen industry sectors that organize CTE course offerings. Prospective teachers seeking a DS CTE credential may earn their preliminary credential and begin teaching in a K–12 classroom if they hold, at a minimum, a high school diploma and have at least three years of industry experience. SS credential holders complete a full year of teacher preparation with supervised student teaching and pass a teaching performance assessment in order to earn a preliminary teaching credential. Unlike the DS CTE credential, SS credentials that authorize teaching in CTE do not require industry experience as part of the preparation for the credential. CTE credential holders are permitted to teach elementary and secondary students as well as classes organized primarily for adults.

SS and DS CTE teachers also meet different requirements for their second-tier, or “clear” credential. Preliminary CTE credential holders are currently required to complete two years of successful teaching, and preparation coursework that addresses the following:

- Classroom management

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27. For greater detail about credentialing a CTE teacher, visit the CCTC web page at [https://www.ctc.ca.gov/docs/default-source/leaflets/cl888.pdf?sfvrsn=88065bf8\\_18](https://www.ctc.ca.gov/docs/default-source/leaflets/cl888.pdf?sfvrsn=88065bf8_18).

28. Refer to Appendix C for a list of the CDE’s and CCC industry sectors.

- Strategies for teaching ELs
- Strategies for teaching students with disabilities
- General pedagogy
- Laboratory safety
- Statutorily-mandated courses in health, computer technology and the U.S. Constitution

SS teachers complete this required coursework prior to earning the preliminary credential, and complete two years of mentored induction in order to earn the clear credential, as described below.

It should be noted that teachers who are certified by the National Board of Professional Teaching Standards in the area of Early Adolescence through Young Adulthood/Career and Technical Education qualify for a SS ITE credential authorizing service in CTE.

Both the SS and DS CTE credentials must be offered by a CCTC accredited program sponsor (an educational institution), which recommends candidates for these credentials who have completed all educational requirements to the CCTC for award of a credential for teaching in a K–12 classroom (including adult education).

There are 16 CCTC-approved institutions offering California preparation programs,<sup>29</sup> ten of which are LEAs (districts and county offices of education) that prepare candidates for CTE DS teaching. The SS CTE credential is obtained typically through an educational preparation institution, with the fifth year in a standard teacher preparation program serving as the SS CTE preparation. There is no work experience requirement for the SS CTE credential. Currently 25 institutions offer the SS Business credential (4 LEA, 21

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29. For more information on the CCTC-approved institutions offering California preparation programs visit CCTC's web page at <https://www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs>.

IHE), 19 offer the SS ITE credential (2 LEA, 17 IHE), 18 offer the SS Home Economics credential (2 LEA, 16 IHE) and 17 offer the SS Agriculture credential (2 LEA, 15 IHE).

**K–12 Teacher Induction Program:** The California Teacher Induction Program<sup>30</sup> is a two-year job-embedded individualized program that focuses on extensive support and mentoring for new general and special education teachers in their first and second year of teaching. DS CTE credential candidates are not currently required to complete teacher induction to earn their clear credential. The CTE TEACH program, described more on page 137, provides induction and coaching for new CTE teachers, but this is not required for licensure.

**Credentialing a K–12 Special Education Teacher:** Special education students enrolled in CTE courses are typically on an Individualized Education Plan (IEP) overseen by a teacher with a special education credential. The CCTC issues an Education Specialist credential to teachers serving special education students who have IEPs. Special education teachers work with CTE teachers to ensure that special education students have access to instruction and learning supports. In addition to supporting students through their K–12 schooling in accordance with their identified needs, special education teachers are prepared to work with students and their families to develop effective transition plans for students from birth to age 22, including goals for self-advocacy, independent living, postsecondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.

**Pupil Personnel Services (PPS) Credentialing for School Counseling, School Psychology, School Social Work, and Child Welfare and Attendance:** School counselors also play a role in supporting student access to CTE coursework. The CCTC issues a PPS credential to individuals to work as school counselors, among other

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30. For more details on the California Teacher Induction Program visit CCTC's web page at <https://www.ctc.ca.gov/educator-prep/ca-teacher-induction>.

support personnel. While this credential is not specific to CTE, PPS candidates are prepared to work both individually and collectively to:<sup>31</sup>

- Develop and support successful learning and promote the healthy development and resilience of all students.
- Advance the academic, social/emotional, and career/transitional learning of students in the pre-K–12 school system.
- Identify factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.
- Establish a school-wide career and college culture throughout pre-K–12 schools.
- Understand and advise students about local and national career and job market trends as well as various post-graduate options, including CTE pathways and certifications.

**Credentialing a K–12 School Administrator:** School principals and other site and district administrators also play a role in the successful implementation of CTE programs in schools. The CCTC issues an administrative services credential to individuals to work as school leaders (both principals and district administrators) who are prepared to work both individually and collectively to develop school-based structures, policies and processes that support students to graduate ready for college and career. They are expected to learn during their preparation and induction programs

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31. For more information on the CCTC's adopted PPS Standards, visit the CCTC web page at: [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pps-pdf.pdf?sfvrsn=5b1ecdd6\\_2](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pps-pdf.pdf?sfvrsn=5b1ecdd6_2).

to work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers, and to establish community, business, institutional and civic partnerships to support this vision and goal.<sup>32</sup> The early training and professional preparation of school administrators sets the expectation that new administrators know and understand the state adopted content standards, frameworks, and performance expectations for Transitional K–12 students and how to align instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers. Opportunities for more focused training are available through the Leadership Development Institute (LDI) and the CTE TEACH program, as described on page 137.

Besides the credentialing of CTE teachers, brief descriptions of special education teachers, support service personnel, and school administrators have been provided above. Preparing CTE educators is new in the Perkins V legislation. Therefore, it requires the collective action, full involvement, and maximum support of all school personnel to ensure high quality college and career pathways.

### **Recruitment of K–12 CTE Educators**

Recruitment of educators is largely addressed by LEAs' personnel staff to ensure adequate and appropriate staffing for providing instruction and support services to all students,

One possible avenue for recruiting more CTE educators is to incentivize seasoned professionals from industry or those who are recent retirees to teach in K–12 classrooms.

Another option would be to allow SS teachers in fields, other than those authorized for CTE, to demonstrate their competence in a CTE field and add CTE coursework to their

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32. For more information on the CCTC-adopted standards for preparation of school administrators, visit: [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/asc-admin-handbook.pdf?sfvrsn=739753b1\\_50](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/asc-admin-handbook.pdf?sfvrsn=739753b1_50).

teaching portfolio. It is critical for CTE programming to retain its deep ties with industry; and it is also necessary to find reasonable, equivalent pathways to teaching that allow the State to staff CTE programs with appropriately prepared teachers.

## **Preparing Community College Educators**

**Qualifying CCC CTE Faculty:** The 13th edition of the MQs for Faculty and Administrators in the CCCs provides an updated list of disciplines, including CTE programs, and those adopted by the CCC BOG in March 2018.<sup>33</sup> This handbook is a comprehensive alphabetical list of all disciplines taught at the 115 CCCs.

MQs for faculty are essential for promoting professionalism, integrity of instruction, and rigor within each discipline. Locally developed processes that provide a mechanism for an individual to meet MQs through equivalency ensure the opportunity to hire industry experts who meet the needs of the ever-changing CTE programs and emerging disciplines.

MQs are educational requirements posted in the job description of position announcements in the CCC system.

At many colleges, faculty function as dedicated career counselors, in which case faculty MQs apply. Paraprofessionals are instructional aides primarily filled as classified staff positions at colleges, and a few colleges utilizes education advisors that are hired as classified staff. CCC do not have special education faculty.<sup>34</sup>

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33. For additional information on the MQs for Faculty and Administrators List of Disciplines at CCC, visit: <https://www.asccc.org/disciplines-list>.

34. All colleges have DSPS designed to enable students with documented disabilities to get access to all of the college's programs and activities for which they qualify. A variety of programs and services are available which afford eligible students with disabilities the opportunity to participate fully in all aspects of the college programs and activities through appropriate and reasonable accommodations.

**Establishing Qualifications for Faculty in Community College CTE Disciplines:**

CTE disciplines do not require a master's degree. In most CTE disciplines, an associate's degree suffices; but in some cases, a bachelor's degree is needed. With a few exceptions, any major will qualify. An example of an exception would be "Nursing Science/Clinical Practice," which would tend to preclude those with a non-Nursing Bachelor of Arts degree because of licensing and liability issues. The authorization of licensure varies by issuer; in some cases, it is the State of California (i.e. Nursing, Real Estate, Electrician) and in other cases trade organizations and licensure boards provide oversight.

While the degree is a basic requirement, an important consideration for hiring CTE faculty positions is their experience or expertise in the specified field. With a bachelor's degree, a faculty candidate must have two years of experience in the field, whereas with an associate's degree a faculty candidate must have six years of experience.

California *EC* Section 87360 explicitly specifies hiring criteria for CCC faculty and administrators. District governing boards, in consultation with their academic senates, must consider criteria that include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. A number of CTE disciplines have encountered highly experienced industry professionals who possesses knowledge and experience related to the subject matter to teach in CTE programs, but may not meet the MQs for education.

In late 2014, the BOG established the Strong Workforce Task Force to address the projected shortfall in middle-skilled workers. The Strong Workforce Task Force, recommended a range of activities to increase the pool of CTE faculty including developing pipelines for industry professionals to teach in community colleges, enhancing PD opportunities for current faculty to maintain currency in industry standards, and exploring solutions for attracting industry experts to community college teaching. The CTE MQs Tool Kit, developed in 2019, was in response to the Strong Workforce Task Force recommendations related to increasing the pool for CTE faculty. The Tool Kit was designed to help academic senates, discipline faculty, and colleges screen for MQs of potential CTE faculty, as well as help them in the use of equivalency

to determine suitability for employment at community colleges. The intent of this Tool Kit is to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates for CCC CTE programs. The Tool Kit also offers information beyond equivalency to help colleges hire industry experts.

The Tool Kit includes the following CTE faculty recruitment and hiring practices:

- Clarify legislative and regulatory barriers to hiring CTE instructors who may not meet existing college hiring standards but possess significant industry experience.
- Disseminate effective practices in the recruitment and hiring of diverse faculty and the application of MQs and equivalencies.
- Develop pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations.
- Establish a mentorship model that delineates pathways for industry professionals to intern at colleges to gain teaching skills, knowledge, and experience while pursuing an associate degree or the equivalent.

As CCC continue to work to meet future workforce needs, it is important that all colleges use a consistent equivalency process for determining MQs for CTE faculty. The intent of the equivalency process has been to be flexible and open, and to screen appropriate industry credentials and certifications.

### **CCC as Provider of Preparation Programs for K–12 Teachers and CCC Faculty:**

The Teacher Preparation Pipeline (TPP) was established in 2006 by the CCCCCO to address the statewide shortage and expand the diversity of teacher candidates. Now



known as CCC Teacher Preparation Programs,<sup>35</sup> the CCC TPPs support community college students and industry professionals to obtain the education, experience, and credentials needed to become a K–12 teacher.

The CSU system prepares the majority of teachers in California and the CCC are an important partner in this work. Across the CSU system, half of the undergraduate students are community college transfers. Of the 23 CSU campuses in California, 22 campuses have teacher education programs that collaborate with CCC to prepare future teachers. Community college transfers system wide in teacher education programs have averaged 65 percent over the past decade.

Since 2017, and under the Education Futures grant program, TPP collaborate through the Strong Workforce Initiative to design, develop and enhance teacher preparation partnership with CSU and Pre-K–12 partners.

This collaborative work is in support of major student success initiatives in the two systems such as Graduation Initiative 2025, in the CSU and Vision for Success and Guided Pathways in the CCC.

Through the CCC and CSU Collaboration in Teacher Preparation, and the framework defined by both institutions, the goal is to increase the numbers and diversity of students who transfer efficiently and the numbers and diversity of candidates prepared for careers in teaching across fields, particularly in high shortage areas.

The activities supported included providing students with fieldwork in classroom practice, internships, service learning, work-based learning, and mentorship. The grant program also assists in updating the skills of elementary, middle, high school, or community college faculty, teachers and/or counselors, in development of CSU/UC Articulation Agreements with CCCs, curriculum development, academic collaborations,

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35. For more information on the CCC Teacher Preparation Programs, please visit the CCCCO's Teacher Prep Program webpage at, <http://teacherprepprogram.org/>.

employment and transfer success, instructional strategies and techniques, CTE and STEM program Collaborations among all tiers, and Leadership Development.

It is apparent from the description provided above that there are differences<sup>36</sup> between the K–12 CTE teacher credentialing and CCC faculty MQs. Some of these are expected because of being two separate systems, and therefore, the approach to K–12 CTE credentialing will naturally be different from community college faculty MQs.

### **Support and PD Opportunities for CTE Educators**

Discussed below are the different PD activities provided in the State, as recruitment and retention are typically left to the individual LEAs and CCC personnel hiring practices.

California oversees a variety of support and PD opportunities for the CTE field, as described in the following examples, including those that help build the knowledge and skills needed to work with and improve instruction for special populations:

- CTE TEACH is a K–12 instructional program for individuals desiring to earn a teaching credential in a specific a CTE industry sector. The program supports the unique needs of new CTE teachers transitioning from an industry into the classroom, as well as supporting veteran CTE teachers. CTE TEACH provides training and PD through an online early orientation program, an online PD program, and a two-year teacher induction program with in-person mentorship. The training and PD provide instruction in strategies for planning instruction, which are relevant to the diverse needs of students and various occupations. The curriculum includes understanding instructional strategies that provide all students with access to CTE curriculum, as well as methods for making content comprehensible to English language learners and strategies for teaching special

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36. See “A Missing Link for California’s Pathway Movement: CTE Instructional Staff” (June 2016). Valerie Lundy-Wagner. Jobs for the Future, Washington, DC.  
[https://jfforg-prod-prime.s3.amazonaws.com/media/documents/A\\_Missing\\_Link\\_for\\_Californias\\_Pathways\\_Movement-013017.pdf](https://jfforg-prod-prime.s3.amazonaws.com/media/documents/A_Missing_Link_for_Californias_Pathways_Movement-013017.pdf)

populations in CTE classrooms. CTE TEACH works with multiple preparation agencies throughout the State, and provides (1) resources for all districts in the State that need to develop their own mentoring programs for new CTE teachers and (2) ongoing CTE teacher PD. To view the training and PD resources, please visit the CTE TEACH website at <https://cryop.org/Educators/CTE-Teach/index.html>. (Recruitment, retention, and PD)

- The LDI prepares individuals to develop their competencies as CTE leaders and managers. The overarching LDI theme is quality leadership utilizing proven individual and team performance strategy. Individuals selected to participate in this PD series actively prepare for and practice various management roles, apply learned concepts to present-day challenges, and develop specific knowledge and skills related to management of CTE and integrated instructional programs. The LDI is a multi-day, multi-module training workshop that includes the following modules: Leadership, Curriculum and Instruction, Content Standards, Course Development and Approval, State and Local Curriculum Guidelines and Requirements, Local Board Actions, Supervision of Human Resources, and Instructional Improvement. Other content areas include Effective Meetings, Fiscal Resource Management, CTEIG, K–12 SWP, Legislative Activities, Community and Public Relations, STEM, CPAs, Organizational Governance Structures, Articulation, UC “A–G” Course Approval, Secondary-Postsecondary Partnerships, Program Marketing, and Professional Organizations. Upon completion of the LDI training, participants are prepared to provide positive leadership for an array of educational organizations. (Retention and PD)
- As previously described in the response for 2c(i), CTE Online is a free online resource devoted to connecting CTE and academic educators to the CTEMCS, shared communities of practice, and PD tools. The site includes thousands of lesson plans aligned to CTE, the Common Core State Standards, and the Next Generation Science Standards, as well as STEAM/STEM projects, model course outlines, and sample POS. CTE Online also provides tools for users to create their own curriculum and collaborate in groups. To view the resources, please visit the CTE Online website at <https://www.cteonline.org>. (PD)

- During each academic year, the Agricultural Education & Family and Consumer Sciences Office within the CCTD develops comprehensive professional development opportunities for individuals teaching agriculture courses at both the secondary and postsecondary levels. These opportunities are part of an extensive PD plan to provide agriculture teachers with the latest in technology, curriculum, teaching strategies, and leadership. Through the PD series organized jointly by the CDE and local agricultural education leadership, teachers find mentors to develop a system that supports agriculture teachers remaining in the classroom rather than changing professions. CDE staff also works with the credentialing programs to design and deliver a series of integrated activities to retain teachers. (PD)
- At the community college level, faculty PD is managed at the local level by the Academic Senate and supported by the college administration. Other faculty PD opportunities are often available via community college advisory committees, collaboratives, regional consortia, content-area conferences, and sabbaticals. Local “flexible PD,” called “flex days,” are organized locally by the Academic Senate at each CCC District. The frequency of such offerings are determined by local contractual arrangements.
- Many community colleges utilize Perkins V funds to support local CTE faculty PD. The CCCCO has used Perkins V funds to train large faculty groups on their campuses. Finally, both State and federal funds have been used to provide faculty PD through teacher externships, a strategy demonstrated to be highly effective in updating or modernizing educators about the needs of the workplace.
- Through the use of Perkins funding, California’s JSPAC is committed to empowering educators with equity and access resources to address barriers to opportunities for CTE students related to special populations. JSPAC’s mantra is to “Empower with Equity and Access” to enhance the CTE field, encourage girls, women, boys, and men to explore and enter into training programs and careers that are non-traditional by gender as well as high-wage and high-demand. While

jointly administered by the CDE and CCCCCO, the committee is comprised of educators from the K–12, adult education, CCC, and public and private sectors.

In addition, at the K–12 level, there are two key initiatives that are of note for instructing special populations. The first is the Educator Workforce Investment Grant and the other is the 21st Century School Leadership Academy EWIG is a program that supports professional learning opportunities for teachers and paraprofessionals across California, with a focus on several priority areas, including special education. The 21CSLA is a statewide professional learning initiative for administrators and other school leaders.

The CCC support a range of initiatives that focus on improving equity and access for special populations. These PD efforts are inclusive of staff and faculty, including:

- SEAP – is a statewide categorical program focused on closing equity gaps for all students.<sup>37</sup>
- Categorical programs, which exist at every campus, are targeted investments designated to serve special populations including Veterans, economically disadvantaged students, disabled students, and many others.
- At the state level, the community colleges are supported by the Institutional Effectiveness Partnership Initiative that provides a range of PD opportunities for faculty and staff including: implicit bias training, equity and data training, and enrollment management training to support the diversification of enrollments.

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37. Institutionalized Effectiveness Partnership Initiative (IEPI) is a unit within the CCCCCO that delivers PD and training to the field. IEPI's focus is Strategic Enrollment Management and may offer specialized training that are considered PD for faculty and staff. For more information, visit the CCCCCO website at <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Institutional-Effectiveness/Institutional-Effectiveness-Partnership-Initiative>.

A key source for what changes is needed with regard to teacher preparation, recruitment and retention, and PD were the stakeholders who provided input into the Draft Perkins V State Plan, and is described next.

## **Stakeholder Suggestions**

During the stakeholder meetings for developing the Draft Federal Perkins V State Plan, suggestions were received for improving the CTE teacher and faculty preparation and recruitment.<sup>38</sup> While some applied exclusively to one educational segment (K–12 or community college), many of them were applicable to both. The stakeholder suggestions include:

- Expanding the “Grow Your Own” teacher programs<sup>39</sup> and student engagement strategies, such as working with CTSOs; inviting paraprofessionals, guest speakers, and industry volunteers into classrooms to experience a classroom environment; engaging CTE advisory board members and retirees; and assisting candidates with the credential process and fees, to make the credentialing process more “user friendly.” Additionally, the “Grow Your Own” teacher programs highlight the importance of diversifying the teacher workforce in

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38. More general issues and strategies offered for preparing future teachers and retaining current ones — not just for CTE but all — include: loan forgiveness programs and service scholarships; teacher residencies; “Grow Your Own” programs; support and mentoring programs for novice teachers; removal of unnecessary barriers to entry; utilization of retirees; investments in teacher and principal preparation and training; and improvements in teaching conditions. Success of these strategies is contingent on having available data to match teacher supply and demand. For more details on the teacher shortage, see Darling-Hammond, Linda, Sutchter, Leib, & Carver, Thomas D. 2018. *Teacher Shortages in California: Status, Sources, and Potential Solutions*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/teacher-shortages-ca-solutions-brief>

39. To view the CCCCO’s teacher programs, please visit their website at <https://www.cccco.edu/-/media/CCCCO-Website/Files/Workforce-and-Economic-Development/DWM/teacher-preparation-programs-ada.ashx>.

addressing the needs of English language learners and other underserved student populations.

- Tapping industry for CTE teachers and adjunct faculty, apprenticeships, and paraprofessionals; increasing awareness through chambers of commerce; reaching out to potential resources such as retirees and former military personnel; conducting regional and statewide marketing; and using online postings.
- Providing credit for prior learning and industry experience, as well as allowing for online certifications and “industry-sponsored credentials.”
- Supporting teacher capacity and skill development through industry partnerships to provide guest speakers, coaches, and mentors to support classroom instruction; teacher externships; and other teacher professional learning opportunities. Stakeholders suggested that industry partners could help teachers “upskill and re-skill.” These partnerships could also support recruitment of industry representatives into teaching.
- Industry encouraging employee involvement in CTE through release time to teach classes, offering teacher externships, student job-shadowing, and online classes to support teacher retention.
- Including cultural competency in teacher preparation; encouraging multi-language teachers, including Tribal-language teachers; and creating inclusive school communities for teachers as well as for students.

Stakeholders had a variety of additional suggestions to improve the recruitment as related to preparing more CTE teachers in California, including:

- Develop a pipeline of teachers through K–12 and CCC.
- Better job marketing job openings as well as inviting individuals into field.
- Additional marketing in underrepresented communities.

- Encourage paraprofessionals to enter the field.
- Recruitment in local industries of need.
- Development of intern/externships with industry to recruit teachers.

Stakeholders provided additional opportunities for PD such as:

- Summer intern/externships for teachers and/or industry professionals.

### **Next Steps in Preparing K–12 CTE Teachers and Faculty**

- Preparing CTE teachers and faculty is new within Perkins V. Besides the credentialing for CTE teachers and meeting MQs for CTE faculty, Perkins V requires addressing recruitment, as well as PD. Therefore, collaboration needs to take place among the SBE, the CDE, the CCCCCO, and the CCTC in order to collectively address CTE teachers and faculty preparation. More importantly, it requires the involvement of all K–12 and CCC personnel to ensure that the CTE teacher and faculty pipeline is wide and deep.

In summary, those that are now working within the CTE educator pipeline, providing different forms of instructional support and PD is critical for them to remain current and forward thinking in their field as they prepare students for their careers. In short, the long-term viability of CTE in California rests foremost on California’s continued determination to collaboratively address these challenges to ensure all students have qualified teachers and faculty in the classroom. The State will continue working to unpack the critical issues identified herein to provide guidance to the field in developing the comprehensive California State Plan for CTE.



## **C. Fiscal Responsibility**

### **1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**

#### **a. each eligible recipient will promote academic achievement;**

##### **Response:**

As stated in the response to prompt B(2)(h), each eligible recipient must integrate the six CLNA requirements established in Section 135(b) of Perkins V, as well as State criteria determined to be critical for the delivery of high-quality CTE programs. California will continue to advance efforts to integrate rigorous academics with robust technical knowledge and skills in all career pathways. With the vision of high-quality college and career pathways, and reinforced by the Essential Elements of a High-Quality College and Career Pathway, California will continue to conduct extensive consultation with stakeholders to further refine its delivery of career pathway programs that promote academic achievement.

#### **b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**

##### **Response:**

California requires all eligible recipients to promote skill attainment through end-of-course assessments, and/or the awarding of certificates of achievement, when available and where appropriate. The CTEMCS recognize 15 Industry Sectors and 58 Pathways, and are designed to integrate all the essential elements necessary for entry into defined pathways. They integrate CTE knowledge and skills attainment with general education academics, and include opportunities for students to participate in a continuum of WBL experiences, as well as to earn early college credits and advanced standing in community college CTE programs.

Similarly, the EWDACs convene advisory groups in each of California's economic regions' primary Industry Sectors; connect local colleges and businesses in each region; facilitate the endorsement of new community college credit CTE programs; and conduct outreach to key stakeholders that support the work of the community colleges. Their primary purposes are to supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success, and get Californians into open jobs, thereby closing skills gaps.

**c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

**Response:**

As stated previously, California has recently implemented several State initiatives to encourage LEAs and community colleges to increase their use of data as a basis for aligning their CTE programs with regional economies and with educational needs. The State has made significant progress with developing education and industry partnerships to ensure a match between the skills needed in local and regional markets and those possessed by students who complete CTE programs.

In collaboration with the CWDB, current and emerging occupational opportunities are identified through the analysis of statewide and regional data provided by the U.S. Department of Labor/Bureau of Labor Statistics and the California EDD/LMID. This information is made available to local agencies and institutions through the SWP and through other websites. Eligible recipients will be expected to access regional labor market projections, identify workforce development needs in targeted occupations, and apply real-time labor data to drive the alignment of the regional and local needs assessment with LMI.

Both the CDE and the CCCCO continue to revise their application processes to reflect the new local application for funding requirements, including a comprehensive needs assessment that will inform the development of the local application for funding. As

these revisions get finalized, the CDE and the CCCCO will consult with the CWPJAC to seek final approval. It is likely that this would happen when the State moves toward a common application process for all State and federal programs.

During the fall of 2019, California provided informational workshops to update local eligible recipients on the required CLNA and consultation requirements, review the timeline for completion, provide guidance, and answer any questions from recipients of funding. In the spring of 2020, California will conduct application workshops to train eligible recipients on the revised local application for funding, including the required needs assessment, and to ensure that local recipients are meeting the consultation requirements.

Eligible recipients are required to annually submit a local application for funding for Perkins V Section 131 or 132 funds. Applications are reviewed by staff at the CDE and the CCCCO to ensure that local applicants meet all the required elements of Perkins V.

## **2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**

**a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**

### **Response:**

California currently divides Part C funds between secondary and postsecondary programs, based on a comparison of the CTE course enrollments at the two levels in the last completed PY for which enrollment data is available. This annual enrollment comparison process involves the collection and validation of the enrollments in secondary CTE courses conducted by participating LEAs, in postsecondary CTE courses conducted by the community college districts, and in adult school agencies. Joint powers authority ROCPs under local-control funding report their enrollment through their participating districts. Based on a comparison of the aggregated 2017–18

secondary and postsecondary CTE enrollment data, 47.33 percent (\$51,117,728) of the 2019–20 Title I, Part C, funds were directed to secondary programs, and 52.67 percent (\$56,882,280) of the funds were directed to postsecondary programs. From the total Title I, Part C, funds directed to postsecondary programs, the CCCCCO received 93.32 percent (\$53,080,473), and the CDE received 6.68 percent (\$3,801,807), to operate adult education CTE programs. For additional information about the budget, please see Section IV: Budget.

The SBE, in consultation with the BOG, will determine if any adjustments to the current allocation formula need to be made and if the current methodology is still appropriate for promoting achievement for all K–14+ students enrolled in CTE programs.

**b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

**Response:**

The minimum grant award for Perkins V Section 131 funds is \$15,000, and the minimum grant award for the Section 132 funds is \$50,000, as explained in the response to prompt B(2)(h). As authorized by Perkins V Section 131(c)(2), in order to meet the minimum grant award requirement, an LEA may enter into a consortium with other LEAs, or may apply for a waiver of the consortium requirement if it:

- Is located in a rural, sparsely populated area, or is a public charter school operating secondary CTE programs; and
- Can demonstrate its inability to enter into a consortium.

As authorized by Perkins V Section 132(a)(3)(A)(i), in order to meet the minimum grant requirement for Section 132 funds, a postsecondary recipient may join in a consortium with other postsecondary partner(s) to meet or exceed the minimum grant award of \$50,000. Each consortium must submit a memorandum of understanding that identifies

its member agencies, the fiscal agent, and guidelines for developing and determining the CTE program(s) affected by the funding. Each consortium must also prepare an annual application, required fiscal claims, and an annual accountability report, which specifies how the consortium most effectively provides students with the skills needed to succeed in the workplace.

The funds calculated for each consortium member agency will be aggregated to calculate the funds to be allocated to each consortium.

**3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

**Response:**

Perkins V Section 131 funds will be distributed among the State's LEAs operating secondary CTE programs (unified and union high school districts, charter schools, and court and community schools administered by county offices of education) in accordance with the formula established in Perkins V: 30 percent based on the LEA's proportional share of the State's total K–12 population, and 70 percent based on the LEA's proportional share of the State's total K–12 population with family incomes below the poverty level, as established by the Federal Office of Management and Budget. Updated census data will be used in the determination of the allocations. A list of the 2019–20 Perkins V Section 131 eligible recipients and allocations is available on the CDE web page at <https://www.cde.ca.gov/ci/ct/pk>. The 2020–21 Perkins V Section 131 allocations will be posted on the CDE website when available.

**4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

**Response:**

The State will use an alternative formula for the Section 132 funds distribution formula, as defined in California's waiver approved for the Perkins IV funds. The alternative formula significantly increases the number of economically disadvantaged students and CTE programs that the State is able to assist with the funds.

Specifically, the determination of Perkins V Section 132 allocations involves (1) calculating the per-student allocation amount by dividing the total amount of Section 132 funds available for distribution by the sum of the economically disadvantaged adults reported by the eligible recipients (adult schools, ROCPs, and community college districts); and (2) calculating each eligible recipient's allocation by multiplying the determined per-student allocation amount by the number of economically disadvantaged adult CTE students reported by each recipient. A list of the 2019–20 Section 132 eligible recipients and allocations for ROCPs and adult schools is available at the CDE web page at <https://www.cde.ca.gov/ci/ct/pk>.

**5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

**Response:**

Annual Perkins V Section 131 allocations reflect changes in school district boundaries, unifications, district reorganizations, charter schools, and secondary schools funded by the Bureau of Indian Affairs, based on updated enrollment information collected and reported by the CDE Financial Accountability and Information Office.

Section 132 allocations reflect changes in adult schools, ROCPs serving adult students, and community college reorganizations.

**6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**

**a. include a proposal for such an alternative formula; and**

**b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)**

**Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).**

**Response:**

California will not submit an application to waive the secondary allocation formula for distribution of Section 131 funds, as described in Section 131(a) of Perkins V.

**7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**

- a. include a proposal for such an alternative formula; and**
- b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

**Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).**

**Response:**

The State will request a renewal of the Perkins IV Section 132 funds distribution formula waiver approved for the Perkins V funds. The alternative formula enables the State to more equitably recognize and serve economically disadvantaged adult CTE participants in courses conducted by adult schools and ROCPs, as well as those enrolled in the CCC. In so doing, it complies with the “more equitable distribution of funds” waiver requirement established in Section 132(b)(1) of Perkins V.

The alternative formula generates an unduplicated (by period of enrollment, by enrollment in more than one CTE course/program, and by eligibility in more than one economically disadvantaged category) count of adults who are economically disadvantaged; in attendance at an adult school, ROCP, or CCC; and enrolled in a CTE course/program. The economically disadvantaged status of the adult CTE student is determined by the student’s participation in one of the following public assistance programs or evidences of a personal or family income below the poverty level:

- Promise Grant;
- Pell Grant;
- CalWORKs;



- WIOA;
- Supplementary Security Income;
- General/Public Assistance;
- Bureau of Indian Affairs;
- Eligibility for economic public assistance or student aid;
- Annual income level below poverty level as determined by county of residence; or
- Self-declaration by adult.

The 2020–21 Perkins V Section 132 allocations will be based on an unduplicated count of the economically disadvantaged adults enrolled in CTE programs during PY 2018–19, which began on July 1, 2018, and ended on June 30, 2019. Similar data collection periods will be used for subsequent PY allocations. Third-party verified data is preferred, but an eligible recipient may report those adults who have been identified by self-declaration as meeting at least one of the listed evidences of economic disadvantage. Reported enrollments will be validated by comparing this data with related data submitted by the eligible recipients for the same time period. Eligible recipients are required to maintain auditable records of student eligibility for five years.

Section 132 allocations are determined through the following process:

1. The CDE collects and validates the eligibility reports and data submitted by the adult school agencies and ROCPs. The CCCCCO collects and validates the eligibility data submitted by the community college districts.
2. The CDE determines the total number of economically disadvantaged adult CTE students by aggregating the validated economically disadvantaged enrollments reported by the adult school agencies, ROCPs, and community college districts.

3. The CDE computes a per-student allocation amount by dividing the funding available for distribution under Section 132 by the total number of economically disadvantaged adult CTE students determined in step 2.
4. The CDE determines each eligible recipient's (adult school agency, ROCP, and community college district) allocation by multiplying its validated number of economically disadvantaged adult enrollees by the per-student allocation amount computed in step 3.
5. The CDE transfers to the CCCCO, by interagency agreement, the total amount of the Section 132 funds to be awarded to community college districts.
6. Both the CDE and the CCCCO distribute the funds for which they are responsible, in accordance with the Section 132 guidelines.

This is the same distribution formula that the State has been granted under Perkins IV. The CWPJAC, the CDE, and the CCCCO, through consultation with the stakeholders identified in Section 122(c)(1)(A) of Perkins V, will use PY 2019–20 to determine if the existing process for the distribution of Section 132 still provides the most equitable distribution of funds to maximize the number of economically disadvantaged individuals served.

**8. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

**Response:**

The total investment in State dollars for CTE programs in California, used to calculate the state-level maintenance of effort for receipt of the federal Perkins V funds, is shown in the following table. This calculation is made annually, in the month of February, by the CDE Fiscal Services Division and the CCCCCO Finance and Facilities Planning Division. California will use aggregated expenditures to calculate its state-level maintenance of effort, shown in Table 1.

**Table 1. California Maintenance of Effort Calculations**

<b>Funding Source</b>	<b>FY 2017–18</b>	<b>FY 2018–19</b>
<b>Non-Federal Expenditures from the Administrative Match (CCCCO/CDE Combined)</b>	\$6,009,186	\$6,095,106
<b>CCCCO – Non-Federal Expenditures*</b>	\$259,706,239	\$268,124,281
<b>CDE – Non-Federal Expenditures</b>	\$28,999,030	\$28,854,146
<b>Total</b>	\$294,714,455	\$303,073,533

\*A portion of these funds are supporting K–12 programs that target apprenticeships.

California plans to maintain the baseline level of \$303,073,533 for fiscal year 2020 (7/1/2019 to 6/30/2020).

## **D. Accountability for Results**

### **Response for Secondary Recipients:**

California's educational system is founded on the belief that the LEA is the primary unit of change and plays a central role in supporting schools to implement and sustain improvement efforts. California's diversity requires more than a "one size fits all" solution to help LEAs and schools successfully implement continuous improvement efforts and meet the needs of all learners, particularly those students most in need. Long-term goals, and the ability of LEAs or schools to determine interim progress goals, are built into the California Model, as required by the State's ESSA State Plan. The LCFF places great importance on access to and completion of a broad course of study, included among the statutorily defined State priority areas. Completion of a Broad Course of Study (LCFF Priority 8) is addressed through the CCI, and emphasizes the outcomes in a broad course of study. More broadly, the CCI is designed to include multiple measures in order to value the many pathways, including CTE, which students may take to prepare for their post-high school experience.

California is fortunate to have a well-established CCI with sound definitions, collection procedures, and streamlined reporting mechanisms. The CCI is one of the State indicators on the California School Dashboard and is an additional State indicator of student success for high schools. In 2018, the SBE adopted performance standards (e.g., a five-by-five grid) for the CCI. In addition, the CCI is designed to include multiple measures in order to value the multiple pathways that students may take to prepare for postsecondary learning. The CCI becomes a potential source from which California can choose, determine, and establish the Perkins V secondary quality indicator.

CTE data, which until recently was collected through a separate system (see the response to prompt D[3][c]), are now being collected and included within the California Longitudinal Pupil Achievement Data System (CALPADS). The overarching aim is to collect and report data for all CTE students, regardless of which State and federal programs are being used to fund CTE. Isolating the impact of any one particular State or federal funding source on student performance using CALPADS is not currently

possible. To make this possible, the State would need to expend considerable State and federal resources to reconfigure CALPADS to first tie funding sources to districts, and then link individual funding sources the districts are using to individual CTE students. How this gets done will be a matter of discussion during the implementation of the Federal Perkins V State Plan.

Other than the indicators for program placement, the remaining secondary indicators will be calculated directly from the CALPADS. For the program placement indicator, the CDE is working internally to collect the information by providing specific codes that indicate the different options that graduates select once they leave high school. The nontraditional completion indicator is already available within the CALPADS, and it is the same indicator that was being collected under Perkins IV.

California has many options with regard to the secondary CTE quality indicator. The State considered several factors, such as whether the data could be collected at the student-level, if there was districtwide coverage, if it could be collected within the CALPADS, and whether district reporting, not just for CTE, but for a broader purpose and relative ease of calculating the numerator and denominator.

The Perkins V legislation defines the secondary quality indicator 5S2: Program Quality – Attained Postsecondary Credits as the following:

(bb) The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement.

The state is operationalizing the above Perkins V legislatively defined quality indicator using the California Accountability Model. One of the components within the State's College/Career Readiness Indicator (CCI) is college credit courses. It is defined as follows:

Completion of two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in Academic/CTE subjects where college credit is awarded.

The State has used the above definition to determine the Perkins V definition of the quality indicator as stated below:

*One semester/two quarters of college credit courses with a grade of C- or better in an industry pathway.*

The above will define the numerator for the secondary quality indicator 5S2: Program Quality – Attained Postsecondary Credits

The statutory language of a Perkins V concentrator is as follows:

(12) CTE CONCENTRATOR—The term ‘CTE concentrator’ means—

(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and

(B) at the postsecondary level, a student enrolled in an eligible recipient who has—

(i) earned at least 12 credits within a career and technical education program or program of study; or

(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

The State is operationalizing the above definition of a concentrator in the Perkins V legislation using the California Accountability Model, and the State’s CCI. The CCI collects data on students who have graduated from high school and meets the following:

*CTE Pathway Completion with a C- or better in the Capstone Course.*

CTE pathway completion requires that a student finishes at least a two-course sequence in an industry pathway, with a C- or better in the industry pathway capstone course. A two-course sequence is a minimum of 300 hours in one industry pathway.

Using this CCI definition of a CTE completer, the Perkins V concentrator definition is described as follows:

*A CTE student who completes at least 300 hours of course sequence in an industry pathway, and the sequence includes the capstone course; and the CTE student receives a grade of C- or better in the capstone course.*

Given that Perkins V now requires states to define a concentrator as a course sequence of at least two courses in a program, POS, or career pathway, the above definition meets the Perkins V statutory definition of a CTE concentrator, and will become the denominator for Perkins V secondary accountability indicators.

The definition was chosen because (1) it aligns with one of the career measures within the CCI: a student who completes a CTE pathway with a grade C- or better; and (2) the analysis described in the response to prompt D(3)(c) to determine the SDPLs shows why the choice is appropriate. The other two quality indicators (work-based learning and postsecondary credentials) are partially included within the CCI. Including these as optional measures in later years for the quality indicator is a definite possibility. This State-created definition of a concentrator, now common to all indicators, can also be extracted from the CALPADS.

### **Response for Postsecondary Recipients:**

The CCC have a mission to provide more than 2.1 million students, attending 115 community colleges, with the knowledge and background necessary to compete in today's economy. In order to accomplish its mission, the CCCCCO has defined the following six main goals, as part of its Vision for Success initiative. More information about these goals can be found on the CCC's website at

<https://vision.foundationccc.org/looking-ahead>.

1. Over five years, increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

2. Over five years, increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
3. Over five years, decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units.
4. Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 76 percent.
5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within five years and fully closing those achievement gaps within ten years.
6. Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within ten years.

The Perkins V postsecondary core indicators not only align with these goals, but also recognize the need to consider local and regional needs. The CCCCO invites every college to ensure that federal, State, and local goals are aligned with system-wide priorities and goals so that the entire State moves together in a consistent direction.

Both the K–12 California Model and the CCC's Vision for Success model are based on collecting and reporting data on all students. In addition, the California Model uses the district as the primary unit of analysis. The Perkins Accountability framework is based on a subset of students known as concentrators (defined in the following section) and becomes the primary unit of analysis on which all performance indicators are based. This distinction is important to keep in mind as the following information is reviewed.



**1. Identify and include at least one (1) of the following indicators of career and technical education program quality—**

- a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;**
- b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
- c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

**Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.**

**Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.**

**Response for Secondary Programs:**

CTE data, which until recently was collected through a separate system (see the response to prompt D[3][c]), are now being collected and included within the California Longitudinal Pupil Achievement Data System (CALPADS). The overarching aim is to collect and report data for all CTE students, regardless of which State and federal programs are being used to fund CTE. Isolating the impact of any one particular State or federal funding source on student performance using CALPADS is not currently possible. To make this possible, the State would need to expend considerable State and federal resources to reconfigure CALPADS to first tie funding sources to districts, and then link individual funding sources the districts are using to individual CTE

students. How this gets done will be a matter of discussion during the implementation of the Federal Perkins V State Plan.

Other than the indicators for program placement, the remaining secondary indicators will be calculated directly from the CALPADS. For the program placement indicator, the CDE is working internally to collect the information by providing specific codes that indicate the different options that graduates select once they leave high school. The nontraditional completion indicator is already available within the CALPADS, and it is the same indicator that was being collected under Perkins IV. California has many options with regard to the secondary CTE quality indicator. The State considered several factors, such as whether the data could be collected at the student-level, if there was districtwide coverage, if it could be collected within the CALPADS, and whether district reporting, not just for CTE, but for a broader purpose and relative ease of calculating the numerator and denominator. Based on these and other factors, the State has determined to use the following as the quality indicator:

*One semester/two quarters of college credit courses with a grade of C- or better in an industry pathway.*

The above will define the numerator for the secondary quality indicator. The denominator will be the following State definition of a concentrator.

Given that Perkins V now requires states to define a concentrator as a course sequence of at least two courses in a program, POS, or career pathway, a concentrator is defined as:

*A CTE student who completes at least 300 hours of course sequence in an industry pathway, and the sequence includes the capstone course; and the CTE student receives a grade of C- or better in the capstone course.*

The definition was chosen because (1) it aligns with the one of the career measures within the CCI: a student who completes a CTE pathway with a grade C- or better; and (2) the analysis described in the response to prompt D(3)(c) to determine the SDPLs shows why the choice is appropriate. The other two quality indicators (WBL and

postsecondary credentials) are partially included within the CCI. Including these as optional measures in later years for the quality indicator is a definite possibility. This State-created definition of a concentrator, now common to all indicators, can also be extracted from CALPADS.

### **Response for Postsecondary Programs:**

California postsecondary performance levels are expressed in percentages, as presented in the table in Section V of this document. The baseline for each postsecondary performance indicator was established using data from the last three years, and taking the average as the reference level for the next four years.

In addition, SDPLs align with the State's Vision and goals, and encourage State and local agencies to continually improve their program over the course of the four-year Federal Perkins V State Plan.

**2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)**

### **Response:**

Please see the table on pages 180–181 (Section V) for the completed form and a further explanation of how the state completed the SDPL form.

**3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—**

**a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);**

**Response:**

California's process for seeking public comment for the SDPLs was as follows. The completed SDPL form underwent several iterations after input from the CWPJAC, the stakeholder groups, and the SBE, CDE, and CCCCCO staff on the JMT. The completed SDPL form was first presented to the CWPJAC at its November 25, 2019, meeting. After much discussion at the meeting, the CWPJAC members gave staff explicit direction to align the baseline and projected SDPLs for all secondary Perkins accountability indicators to the California Model. Additionally, an updated SDPL form with proposed indicators was included within the Draft Federal Perkins V State Plan for the public to consider and provide comment on.

The CCTD staff continued to update the baseline and projected SDPLs (see pages 180–181), working with staff from the CDE's Analysis, Measurement, and Accountability Reporting Division (AMARD); Assessment Development and Administration Division (ADAD); and Educational Data Management Division (EDMD) to update the SDPL form. The updated SDPL form was presented to a group of stakeholders interested in accountability, and comments were received from this group. The updated SDPL form was also shared with the SBE at its January 2020 meeting. While there was more alignment to the California Model, the SBE requested that CDE staff continue work on the SDPLs.

The accountability stakeholder virtual meeting was held in early January 2020. Seventy-four individuals, equally divided between the secondary and postsecondary levels, participated in the virtual meeting, and a significant number of them had attended the

SSAC stakeholder meetings. The meeting was divided into two parts. The first part included information on the requirements under Perkins V accountability. The second part focused on discussing the proposed indicators on the updated SDPL form, with an emphasis on the quality indicator, at the collection of subpopulation data at the postsecondary level.

**b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and**

**c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).**

**As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.**

**Response for Secondary:**

The California Model is based on a five-by-five colored grid that produces 25 results. Each of these 25 results represents a combination of current performance (known as “Status”) and how current performance compares to past performance (known as “Change”). Overall performance within the California Model, therefore, includes whether there has been improvement, and a school’s and student group’s placement on the grid determines the improvement that is required to maintain the current performance level (color) on the grid, or to move to the next performance level. Goals can be established relative to overall performance within the Status and/or Change components of the five-by-five colored grids.

The completed SDPL form on page 180 can be distinguished from the five-by-five grid in the following manner. The five-by-five grid is based on all students, whereas the values shown in the completed SDPL form is based on CTE completers in an industry pathway (California’s definition of a concentrator). Moreover, CTE is not identified on the California Data Dashboard as a subgroup. As a result, the values shown on the completed SDPL form will necessarily be different from what is shown on the California

Data Dashboard. As will be explained below, because of the lack of data for CTE completers, estimating targets for some of the indicators (the academic proficiency in science and the quality indicators) were based on all students.

It should be noted that the five-by-five color grid within the California Model is based on district-level information, and is based on achievement scale scores, and measures deviation of student performance from a standard. That information is then aggregated to the district to determine where it falls on the five-by-five color grid. On the other hand, the federal Perkins Accountability Framework measures student-level performance on an indicator and directly compares it against a proposed target (the SDPLs), keeping in mind that if performance is at least 90 percent of the target, the district is meeting the student performance standard for that indicator.

Also, the California Model produces the five-by-five grid for different subgroups, where each district is accordingly placed on the five-by-five grid and is a potential candidate for comprehensive or targeted assistance if its subgroups underperform in relationship to the established standard. Under the Perkins Accountability framework, there are no SDPLs for individual subpopulations; however, performance gaps among special populations, as defined by Perkins V, need to be addressed when local eligible agencies or institutions complete their CLNA, and funding targeted to those special populations who are under performing and where achievement gaps are largest.

It is the intent of California to have CTE outcome data that are collected within either federally-funded or State-funded CTE programs (for example, the CTEIG and the K–12 SWP) be aligned with regard to data, reporting, and accountability. Federal Perkins V law explicitly defines CTE measurement indicators for the denominator and the numerator for each indicator. The State CTE measurement indicators are less prescriptive, giving more latitude as to how the measurement indicators are actually defined and collected. Given that the Perkins V performance data is not required to be submitted until December 2021, the State has the opportunity to ensure that CTE data collected and reported will be aligned across state- and federally-funded CTE programs.

Each state applying for federal Perkins funds is expected to complete the SDPL form (see pages 180–181), which includes information on the following seven secondary indicators:

Secondary Indicators:

- 1S1: Four Year Graduation Rate
- 1S2: Extended Graduation Rate (Optional)
- 2S1: Academic Proficiency in Reading Language Arts
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science
- 3S1: Post-Program Placement
- 4S1: Non-traditional Program Concentration

The State has to choose one of the following:

- 5S1: Program Quality – Attained Recognized Postsecondary Credential
- 5S2: Program Quality – Attained Postsecondary Credits
- 5S3: Program Quality – Participated in WBL

California has decided to choose 5S2: Program Quality – Attained Postsecondary Credits.

For each of the ten Perkins V Accountability Indicators, the ED requires states to complete an SDPL form for the baseline year, FY 2019, and for each of the following four years: FY 2020–21, FY 2021–22, FY 2022–23, and FY 2023–24. The following sections describe the process for determining the SDPLs for the 10 different Perkins V indicators (i.e., seven secondary and three postsecondary indicators).

Developing the SDPLs required several steps. The CCTD began with the E1-E2 system, which had several years of data. Within the E1-E2 system, there exist several ways in which a concentrator could be defined. Using these different definitions of concentrator, baseline and projections for all secondary Perkins indicators were estimated except the secondary quality and the science proficiency achievement indicators, which were not collected under the E1-E2 system. While the SDPLs were further refined in subsequent calculations using alternative methodologies, the results obtained from this initial work using the E1-E2 data did provide insights as to how the state arrived at the choice of defining a secondary concentrator, a requirement under Perkins V.

The following approach was taken to determine the SDPL baseline as well as targets for each of the seven secondary indicators. The SDPL form on pages 180–181 is a chart that shows, for each Perkins indicator, the baseline (FY 2019) and projections for four years (FY 2020 to FY 2023).<sup>40</sup>

Through the internal CDE consultation process, it became apparent that including the capstone course in a course sequence in a specific CTE industry pathway improved performance for all indicators, over the more general definition for a concentrator used under Perkins IV; namely, completing two CTE courses in an industry pathway. Given that the CCI includes the capstone course when it defines CTE course taking, reinforces justification for arriving at the previously provided definition of a concentrator.

Upon advice from the CWPJAC, CDE staff revisited the SDPLs for all the Perkins indicators, including the ones for which data are not available. A second set of SDPLs was developed for the three assessment indicators, the post-program placement indicator, and the quality indicators. For the three assessment indicators, 2S1, 2S2, and

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40. CCTD staff examined several iterations of calculations in order to determine the SDPLs, including consultation with the AMARD, the ADAD, and the EDMD, the CCTD began populating the SDPL form.



2S3, CDE ADAD staff provided the baseline and projections using data for all students because specific data for CTE students are not available.

The baseline measure and the projections for 3S1: Post-Program Placement were developed using an alternative methodology.<sup>41</sup> For 5S2: Program Quality – Attained Postsecondary Credits, the 2019 data point for prepared students within the CCI was used as the baseline, and values were projected for each of the four following years. A second updated version of the SDPL form was completed and presented at an accountability webinar that was held in January 2020.

After the accountability webinar, as well as a presentation of the Draft Federal Perkins V State Plan to the SBE at its January 2020 meeting, the SDPL form was further revised for presentation at the SBE January 2020 meeting. The intent of this update was to include the Perkins V definition in the denominator for CTE concentrators, defined by California under Perkins V. This definition aligns with the State’s definition of a CTE completer, which is an element within the CCI. The SDPL form was updated only for the following Perkins indicators: 1S1: Four-Year Graduation Rate; 2S1: Academic

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41. The measurement was done in two steps. The first step was to estimate the denominator in the measure. That value was determined by estimating the proportion of high school graduates who were concentrators. The data for high school graduates was obtained using the Data Quest tool available on the CDE website, and the proportion of concentrators among these high school graduates was estimated using the percentage of all 2018–19 concentrators in the 9–12 grade cohort. This number became the denominator. The CDE also publishes the college going rate for high school graduates, and this is broken down by different institution types, including community colleges. Because a large proportion of secondary CTE students enter community colleges, the college going rate for community colleges was used as the base. It is also known that among all community colleges with about 45 percent of community college students are in CTE programs. Putting these two numbers together, an estimate for the numerator was thereby obtained. Dividing the estimated numerator by the estimated denominator, the indicator value was obtained. Data was available for four years: 2014–15 to 2017–18, and an average of the four years was used as the baseline, from which the projections were derived.

Proficiency in Reading Language Arts; 2S2: Academic Proficiency in Mathematics; and 5S2: Program Quality – Attained Postsecondary Credits.

Given the CWPJAC 's Vision, as expressed in response to the prompt in Section B1(b), is intended to apply to all students, it is important that the indicator values correspond to the estimated values for all students as well, as reflected in the completed SDPL form (see pages 180–181). It should be noted, however, that performance on any Perkins V indicator can still meet expectations if it meets at least 90 percent performance, as previously stated. Taking these two points together, 1S1: Four-Year Graduation Rate was adjusted from actual performance (around 97 percent for CTE concentrators) for this indicator.<sup>42</sup>

The rationale for this downward adjustment, not just for the 1S1: Four-Year Graduation Rate indicator, but other secondary Perkins accountability indicators as well, is based on the fact that the collection of CTE data was only recently included within CALPADS and refinements in this collection process is now being undertaken. Because actual Perkins V performance data must be reported for first time in December 2021 to the ED, California will continue to revise the SDPL form as additional data for analysis become available.

### **Response for Postsecondary Recipients:**

There are three Perkins V Postsecondary Indicators, as follows:

- 1P1: Post-Program Placement
- 2P1: Earned Recognized Postsecondary Credential
- 3P1: Non-traditional Program Concentration

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42. The FY 2019 performance on the Four-Year Graduation Rate was estimated to be at 97.9 percent. Ninety percent of 97.9 percent is 88.1 percent and this was used as the baseline level.

CCCCO used the following methodology to determine SDPLs, as described in Section 113 of Perkins V:

1. Analysis of the last four-year State levels of performance on 1P1, 2P1, and 3P1. This analysis allowed for an evaluation of trends of any performance levels.
2. Average of the last three years to establish a baseline of PY 2020–21.

As one of the new requirements of Perkins V, each eligible agency must conduct a CLNA to guide the development of activities and programs to meet Perkins V requirements as well as local, regional, and State needs. All three core indicators will be re-evaluated at the end of the second year of program implementation, to reset any targets, as necessary, which will serve as a reference to guide decision-making for the 73 community college districts in California.

California postsecondary performance levels are expressed in percentages, as presented in the table in Section V (page 180–181). The baseline for each postsecondary performance indicator was established using data from the last three years, and taking the average as the reference level for the next four years. In response to stakeholder comments, the baseline and projected values for all three indicators were changed using the 90 percent rule (see the response to prompt D[5]). All public comments were taken into consideration for the final version.

A completed SDPL form is provided in Section V (pages 180–181).

**4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).**

**As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.**

**Response:**

The public comments on the SDPLs mirrored those that were made by the accountability stakeholder group. As a result of all this input, the SDPL form was updated as is shown in Section V (pages 180–181). More detail about how the SDPL form was developed are provided in the response to prompt B(3)(a).

Public comments on the Perkins Accountability Framework and the SDPL form centered on ensuring a connection to the LCFF/LCAP for secondary. In addition, comments were received regarding the proposed concentrator definition, and the choice of 5S2: Program Quality – Attained Postsecondary Credits as the secondary quality indicator. The concerns focused on the lack of uniformity of collecting and reporting dual-enrollment data, the non-inclusion of articulation credits, and the burdensome requirement of meeting MQs at the community college level while also being a secondary credentialed teacher. Some suggested using WBL instead of dual enrollment as the secondary quality indicator.

Connections to LCFF/LCAP have been made elsewhere in this Plan as related to secondary only. Once data on WBL become available, it could potentially be added as a second quality indicator. The CALPADS collects articulation credits, and it is possible to also include them as part of the secondary quality indicator 5S2 in the future, contingent on additional steps, which are still under discussion with CALPADS staff. Because the CTE Concentrator definition, is aligned to the CCI, it will make comparison between CTE concentrators and other students feasible.

Postsecondary accountability stakeholders expressed concern that their baseline and projected values for the three indicators appeared high. Further, while CCCCCO has a data collection process at the state level there was concern about not having enough trained personnel to input the data at the local level. Stakeholders expressed concern regarding the collection of employment placement data. The CCCCCO is putting procedures in place to make data collection more uniform through its NOVA system.

Based on the responses received from the accountability stakeholder group, changes to the SDPL form were made. An updated version of the SDPL form was presented at the CWPJAC meeting in January 2020.

As the State moves into FY 2020–21, both the secondary and postsecondary Perkins indicator SDPLs will be revised and updated as additional data become available. Therefore, to assist the State in reviewing updates to the SDPLs and other related issues regarding data collection and reporting, the accountability stakeholder group that reviewed the SDPLs will continue to be consulted including advising the State on future accountability-related issues — for example, providing insights into adding other secondary quality indicators, such as WBL or considering a process should performance levels on Perkins accountability indicators not be met and determining the appropriate course of action.

Additionally, the following questions need to be discussed in the future:

- Are current data systems capable of extracting special population (subgroup) information?
- What is the relationship between State and federal CTE accountability measures?
- Is a CTE consumer reports system in place to communicate accountability results?
- Can key informants apply the accountability information for obtaining meaningful results leading to appropriate planning decisions?

In general, the accountability stakeholder group would need to consider the distinction between forward- and backward-looking planning and decision-making. Forward-looking planning and decision-making require observing performance levels to ensure that SDPLs are being met. Backward-looking planning and decision-making require revising SDPLs to ensure that performance levels in future SDPLs will be met. Here the connections between the accountability stakeholder group and the CLNA stakeholder group become important for both planning and decision-making.

**5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)**

**As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP), the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.**

**Response:**

As previously described, under California law, every LEA must adopt and annually update an LCAP for the K–12 system. In the LCAP, each LEA must establish goals for all students and for the statutory student groups across priority areas defined in statute. The LEA must also describe actions and services, and related expenditures, to meet the goals for student performance. The LCAP template includes a summary in which LEAs must address any indicator where the performance of one or more student groups is below the performance for all students. Accordingly, through the LCAP, under the California Model, an LEA that is not making progress toward closing performance gaps among student groups, it must describe the efforts it will undertake to make significant progress in closing performance gaps on any of the relevant indicator(s). LEAs must annually review and update their overarching plans for educational programming to address areas where they are not making progress in addressing performance gaps among student groups.

This statewide system to help LEAs leverage change is an important component in helping to narrow statewide proficiency gaps between student groups. Given that all student groups share the same long-term goal, student groups with lower baseline performance will need to make greater improvement over time to reach the long-term goal. The ability for LEAs or schools to determine their interim progress goals, including for lower-performing student groups, is built into the California Model. In addition, the CDE has produced a report that displays schools' and student groups' performance on a five-by-five colored grid, allowing schools to target improvement strategies to reach their goals for each student group. These reports are available on the CDE website at <https://www6.cde.ca.gov/californiamodel/>.

Perkins V requires local eligible agencies or institutions to conduct a CLNA in which they are required to address performance gaps for special populations. Local eligible agencies and institutions are tasked with documenting, in their local applications, how they plan to target special populations with the greatest gaps and develop strategies to raise their performance. The goal is to raise the performance levels of lower performing special populations to at least the levels set by the proposed SDPLs, thereby narrowing the gaps. This is similar to what is required under the California Model and the LCAP for K–12, specifically as it relates to English learners, students with disabilities, homeless and foster youth, economically disadvantaged students, and students of military families.

Currently, the CDE monitors grantees of Perkins V funds for compliance with Perkins V regulations and to ensure that programs are meeting their targeted performance levels. Local recipients are required to review their local levels of performance within their annual Perkins V application. Local eligible agencies and institutions that have not met the state-required levels of performance must submit an improvement plan, describing both why they have not met performance requirements and their planned actions for improving performance. State staff also provides technical assistance as needed and when requested.

The State continues to improve and expand its statewide data collection system to meet the Perkins V accountability requirements. It is also expanding the use of the achieved

core indicator performance levels to identify and direct needed program improvements and technical assistance activities, particularly to close achievement gaps.

The levels of performance established for postsecondary students are expressed in a percentage; the targets are objective, quantifiable, and measurable. In addition, the baseline level of each core indicator is established using the average of the last three years (FY 2016–19) of actual State performances. The federal government allows the State to keep the same target for no more than two consecutive years, with an adjustment occurring in year three. In FY 2022–23 and FY 2023–24, the State will have the opportunity to re-evaluate performance after two years of Perkins V reporting (FY 2020–23, as recommended by the ED’s Office of Career, Technical, and Adult Education).

In the previous Perkins IV, under Section 113(b)(4), local eligible agencies or institutions were allowed to either accept the State’s established performance target or negotiate a local performance target with the State for each of the core indicators. In addition, the agreed-upon performance targets were incorporated into a local application. Recipients not meeting at least a 90 percent threshold of any target are required to submit a Perkins application that includes an additional section describing the planned strategies and activities to be employed during the upcoming year to address performance gaps. Additionally, programs funded must address individual program performance gaps, and improvements must include strategies that address program performance gaps. Districts and consortia not meeting a 90 percent threshold of a target for two consecutive years are encouraged to complete a diagnostic study to determine root causes and proposed solutions to large performance gaps. Under Perkins V, these rules will be applied starting in the fourth year (FY 2022–23) in which data will be available.

California has begun the process of solidifying its CTE data, reporting, and accountability system and aligning it with the State data, reporting, and accountability system. In addition, the broader focus for the state will be on collecting CTE data for all students and districts offering CTE, regardless of State or federal funding source. In this regard, the ongoing consultation with the accountability stakeholders group will be



critical for providing guidance on transitioning from Perkins accountability to a continuous quality improvement model. Most importantly, the CTE accountability system will support the CWPJAC's Guiding Policy Principles and the Essential Elements of a High-Quality College and Career Pathway.

# III. Assurances, Certifications, and Other Forms

## A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment<sup>43</sup> for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(c) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

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43. An eligible agency that submits a one-year Transition Plan in FY 2019 is not required to hold a public comment period on the one-year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Federal Perkins V State Plan in FY 2020.

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

## **B. EDGAR Certifications**

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

## **C. Other Forms**

The eligible agency certifies, and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) can be located on the US Department of Education web page at:  
<https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>.
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013) can be located on the US Department of Education web page at:  
[https://apply07.grants.gov/apply/forms/sample/SFLLL\\_1\\_2-V1.2.pdf](https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf).
3. Certification Regarding Lobbying (ED 80-0013 Form can be located on the US Department of Education website at:  
<https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>.
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005) can be located on the US Department of Education website at:  
<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

# IV. Budget

## Budget Form

State Name: California

Fiscal Year: 2020–21

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	<b>Not applicable</b>	\$ 128,798,161
2	<b>State Administration</b>	5 %	\$ 6,439,908
3	<b>State Leadership</b>	9.48 %	\$ 12,204,816
4	<ul style="list-style-type: none"> <li>Individuals in State Institutions</li> </ul>	Blank	\$ 475,000
4a	– Correctional Institutions	<b>Not required</b>	\$ Blank
4b	– Juvenile Justice Facilities	<b>Not required</b>	\$ Blank
4c	– Institutions that Serve Individuals with Disabilities	<b>Not applicable</b>	\$ Blank
5	<ul style="list-style-type: none"> <li>Non-traditional Training and Employment</li> </ul>	<b>Not applicable</b>	\$ 150,000
6	<ul style="list-style-type: none"> <li>Special Populations Recruitment</li> </ul>	Blank	\$ 50,000
7	<b>Local Formula Distribution</b>	85.0 %	\$ 109,478,437
8	<ul style="list-style-type: none"> <li>Reserve</li> </ul>	5.28 %	\$ 5,782,703
9	– Secondary Recipients	Blank	\$ Blank
10	– Postsecondary Recipients	100 %	\$ 5,782,703
11	<ul style="list-style-type: none"> <li>Allocation to Eligible Recipients</li> </ul>	94.72 %	\$ 103,695,734
12	– Secondary Recipients	45.88 %	\$ 47,571,926
13	– Postsecondary Recipients	54.12 %	\$ 56,123,808
14	<b>State Match (<i>from non-federal funds</i>)</b>	<b>Not applicable</b>	\$ 6,302,941

# V. State Determined Performance Levels

## State Determined Performance Levels Form

State Name: California

### Secondary Indicators – Performance Levels

Indicators	Baseline Level	FY 2020	FY 2021	FY 2022	FY 2023
1S1: Four-Year Graduation Rate	88.10%	89.10%	89.10%	91.10%	91.10%
1S2: Extended Graduation Rate	Blank	Blank	Blank	Blank	Blank
2S1: Academic Proficiency in Reading Language Arts	60.60%	62.00%	62.00%	63.40%	63.40%
2S2: Academic Proficiency in Mathematics	33.00%	34.50%	34.50%	36.50%	36.50%
2S3: Academic Proficiency in Science	27.70%	28.20%	28.20%	31.20%	31.20%
3S1: Post-Program Placement	67.20%	68.00%	68.00%	69.40%	69.40%
4S1: Non-traditional Program Concentration	20.80%	20.80%	20.80%	21.00%	21.00%
5S1: Program Quality – Attained Recognized Postsecondary Credential	Blank	Blank	Blank	Blank	Blank
5S2: Program Quality – Attained Postsecondary Credits	21.60%	23.90%	23.90%	26.20%	26.20%
5S3: Program Quality – Participated in Work-Based Learning	Blank	Blank	Blank	Blank	Blank
5S4: Program Quality – Other <sup>1</sup>	Blank	Blank	Blank	Blank	Blank

## Postsecondary Indicators – Performance Levels

Indicators	Baseline Level	FY 2020	FY 2021	FY 2022	FY 2023
<b>1P1: Post-Program Placement</b>	73.00 %	73.00 %	73.00 %	76.00 %	76.00 %
<b>2P1: Earned Recognized Postsecondary Credential</b>	79.65%	79.65%	79.65%	82.65%	82.65%
<b>3P1: Non-traditional Program Concentration</b>	22.95%	22.95%	22.95%	25.95%	25.95%

### ***Provide any additional information regarding SDPLs, as necessary:***

The secondary academic achievement indicators (2S1, 2S2, and 2S3) are for all students. For 5S2 (Program Quality – Attained Postsecondary Credits), identified in California's CCI as College Credit Courses, was estimated as follows. The FY 2019 value for students who were defined as prepared in the CCI was used as the baseline. A 2.1 percent increase was applied (the change from the 2017–18 school year to the 2018–19 school year) for the total number of students who were defined as prepared in the CCI. For more information on the CCI, please visit the CDE's CCI web page at <https://www6.cde.ca.gov/californiamodel/ccireport?&year=2019&cdcode=0000000&scode=&reporttype=schools>

# Appendix A: Stakeholder and Key Informant Feedback

## Statewide Advisory Committee

*(Group, Organization, Industry, or Population Represented in Parentheses)*

Matthew Allana Vice President of Southern California and Membership DECA (Students)	Katie Bliss Director, Project Change College of San Mateo (At- promise/Corrections/out- of-school youth)	Teri Carpenter Director, Workforce Sacramento Employment and Training Agency (State Workforce Development Board)
Javier Ayala Dean, Grossmont/Cuyamaca Community College Dist. (Postsecondary CTE)	Jerry Block Assistant Superintendent Simi Valley Unified School District (USD) (Secondary CTE Administration)	Gustavo Chamorro Dean, Rancho Santiago Community College District (Postsecondary CTE)
Eduardo Barrera Retired (Postsecondary CTE)	Gina Boster Director, CTE Corona-Norco USD (Secondary CTE)	Rebecca Chandler Director of Career Education Oxnard Union School District (Secondary CTE)
Henry Bartholomay Bay Area Council (Business and Industry)	Nicole Brown District Head Counselor Elk Grove USD (Guidance Counselors)	Marissa Clark WIOA State Plan and Policy Development Manager (CWDB)
Craig Beswick Vice President Learn 4 Life (Charter Schools)	Raine Bumatay Principal Fresno Adult School (Adult CTE)	Dr. Maria Clinton Professor/Department Chair of Aeronautical Science & Technology Antelope Valley College (Out-of-School and Homeless youth)
Rebecca Bettencourt Manager Workforce Development E. & J. Gallo Winery (Business and Industry)		



John Cordova  
Sector Navigator  
College of the Canyons  
(Postsecondary CTE,  
faculty)

Eric Crawford  
CTE Coordinator  
Ukiah Adult School  
(Adult CTE)

Vivian Do  
Cal-HOSA  
(Students)

John Dunn  
Assistant Secretary for  
Apprenticeship &  
Training  
Labor and Workforce  
Development Agency  
(Labor and Workforce)

Pamela Hancock  
Director, Foster and  
Homeless Youth  
Education Services,  
Fresno Superintendent  
of Schools Office  
(Homeless/Foster  
children and youth)

Darlene Jackson  
Associate Dean, CTE  
Sierra Community.  
College District  
(Postsecondary CTE,  
Administration)

Marybeth Jacobsen  
President, Workforce  
Education Coalition  
(General Public)

Joyce Johnson  
Dean, Mt. San Jacinto  
College  
(Postsecondary CTE,  
Faculty)

Mona Klein  
Advocate, Family,  
Career and Community  
Leaders of America  
(Secondary CTE)

Deborah Knowles  
Statewide Classified  
Senate  
(Paraprofessionals)

Jodi Loeffler  
Supervising  
Administrator  
Kern Adult School  
(Adult CTE)

Lori Marchy  
(Parent)  
  
Chris McQuillen  
The York Tribe  
(Indian tribes and Tribal  
organizations)

Jim McQuillen  
Education Director, The  
York Tribe  
(Indian tribes and Tribal  
organizations)

Tanya Meyer  
K-14 Pathways Director  
Feather River College  
(Postsecondary CTE)

Joyce Montgomery  
Transition Program  
Supervisor  
Vallejo USD  
(At-Promise Youth)

Kristin Montoya  
(Teachers)

Andy Page  
CTEIG Technical  
Assistance Provider  
(Secondary CTE)

Matthew Patton  
Executive Director  
California Agricultural  
Teacher's Association  
(Teacher)

Julie Pehkonen  
Director CTE  
Riverside Community  
College  
(Postsecondary CTE,  
Faculty)

Xiomena Pena  
California Deputy  
Director/National Latino  
Outreach Manager  
Small Business Majority  
(Small Business)

Amertah Perman  
Dean, San Diego  
Community College  
District  
(Postsecondary CTE,  
Faculty)

Seema Puri  
CTE Coordinator  
Los Angeles USD  
(Secondary CTE,  
Administration)

Elisa Queenan  
Professor, Porterville  
College  
(Faculty)

Marisol Rerucha  
CTE Juvenile Court  
Schools  
San Diego County  
Office of Education  
(Special Populations)

Lucia Robles  
Dean, Workforce  
Los Angeles Community  
College District  
(Postsecondary CTE)

Alma Salazar  
Senior Vice President,  
Center for Education  
Excellence & Talent  
Development  
Los Angeles Chamber  
of Commerce  
(State Workforce  
Development Board)

Tonette Salter  
Project Director, JSPAC  
Grossmont/Cuyamaca  
Community College  
District  
(Special Populations)

Blaine Smith  
Director North Far North  
Region, Community  
Colleges  
(Postsecondary CTE)

Abby Snay  
Chief Executive Officer,  
Jewish Vocational  
Service  
(Business and Industry)

Monica Souza  
President Emeritus,  
California Community  
Colleges Classified  
Senate  
(Paraprofessional)

Louise Stymeist  
Director, Capitol Region  
Academies for the Next  
Economy  
Sacramento County  
Office of Education  
(Secondary CTE,  
Administration)

Dejah Swingle  
Workforce  
Pathways/Perkins  
Director  
Mt. San Antonio College  
(Postsecondary CTE,  
Faculty)

Tim Taylor  
Executive Director  
Small School Districts  
Association  
(Secondary CTE,  
Administration)

Michael Valdez  
CTE Supervisor  
Office of Correctional  
Education  
(At-Promise Youth,  
Corrections)

Andrea Vizenor  
Director CTE  
Skyline College  
(Postsecondary CTE,  
Faculty)

Valerie Vuichich  
Administrator, CTE  
Fresno County Office of  
Education  
(Secondary CTE,  
Administration)

Curt Williams  
Director, Foster Youth  
Services  
Kern County  
Superintendent of  
Schools  
(Foster Youth)

Joe Xavier  
Director, California  
Department of  
Rehabilitation  
(Special Populations)

Liz Zastrow  
Program Specialist, CA  
Transition Alliance  
Training Chair  
(Special Populations)

Tracie Zerpoli  
Superintendent,  
Tri-Cities ROP and  
CAROCP President  
(Secondary CTE,  
Administration)

## CCCAOE Perkins V Pre-Conference Attendees

Mari Abril  
College of the Desert

Beth Allan-Bentley  
College of the Desert

Elizabeth Arteaga  
Santiago Canyon College

Alexander Berry  
San Diego Continuing Education

Danene Brown  
San Diego Mesa College

Laura Casillas  
CCCCO

Kris Costa  
West Hills College, Lemoore

Carmen Dominguez  
Cypress College

Laureano Flores  
Antelope Valley College

Erica P. Garcia  
San Diego Mesa College

Cynthia J. George  
Pasadena City College

Harriet Happel  
College of the Canyons

Kathy Hogue  
Cerritos College

Darlene Jackson  
Sierra College

Jeannie Kim  
Riverside Community College District

Jennifer Lewis  
Southwestern College

Mira Manchik  
Saddleback College

Monica Martin  
North Orange County Community  
College District, Fullerton College

Pedro Mendez  
Modesto Junior College

Azucena Murillo  
San Diego Mesa College

Anthony Pagan  
Long Beach City College

Amertah Perman  
San Diego Community College District

Sheryl Plumley  
Riverside Community College District

Christina Read  
Chabot College

Tina Recalde  
San Diego Mesa College

Thad Russell  
College of the Sequoias

Tara Sanders  
Contra Costa Community College  
District

Veronica Smith  
Crafton Hills College

Randal Tillery  
WestEd

## K–12 Teacher Feedback Session Attendees

Jared Amalong  
Sacramento County Office of Education

Liz Aschenbrenner  
Manteca Unified School District

Leah Bratcher  
Huntington Beach Union High School  
District

William Brown  
Corona-Norco Unified School District

Prsicilla Burns  
Chico Unified School District

Shad Canestrino  
City of Lodi

Carol Chaffee  
JSerra Catholic High School

Teresa Coatlaopeuh  
Tehachapi Unified School District

Debbie Curtin  
Pasadena Unified School District

David Dabaco  
Lincoln Unified School District

Sandra Dale  
Fortuna Union High School District

Mark Feuerbach  
Galt Joint Union High School District

Allysa Fite  
Central Unified School District

Rosa Frazier  
Fontana Unified School District

Angela Hefter  
Antelope Valley Union High School  
District

Melissa Jenkins  
William S. Hart Union High School  
District

Eric Johnson  
Elk Grove Unified School District

Doreen Lucero  
Rowland Unified School District

Dawn Maceyka  
Temecula Valley Unified School District

Matthew Martin  
Fairfield-Suisun Unified School District

Cathy Mason  
South Pasadena Unified School District

Sandra Matson-Fennell  
South Pasadena Unified School District

Marcus Metcalf  
Merced Union High School District

Dennis Mifflin  
William S. Hart Union High School  
District

Myeasha Pruitt  
Alvord Unified School District

Chip Reeves  
Vacaville Unified School District

Beverly Rodriguez  
Pasadena Unified School District

Irene Silbert  
Simi Valley Unified School District

Petra Solorzano  
Capistrano Unified School District

Lisa Washmuth  
San Luis Coastal Unified School District

Kathryn Worley  
Grossmont Union High School District

# Appendix B: Opportunities for Public Input and Engagement

## Dates of the California Workforce Pathways Joint Advisory Committee (CWPJAC) 2017 Meetings

- March 10, 2017
- May 12, 2017
- July 14, 2017
- September 15, 2017
- December 16, 2017

## Dates of CWPJAC 2018 Meetings

- March 16, 2018
- May 11, 2018
- September 19, 2018
- November 26, 2018
- December 14, 2018

## Dates of CWPJAC 2019 Meetings

- January 11, 2019
- February 19, 2019
- March 11, 2019
- May 29, 2019
- July 12, 2019

- September 13, 2019
- October 11, 2019
- November 7, 2019
- November 25, 2019

#### Dates of CWPJAC 2020 Meetings

- January 31, 2020
- March 2, 2020
- May 8, 2020 (Proposed)
- July 10, 2020 (Proposed)

#### Dates of Feedback via Professional Conference

- Oct. 16, 2019: California Community College Association for Occupational Education Conference, Rancho Mirage, CA — Public Feedback
- Nov. 20–22, 2019: Association of Career and College Readiness Organizations Career Technical Education Conference, Rancho Mirage, CA
- Dec. 11–13, 2019: Joint Special Populations Advisory Committee Conference, Sacramento, CA — Public Feedback

#### Dates of Public Input Sessions

- Dec. 2, 2019, through Jan. 3, 2020: Public Feedback Survey
- Dec. 2, 2019: Public Meeting #1: North Orange County Community College District's Boardroom in Anaheim, CA
- Dec. 6, 2019: Virtual Public Meeting
- Dec. 9, 2019: Public Meeting #2: WestEd Office's Capitol Room in Sacramento, CA



#### Dates of State Board of Education Meetings





- September 7, 2018
- May 8, 2019
- January 8, 2020
- March 11, 2020






#### Dates of Board of Governors of California Community Colleges Meetings






- May 21, 2019
- March 17, 2020

# Appendix C: Industry Sectors and Pathways Alignment

The following list identifies the career technical education (CTE) Industry Sectors and Pathways at the California Department of Education (CDE) with the California Community Colleges (CCC) priority Industry Sectors.

Graphic logo	CDE Industry Sectors and Pathways	CCC Priority Industry Sectors
	<b>Agriculture and Natural Resources</b> <ul style="list-style-type: none"> <li>• Agricultural Business</li> <li>• Agricultural Mechanics</li> <li>• Agriscience</li> <li>• Animal Science</li> <li>• Forestry and Natural Resources</li> <li>• Ornamental Horticulture</li> <li>• Plant and Soil Science</li> </ul>	<b>Agriculture, Water and Environmental Technologies</b>
	<b>Arts, Media, and Entertainment</b> <ul style="list-style-type: none"> <li>• Design, Visual, and Media Arts</li> <li>• Game Design and Integration</li> <li>• Performing Arts</li> <li>• Production and Managerial Arts</li> </ul>	<b>Information and Communication Technologies/Digital Media</b>
	<b>Building and Construction Trades</b> <ul style="list-style-type: none"> <li>• Cabinetry, Millwork, and Woodworking</li> <li>• Engineering and Heavy Construction</li> <li>• Mechanical Systems Installation and Repair</li> <li>• Residential and Commercial Construction</li> </ul>	<b>Energy, Construction, and Utilities</b>
	<b>Business and Finance</b> <ul style="list-style-type: none"> <li>• Business Management</li> <li>• Financial Services</li> <li>• International Business</li> </ul>	<b>Business and Entrepreneurship</b>

Graphic logo	CDE Industry Sectors and Pathways	CCC Priority Industry Sectors
	<b>Education, Child Development, and Family Services</b> <ul style="list-style-type: none"> <li>• Child Development</li> <li>• Consumer Services</li> <li>• Education</li> <li>• Family and Human Services</li> </ul>	<b>Public Service Careers</b>
	<b>Energy, Environment, and Utilities</b> <ul style="list-style-type: none"> <li>• Environmental Resources</li> <li>• Energy and Power Technology</li> <li>• Telecommunications</li> </ul>	<b>Energy, Construction, and Utilities</b>
	<b>Engineering and Architecture</b> <ul style="list-style-type: none"> <li>• Architectural Design</li> <li>• Engineering Technology</li> <li>• Engineering Design</li> <li>• Environmental Engineering</li> </ul>	<b>Energy, Construction, and Utilities</b>
	<b>Fashion and Interior Design</b> <ul style="list-style-type: none"> <li>• Fashion Design and Merchandising</li> <li>• Interior Design</li> <li>• Personal Services</li> </ul>	<b>Retail, Hospitality and Tourism</b>
	<b>Health Science and Medical Technology</b> <ul style="list-style-type: none"> <li>• Biotechnology</li> <li>• Health Care Administrative Services</li> <li>• Health Care Operational Support Services</li> <li>• Mental and Behavioral Health</li> <li>• Patient Care</li> <li>• Public and Community Health</li> </ul>	<b>Health</b>

Graphic logo	CDE Industry Sectors and Pathways	CCC Priority Industry Sectors
	<b>Hospitality, Tourism, and Recreation</b> <ul style="list-style-type: none"> <li>• Food Science, Dietetics, and Nutrition</li> <li>• Food Services and Hospitality</li> <li>• Hospitality, Tourism, and Recreation</li> </ul>	<b>Retail, Hospitality and Tourism</b>
	<b>Information and Communication Technologies</b> <ul style="list-style-type: none"> <li>• Games and Simulation</li> <li>• Information Support and Services</li> <li>• Networking</li> <li>• Software and Systems Development</li> </ul>	<b>Information and Communication Technologies/Digital Media</b>
	<b>Manufacturing and Product Development</b> <ul style="list-style-type: none"> <li>• Graphic Production Technologies</li> <li>• Machining and Forming Technologies</li> <li>• Product Innovation and Design</li> <li>• Welding and Materials Joining</li> </ul>	<b>Advanced Manufacturing</b>
	<b>Marketing, Sales, and Service</b> <ul style="list-style-type: none"> <li>• Entrepreneurship/Self-Employment</li> <li>• Marketing</li> <li>• Professional Sales</li> </ul>	<b>Business and Entrepreneurship</b>
	<b>Public Services</b> <ul style="list-style-type: none"> <li>• Emergency Response</li> <li>• Legal Practices</li> <li>• Public Safety</li> </ul>	<b>Public Service Careers</b>
	<b>Transportation</b> <ul style="list-style-type: none"> <li>• Operations</li> <li>• Structural Repair and Refinishing</li> <li>• Systems Diagnostics and Service</li> </ul>	<b>Advanced Transportation and Logistics</b>

# Appendix D: California Workforce Pathways Joint Advisory Committee's Guiding Policy Principles to Support Student-Centered K–14+ Pathways

Posted by the California Department of Education

November 2019

## Preamble

The goal of the California Workforce Pathways Joint Advisory Committee (CWPJAC) is to build connected, equitable, accessible, and high-quality kindergarten through grade fourteen and beyond (K–14+) college and career pathways for all students by: (1) signaling the infrastructure needs, (2) promoting regional and local educational agencies efforts for alignment, and (3) reinforcing student supports during critical transitions leading into high school, community college, and beyond.

The *Guiding Policy Principles to Support Student-Centered K–14+ Pathways (Guiding Policy Principles)* are focused on all students and ensuring the best possible opportunities for students. The *Guiding Policy Principles* highlight salient points raised to the CWPJAC members since 2017, build upon existing practices across systems, and focus on key pressure points for supporting cross-system collaboration. They are intentionally designed to be inter-related because individually they are narrow in scope, so it's important to view them as a complementary whole. Students benefit most by having seamless cross-system collaboration. The CWPJAC embraces the principle of continuous improvement, as it applies to its own work, thereby acknowledging that the *Guiding Policy Principles*, *Essential Elements*, *Working Norms*, and *Glossary of Terms* are dynamic and will continue to evolve and adjust over time, as necessary.

## Guiding Policy Principles

A priority is to pivot towards purposeful integration of the student experience across systems and into college and career while addressing industry needs by incorporating the following Guiding Policy Principles to:

- A. Focus on a **Student-Centered Delivery of Services** for all K–14+ college and career pathways, which accommodates multiple entry points to facilitate students' needs to build their skills as they progress along a continuum of education and training, or advance in a sector-specific occupation or industry.
- B. Promote **Equity and Access** by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations.
- C. Achieve **System Alignment** in the economic regions of the State in order to create a comprehensive and well-defined system of articulation of high-quality K–14+ pathway courses (i.e., both in-person and online) and work-based learning opportunities with a specific emphasis on career technical education (CTE). Bring greater coherence to programming, common use of terminology, appropriate data collection and sharing, and attainment of student outcomes in a timely way that lead to upward mobility in California's Industry Sectors. System alignment allows for greater student portability and career advancement.
- D. Support the **Continuous Improvement and Capacity Building** at all levels and components to ensure smooth transitions in the system and focus efforts on implementation of State standards, attainment of student outcomes, and a strengthening of California's regional economies.
- E. Ensure that **State Priorities and Direction Lead the State Plan** with opportunities in Perkins V leveraged to assist in accomplishing the State

goals and objectives for student achievement, also known as “the California Way.”

## Essential Elements of a High-Quality College and Career Pathway

To realize the *Guiding Policy Principles* outlined above, California recognizes the importance of creating student focused essential elements of a high-quality college and career pathway:

- A. **Student-Centered Delivery of Services** for all K–14+ college and career pathways incorporates the removal of institutional or systemic barriers that impede the progress of students in achieving their education and career goals. This includes a renewed commitment to offer an engaging learning experience and support the diversity of individual student needs while accommodating their multiple entry points as they progress along a continuum of education and training, or advance in a sector-specific occupation or industry.
- B. Student **Equity** goes beyond the reduction of institutional barriers to create an environment of being fair, impartial and free from racism, bias, or favoritism, promote educational and employment attainment, and to eliminate the achievement gap for all students including, but not limited to, English language learners and students with disabilities in the K–14+ college and career pathway system.
- C. **Access** denotes a broader vision of equity ensuring that all students are provided ample opportunities to attain the necessary skills, education and training required to maximize their individual goals including a collective awareness of all the supports that are available to students both inside and out of class. Access also facilitates the elimination of the achievement gap by providing information on how to access programs, services, and rigorous course work for all California students regardless of region, gender, socio-

economic status, special needs, and/or English proficiency. Access also includes creating pathways with demonstrable careers for students.

- D. **Leadership at All Levels** is required to achieve greater integration across systems and programs to ensure that the contexts for an engaging learning experience can occur and programs connect, so all students can reach across systems easily and succeed with their desired outcomes including employment, and employers have the workforce needed to thrive.
- E. **High-Quality, Integrated Curriculum and Instruction** informed by labor market information, student interest, technology, industry standards, and real-world engagement through relevant work-based learning opportunities is essential to prepare students. Rigorous and aligned programs should be supported to guide students through relevant course sequences (i.e., both in-person and online) and work-based learning opportunities leading to a mastery of standards, high school graduation, and transition to postsecondary education, training, apprenticeship, and/or employment, as appropriate. Courses and programs may be designed to use cross-system strategies like dual enrollment and/or dual credit with community colleges and universities or other articulations to create a seamless student experience, and avoid unnecessary repeating of courses or other inefficient practices to facilitate “on-time” postsecondary graduation, where appropriate. Stackable badging and credentials can ensure frequency of assessment and a value-added outcome.
- F. **Skilled Instruction and Educational Leadership**, informed by Professional Learning, is the cornerstone of the public education system in California. The educational experience is only as strong as the capacity and investment made in faculty, educational leaders, and the other key field talent to provide in-class, online, or work-based learning opportunities as well as developing an awareness of student support services. California encourages the culture of innovation and entrepreneurialism in program instruction and design that leads to student success.



- G. The strong presence of **Career Exploration and Student Supports** is an essential component for establishing a learning plan for all K–14+ students. This includes identifying appropriate foundational courses (i.e., using competency-based learning) and information about jobs, determining student progression in a single pathway or along multiple pathways or sequences of learning, or making available in-class and online course offerings and work-based learning opportunities. To complement their learning plan, students should also have access to comprehensive counseling, individualized supports along their journey (including, but not limited to, for students who are part-time, face barriers to learning, need academic or cultural supports, transportation, child care, or financial aid), or opportunities through student leadership development organizations to achieve their individual goals and aspirations, through a variety of transitions, in an ever-changing workforce.
- H. **Appropriate Use of Data and Continuous Improvement** should continue to drive CTE through relevant accountability that is outcomes-based, is supported both vertically and horizontally across systems, and ensures equity and access for all students. Continuous improvement ensures students can access the best pathways possible. Focusing on students' and employers' needs will allow for identification of capacity building, refinement of programs, and elimination of inefficiencies to meet the existing and emerging needs of regional economies. Through intentional sharing of specific data elements that are actionable across systems will help to showcase student attainment, including mastery of standards, and be informed by industry needs to achieve relevant system outcomes. Responsible data use is to inform practice and improve programs, not to track students.
- I. Opportunities for strategic and intentional **Cross-System Alignment** should be informed by the ongoing analysis of student data, and alignment of data definitions across systems to provide, for example, deliberate sector-based programs, deployment of technical field assistance using a regional

distribution, or evidence-based practices and processes to optimize pathway success and upward mobility opportunities for all participants.

- J. **Intentional Recruitment and Marketing (Promotion, Outreach, and Communication)** should reflect an understanding of students' and employers' needs, be consistent in its messaging to stakeholders across all segments, and use tools and reports as a platform to display the added value of high-quality K–14+ college and career pathway programs.
- K. **Sustained Investments and Funding through Mutual Agreements** must be present to encourage regional alliances along with Industry Sector strategies, especially with a focus on current and/or emerging high-skill, high-wage, and/or high-demand occupations. This includes but is not limited to kindergarten through grade twelve (K–12) Education, Adult Education, Higher Education, Labor, Economic Development Councils, Chambers of Commerce, Workforce Development Boards, career advisory boards, and regional industry alliances aligned by sector that lead to an industry-recognized credential or certificate, postsecondary training, apprenticeship, and/or employment.
- L. **Strong Partnerships with Industry** and appropriate employers must be developed to inform and improve CTE program design, instruction and work-based learning activities; as well as, ensure that career pathway programs in all grade levels, organizations and apprenticeship programs continue to meet the workforce demands.

## **Working Norms for Fostering a Mutually-Beneficial Intersegmental Relationship**

These working norms are designed to help guide State, regional and local entities in building student-centered, high-quality K–14+ college and career pathways. This collaborative work necessitates:

- A. **Frequent, Open, and Intentional Communication** between Educational Agencies, Workforce Agencies, and Employers.
- B. A **Mindset Shift** from insular to **Coordination of Planning** and from independent to **Interdependent Implementation of Systems** to make better use of and maximize scarce public funds.
- C. A continual scan for opportunities to **Leverage, Build Upon, and/or Replicate Effective Models and Practices** in order to benefit from the scale of the State.
- D. An understanding of the existing eco-system as a basis to **build a New Culture for our Institutions** and **Incentivize Behaviors and Relationships**.
- E. **Ongoing Alliances through Sustained Funding** and **Mutual Agreements** in order to “stay the course” despite governance changes.
- F. A **Commitment** to the work to create **Stability and Sustainability** of the K–14+ college and career pathway system.

# Appendix E: Common Acronyms in California's Federal Perkins V State Plan

21CSLA	21 <sup>st</sup> Century California School Leadership Academy
"A–G"	To meet minimum freshman admission requirements for the University of California and California State University systems applicants must complete the "A–G" requirements: (A) History – two years, (B) English – four years, (C) Mathematics – three years, (D) Laboratory Science – two years, (E) Language other than English – two years, (F) Visual and performing arts – one year, and (G) College-preparatory elective – one year.
BOG	Board of Governors of the California Community Colleges
CAEP	California Adult Education Program
CAI	California Apprenticeship Initiative
CALPADS	California Longitudinal Pupil Achievement Data System for kindergarten through grade twelve
CalWORKs	California Work Opportunity and Responsibility to Kids
CCC	California Community Colleges
CCCAOE	California Community College Association for Occupational Education
CCCCO	California Community Colleges Chancellor's Office
CCI	College/Career Indicator for kindergarten through grade twelve
CCPT	California Career Pathways Trust
CCTC	California Commission on Teacher Credentialing

CCTD	Career and College Transition Division at the California Department of Education
CDE	California Department of Education
CLNA	Comprehensive Local Needs Assessment
COE	Centers of Excellence for the California Community Colleges
Co-op	Cooperative Work Experience Education
CPA	California Partnership Academy
CSU	California State University system
CTE	Career Technical Education
CTEIG	Career Technical Education Incentive Grant
CTELO	Career Technical Education Leadership Office at the California Department of Education
CTEMCS	Career Technical Education Model Curriculum Standards for kindergarten through grade twelve
CTSO	Career Technical Student Organization
CWDB	California Workforce Development Board
CWPJAC	California Workforce Pathways Joint Advisory Committee
DS CTE	Designated Subjects Career Technical Education
<i>EC</i>	California <i>Education Code</i>
ECHS	Early College High School
ED	United States Department of Education

EDD	California Employment Development Department
ESL	English as a Second Language
ESSA	Federal Every Student Succeeds Act
EWDAC	Economic and Workforce Development Advisory Committees at the California Community Colleges
EWIG	Educator Workforce Investment Grant
FY	Fiscal Year
IDEA	Federal Individuals with Disabilities Education Act
JMT	Joint Management Team
JSPAC	Joint Special Populations Advisory Committee
K–12	Kindergarten through grade twelve
K–12 SWP	Kindergarten through grade twelve Strong Workforce Program
K–14	Kindergarten through grade fourteen
K–14+	Kindergarten through grade fourteen and beyond
LCAP	Local Control Accountability Plan for kindergarten through grade twelve districts
LCFF	Local Control Funding Formula for kindergarten through grade twelve districts
LDI	Leadership Development Institute for kindergarten through grade twelve
LEA	Local Educational Agency
LMI	Labor Market Information

LMID	California Economic Development Department's Labor Market Information Division
LWDB	Local Workforce Development Board
MQ	Minimum Qualifications
OCR	Office of Civil Rights
OJT	On the Job Training
PD	Professional Development
Perkins IV	Federal Carl D. Perkins Career and Technical Education Act of 2006
Perkins V	Federal Strengthening Career and Technical Education for the 21st Century Act
PGMS	Programs Grant Management System for kindergarten through grade twelve
POS	Program of Study
ROCPs	Regional Occupational Centers and Programs
RSI	Related and Supplementary Instruction
SBE	California State Board of Education
SDPLs	State-Determined Performance Levels
SEA	State Educational Agency
SEAP	Student Equity and Achievement Program
SS	Single Subject
SSAC	Statewide Stakeholder Advisory Committee

STEAM	Science, Technology, Engineering, Art, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
SWP	Strong Workforce Program
UC	University of California system
WBL	Work-Based Learning
WEDD	Workforce and Economic Development Division at the California Community Colleges Chancellor's Office
WEE	Work Experience Education
WIOA	Federal Workforce Innovation and Opportunities Act