

Draft California Perkins V State Plan

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

**California State Board of Education
Board of Governors of the California
Community Colleges**

November 2019

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US Department of Education
Office of Career, Technical, and Adult Education
Strengthening Career and Technical Education for the 21st 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:

Check here if this individual is the same person identified in Item C above, and then proceed to Item E below.

1. Name: _____

2. Official Position Title: _____

3. Agency: _____

4. Telephone: _____ 5. Email: _____

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

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

State Plan (FY 2019–23) – *if an eligible agency selects this option, it will complete Items G, I, and J.*

F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:⁴

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

State Plan Revisions (Please indicate year of submission:) – *if an eligible agency selects this option, it will then complete Items H and J*

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

Yes

No

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

Yes (*If yes, please indicate year of submission*):

No

I. Governor’s Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):⁶

Date Governor was sent State Plan for signature:

The Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department.

The Governor has not provided a letter that he or she is jointly signing the State Plan for submission to the Department.

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)

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.

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)

Authorized Representative Identified in Item C Above (Printed Name)	Telephone:
Signature of Authorized Representative	Date:

*The form above (I. Cover Page) was provided by the Federal Government.

II. Narrative Descriptions

Introduction and Preview

California is the most populous state in the nation, is the fifth largest economy in the world, and has a unique opportunity and responsibility to reshape and redefine the role of career technical education (CTE) as 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 21st 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 California 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 California 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), comprising of an equal number of representatives of the State Board of Education (SBE) and the California Community Colleges Chancellor's Office (CCCCO) Board of Governors (BOG), as well as two ex-officio (non-voting) members serve as the joint policy body

that makes recommendations to their 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) 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.
- 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 US Department of Education’s 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.

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 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. Reconvened in 2017, the CWPJAC's primary mission 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.

This CWPJAC began holding joint collaboration meetings to develop the Guiding Policy Principles, and 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 CCCCO staff, the Guiding Policy Principles and the Essential Elements of a High-Quality College and Career Pathway (Appendix A), were first approved by the CWJPAC in March/May 2018, and 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.

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 Perkins V State Plan, making it understood that the 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 serves as professional support to the CWPJAC.

The California 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 California Perkins V State Plan. Staff also, elicited help from the WestEd Comprehensive Center 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 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; 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 Perkins V State Plan and the Every Student Succeeds Act (ESSA), as well as the 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 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, August 13, 2019 and September 17, 2019, with the SSAC. The purpose of these meetings was to elicit input on the 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.

Based on advice from the CWPJAC, the SSAC was supplemented by seeking input from two separate groups that are crucial to the development of the 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 target areas of interest used for the SSAC. In addition, CDE and COCCC staff presented two sessions during the conference 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 target areas of interest used for 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 Perkins V State Plan. It should be noted the information gathered from stakeholders/key informants can become the starting point for developing a comprehensive California State Plan for CTE. In essence, the 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. Given California's immense size, its 58 county offices are organized into 11 geographic regions to facilitate collaboration, communication, and administration of CTE funds across county and district boundaries.

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 CCCCCO, 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 CCCs. The WEDD is also responsible for programs that bridge the skills and jobs mismatch and prepare California's workforce for 21st century careers through career education.

Together, the CCTD within the CDE, and the WEDD within the CCCCCO, 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 receives approximately \$127 million in FY 2019–20, as shown on the Budget Form (Page 148). The CDE is the fiscal agent for these 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 CCCCCO, 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 is allocated a proportionately higher amount, relative to the CCCCCO (roughly one third to two thirds) of the Administration Funds. State Leadership Funds are distributed as such: State Leadership activities are split evenly between the CDE and the CCCCCO; with the remainder 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 non-traditional training and employment (\$150,000 is allocated to the CCCCCO).

This formula for the distribution of funds, originally approved for the 2006–12 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 alternative methods for distributing funds in subsequent years. Any changes in the current distribution of funds formula will be submitted as part of a revision to the Perkins V State Plan.

There have been no objections at the time of submitting the 2019–20 Perkins Transition Plan regarding how California distributes Perkins V funds. California will monitor the public comments to identify if there are any objections.

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 “Guide for the Submission of State Plans,” the SBE, the CDE, and the CCCCO jointly conducted a comprehensive and thorough process to elicit public input on the Perkins V State Plan. Public hearings were conducted, after appropriate and sufficient notice, 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 Perkins V State Plan.

The following 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 to the draft Perkins V State Plan
- Professional Conferences
- Public meetings (Included in Appendix B)

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 Perkins V State Plan which 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 on the website. The website also included information about the public hearings 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 to the 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)
- 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 their calendar and publications)

- The California School Boards Association (for distribution to members)
- Business and industry organizations suggested by the JMT
- CTE professional associations and organizations

Notices of the field review period and the public comment meetings, as well as other response options, were posted per the Bagley-Keene Open Meeting Act requirements on both the CDE and the CCCCO web pages. Options individuals had for responding included:

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

Public Meetings. For those individuals who prefer to provide input to the Perkins V State Plan in person, or who wish to amplify their written input, public hearings were held. Public hearings were conducted on December 2, 2019, in North Orange County in southern California respectively, and December ##, 2019, in Sacramento. The public also had the opportunity to provide input to the Perkins V State Plan at several conferences around the state. As noted previously, all of the CWPJAC meetings beginning in February 2019 and spanning through November 2019 were open to the public and allotted time for public comment on the 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 Perkins V State Plan’s website, as well as on both the CDE and the CCCCO websites. Appendix B provides more detailed information about the public meetings.

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 21st 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 has become essential to meet workforce demands. With support from the current Governor and many other State policymakers, 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.

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, knowledge, and attitudes are essential to success for all working adults across the spectrum of occupations, be they artists, scientists, nurses, or carpenters. They are, further, essential to society in addressing the challenges posed not only by 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 the 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 emphasis on regional partnerships, regional program development and implementation, and powerful economic changes all contribute for the need to strengthen California CTE programs. In this spirit, the CWPJAC has made it a priority to pivot towards 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 K–12 schools, adult schools, CCCs, UCs and CSUs. It is regulated by a complex California *Education Code (EC)* and finance system that are largely controlled by the Legislature and 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 10,473 schools. The State provides educational services to more than 1 million adult learners through Adult Education Programs delivered through both K–12 schools and CCCs. The CCC, is 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.

California's CTE infrastructure, from the earliest education experiences until students exit the K–12, adult schools, CCC system, or beyond is supported from a range of resources including federal, State, local, and private funds. In addition to apportionment funds, which make up the majority of the funding, state-funded programs also support crucial aspects of CTE programming. Key federal resources used to supplement and strengthen state efforts include the Perkins V, the ESSA, 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. In addition, the CCTD provides support and direction to LEAs regarding high school initiatives 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 K–12 school districts. Given California's immense size, its 58 county offices are organized into 11 geographic regions to facilitate collaboration, communication, and administration of CTE funds across county and district boundaries.

CTE varies in focus, content, delivery, and intensity, beginning as early as elementary school and progressing throughout the middle grades, high school, and higher education. Elementary and middle grade 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 process are supported by a counseling and career guidance system, which offers academic and career planning, as well as social and emotional support.

Once in high school, student 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, and district adult school programs, providing on-the-job training in hundreds of occupations.

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, are often disengaged from school and are at high risk for not receiving preparation for postsecondary education or employment. Therefore, such students have the greatest need for CTE. At the same time, as these schools usually, but not exclusively, are serving students who 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 to have a punitive framework. Unfortunately, the vast majority of schools in the State's large K–12 alternative education system does not have viable CTE pathways. The needs of these students far surpass the resources available to serve them, and student mobility

precludes delivery of CTE course sequences and sustained technical training. Nonetheless, some county offices of education and districts provide career exploration and internship opportunities to these students. 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 receive the two percent of Perkins V funds allowed for state institutions.

District-Supported High School Programs. California's 1,311 comprehensive high schools offer more than 55,000 CTE classes,¹ 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 California Partnership Academies, 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 California Partnership Academies.² 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 between secondary schools, CCCs and business partners 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

¹ This consists of 55,244 courses identified as CTE in DataQuest (2017–18 school year). Retrieved July 1, 2019, from <https://dq.cde.ca.gov/dataquest/>

² CDE. Retrieved July 1, 2019, from <https://www.cde.ca.gov/ci/gi/hs/sspoverview.asp>

regional economies and have further facilitated the development of integrated, articulated CTE programs and set the stage for the K–12 Strong Workforce Program (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.

In addition, high schools offer WBL through Work Experience Education (WEE), 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 workplace skills such as workplace readiness skills, and prepare for full-time employment. It is important to expose students to both the requirements of a specific occupation and to “all aspects of an industry”—this broad exposure being a fundamental tenet of career exploration and important in any occupational area.³

ROCPs. ROCPs have been a component of California’s workforce preparation system for 40 years. Initiated in 1967 to extend and expand high school and adult CTE programs, ROCPs were established as regional programs or centers 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, the ROCPs funding was rolled into the new Local Control Funding Formula (LCFF). This new state funding calculation replaced the previous K–12 finance system which had been in existence for roughly 40 years. 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

³ 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 student to experience a variety of careers; and vocational work experience allows students to explore a career interest in greater depth.

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 a Local Control Accountability Plan (LCAP). Despite this shift in funding, many ROCPs continue to operate and provide strong CTE programs for LEAs that have retained their services.

Regionalization is still a primary focus of the ROCPs and they provide for efficient use of limited resources, while allowing student access to a broad array of training opportunities that often require expensive technical equipment and specially trained and experienced instructors. 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, and programs operated by a single school district.

Like high school programs, the purpose of an ROCPs is to prepare students to both pursue advanced education and enter the workforce with skills and competencies necessary 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. ROCP courses are open to all secondary and adult students.

ROCPs offer both paid and non-paid 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.

Statewide, there are now 49 ROCPs offering a wide variety of career pathways and programs, as well as career exploration, career counseling and guidance, and placement assistance.⁴ ROCPs work with industry and pathway-specific advisory groups to update curricula annually to address labor market needs. Courses with the

⁴ The Association of Career and College Readiness Organizations (CAROCP), Retrieved July 1, 2019, from http://www.rocpinspire.org/school_districts.asp

highest enrollments are: (1) Business, (2) Information Technology, and (3) Industrial Technology.

Pre–Apprenticeship: 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 “journey person” 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 apprenticeships by providing “related and supplementary instruction” (RSI) in 34 local adult education and ROCP agencies for 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.

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 California Work Opportunity and Responsibility to Kids (CalWORKs), California Partnership Academies, Specialized Secondary Programs, Agricultural Education Incentive Grants (AIG), and state funding for CTE facilities. Key federal resources, such as Perkins V, ESSA, and the WIOA, are used to supplement and strengthen state efforts in optimizing 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, not for credit, and degree programs leading directly to employment; “transfer” programs that prepare students for 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 CCCs 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
- 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 the Regional Consortium Leadership 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 barriers outside the campus that inordinately impact economically disadvantaged students.

The Strong Workforce Program (SWP) infrastructure supports \$248 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 validated student outcome measures, and
- 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 has also defined regional sector priorities consistent with regional Labor Market Information (LMI), which drive implementation strategies in each region. See Appendix C for a crosswalk that identifies the CTE industry sectors and Pathways at the CDE with the CCC industry sectors.

Other 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.

Apprenticeship training programs and pre-apprenticeship training programs are seeded by WEDD to ensure that apprenticeship training programs expand into industries that have not utilized this approach to workforce development. In large part, WEDD's advancement of apprenticeship training programs lies in expanding WBL, leveraging quality CTE programs to expand apprenticeship training programs, and align curriculum with today's technologically advanced workplace. In addition, pre-apprenticeship

training programs are central to WEDD's efforts to target populations that are underrepresented in industries that utilize the apprenticeship training program model. These objectives are embodied in WEDD's California Apprenticeship Initiative (CAI). Beyond seeding new programs through CAI, WEDD oversees the distribution of RSI funding for existing apprenticeship training programs, which is key to their sustainability.

In the CCCs, CTE is offered through several types of programs. All of these programs facilitate access to education at convenient locations, and times including evenings and weekends. CCCs maintain market-responsive CTE programs through the collaborative structures, previously mentioned as well as through local college program-level business and industry program advisory committees.

CCC Credit-Bearing Occupational Programs. 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 CCCCO, along with thousands of short-term programs approved at the college level, are currently offered by CCCs.

The WEDD administers the SWP, which provides \$248 million yearly to support CCCs efforts to ensure its CTE programs are keeping pace with a continuously evolving labor market that is being shaped by technological advancements in today's work places across all industries and by regional advantages that will identify emergent industries. In addition to the SWP, WEDD utilizes its portfolio of nearly \$1 billion to help colleges leverage their quality CTE programs to facilitate pathways for students, which will entail a myriad of support services, in keeping with the CCCCO's Guided Pathways reform initiative and Vision for Success goals. Specifically, WEDD supports programs designed to support the needs of California's diverse population, while resulting 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 Deans of Career Education and Economic Development. All new CTE programs must be approved through a local district curriculum committee process and demonstrate sufficient labor market demand for graduates. Credit programs that require 12 or more credits and 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
- Is of demonstrated effectiveness as measured by the employment and completion success of its students

Like K–12, all of CCCs 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; reinforce academic skills, workplace competencies, or occupation-specific technical skills; and 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.

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.

In FY 2018–19 the State authorized \$113 million for RSI and the CAI. To this end, the CCCCO’s CAI New Innovative Grant Program will expand the apprenticeship model to fields in growing and emerging industries that do not typically utilize apprenticeship-training programs and actively engage under-represented populations in apprenticeship, which also aligns with the CCC 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 CCCCO introduced the Guided Pathways framework in the fall of 2017 that is currently being implemented at 115 CCCs. The Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns to promote better enrollment decisions and prepare students for future success. 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 experience in order to effectively support seamless pathways. Adopting the Guided Pathways framework, colleges can improve student achievement and transfer rates, cut down on

the total number of units 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
- Ensure learning is happening with intentional outcomes

K–12 SWP. In summer 2018, the California Legislature, under the Brown administration, introduced the K–12 SWP as an ongoing statewide funding opportunity. It is designed to support K–12 LEAs in creating, improving, and expanding CTE courses, course sequences, programs of study (POS), and pathways for students transitioning from secondary education to postsecondary education and to living-wage employment. The primary objectives of the K–12 SWP includes the following:

- Support essential collaboration across education systems between the K–12 sector and CCCs, or intersegmental partnerships, with involvement from industry businesses and organizations in strengthening CTE programs and pathways aligned with regional workforce needs, as explained earlier.
- Support LEAs in developing and implementing High-Quality, 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 is documented demand and that pay a livable wage.
- 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 the workforce development efforts through the SWP and regional priorities.

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

- School districts
- County offices of education
- Charter schools
- ROCPs operated by either a joint powers authority or by 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, CCCs 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 CCCs have served more than 26,000 businesses through contract education services.

Foundation for California Community Colleges. The Foundation for CCCs (the Foundation) is the official nonprofit organization supporting the BOG, the CCCCCO, and the system at regional, district, and college levels. The Foundation’s programs seek to expand the capacity of the community college system to meet their mission in five core areas, including 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 CCCCCO and the college 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 burden and liability concerns that employers traditionally incur in offering such opportunities. The Foundation also leads efforts to create stronger linkages between K–12 schools, adult schools, CCCs, 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 (the Task Force), launched in 2015, which released 25 recommendations to reform and enhance current college workforce development efforts.

The Foundation raised philanthropic support that enabled the Task Force to gather extensive input from more than 1,200 stakeholders that culminated in a comprehensive plan for creating incentives, streamlining processes, and identifying and showcasing best practices. The resulting SWP provides an annual investment of \$248 million, which guides the direction, regional organization, and delivery of CTE throughout the system and is in addition to the K–12 SWP of \$150 million annually.

In summary, CCC delivery 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: Guided Pathways, and the CAI. Key federal resources used to supplement and strengthen state efforts include 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 transition to postsecondary education and/or into the workforce.

The CDE and the CCCCO 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.

Established as part of the **[insert year]** Budget Act, the CAEP, represents an annual investment of \$500 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 CCCs non-credit programs. The impetus 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.

The CAEP. California’s adult education system supports adult learners by addressing basic literacy needs, 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, adult with disabilities, K–12 Student Success, and short-term CTE. Adult education programs are funded by the CAEP, CCCs non-credit 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, non-credit community college courses, community-based organizations, prisons, and libraries.

The CAEP serves state and national interests by providing life-long 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 competences 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 CCCs 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, promote a skilled workforce with high-growth and high-wage employment potential, leading to industry certifications or 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 (AB705)
- 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 link to CTE programs using innovative approaches.

Community College Noncredit Instruction. In addition to the CAEP funded noncredit program areas, the CCCs 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. Currently, 10 categories of noncredit courses are eligible for state funding. Noncredit courses often serve as a 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 not 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, and 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
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 CCCC-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

Workforce development and educational initiatives in California are inextricably linked, working toward the common goal of ensuring both individuals’ economic security and career fulfillment and the continued economic growth of the State. 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, as described below.

Breaking Barriers to Employment Initiative. 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 CWDBs.

English Language Learners and Immigrant Workforce. The California Labor and Workforce Development Agency and the CWDB awarded \$2.5 million to five local workforce boards 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 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 (UTC), cooperatively fund the training of apprenticeships and share costs and leverage resources, or (3) the inclusion of a union to create a Joint Apprenticeship Training Committee (JATC) 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, 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 about California registered apprenticeships are: (1) it is employer-paid training and employment from day one; (2) it requires a minimum of

2000 hours or approximately one-year of OJT; and (3) it 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 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 instruction time, which are paid at \$6.26 per hour effective July 1, 2018. Although RSI funding supports existing apprenticeship programs, it does not assist employers in the creation of new programs.

Based on the preceding information, it is clear that CTE is intertwined into the education and workforce development system and is delivered in a variety of ways, using multiple funding sources. How the 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 next.

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 Guiding Principles and the 12 Essential Elements of a High-Quality College and Career Pathways have their antecedents in the different vision, mission,

and beliefs of the SBE⁵ and the CCCCCO⁶. California is also developing a new updated four-year WIOA Plan, in which, the vision, objectives, and strategies align with those put forward by CWPJAC Guiding Principles and the 12 Essential Elements of a High-Quality College and Career Pathways⁷.

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 where the State wants to be in the future, setting the stage for building a new student-centered system, and inspires 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 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 translates into practice. A starting place for realizing this vision is the development of the Perkins V State Plan, which in turn, becomes foundational and catalyzing for developing the broader California State Plan for CTE.

⁵ SBE. Retrieved July 1, 2019, from <https://www.cde.ca.gov/be/ag/ag/vmgoals.asp>. The CDE vision and mission points to the ones for the SBE, but has a separate belief and purpose statement. <https://www.cde.ca.gov/eo/mn/mv/>.

⁶ Retrieved November 8, 2019. <https://www.cccco.edu/About-Us/Vision-for-Success>

⁷ Retrieved November 26, 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 policy-making body of the CDE. The SBE adopts rules and regulations for governing itself, its appointees, and the state’s public schools. As prescribed by state and federal law, the SBE approves 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 ESSA and 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, and it replaced the previous K–12 finance system, which had been in existence for roughly 40 years. 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 existed at the time. 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 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. In the LCAP, each LEA must establish goals for all students and the statutory student groups

across priority areas defined in statute. The 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.

The LCAP template includes a summary in which LEAs must address any indicator showing the performance of one or more student groups is below the performance for all students. Accordingly, through the LCAP, under the California Model, if an LEA is not making progress toward closing performance gaps among student groups, the LEA must describe the efforts it will undertake to make significant progress in closing performance gaps on the relevant indicator(s). In other words, LEAs must annually review and update their overarching plans for educational programming to address areas in which they are not making progress, including addressing performance gaps among student groups.

This statewide system to assist LEAs to leverage change is an important component in helping narrow statewide proficiency gaps between student groups. Given that all student groups have 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 interim progress goals, including for lower performing student groups, is built into the California Model. In addition, the CDE has produced a report that indicates on a five-by-five colored grid where schools and student groups are enabling schools to target improvement strategies to reach the goal for each student group. These reports are available on the CDE website at, <https://www6.cde.ca.gov/californiamodel/>. As described below, the Perkins V accountability provisions, in general, tends to follow the principles laid out within the LCFF/LCAP framework.

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 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 community colleges are funded, at least in part, based on how well their students are faring. It upends how CCCs receive state money by basing general apportionments discretionary funds available to community college districts on three calculations:

- A base allocation, which largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, the number of students receiving a Pell Grant, and the number of students covered by AB 540.
- 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 responses under the Accountability for Results section) are in line with the goals and commitment set forth in the CCC system's 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, which 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 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.

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 CCCs systems. In addition to serving on local workforce development boards (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, whose members are on either the SBE or the BOG. Under the direction of the CWPJAC, staff from the SBE, the CDE, and the CCCCO 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 and federally funded CTE programs and services, including Perkins V. More broadly, the staff serves as professional support to the CWPJAC.

In addition, several members of these teams serve on various CWDB committees and sub-committees that have been recently established to discuss the sharing of data (the CAAL-Skills project) as well as providing input into revisions for the 2020–23 California Unified WIOA State Plan.

Stakeholders 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. For example, secondary teachers expressed the need to make CTE a required element of the LCAP. They felt very strongly that because LCFF includes a 2.6 percent of base rate adjustment for high schools, these funds 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. 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 LCAP.

Other suggestions made by stakeholders included stressing 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 of alignment between K–12 and community colleges, and 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 did note the need for improvement in consistency and alignment in both interpretation and program implementation of the Essential Elements of a High-Quality Pathway across state and federal programs, and for business and industry. More generally, the message provided by stakeholders 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 (referred to as career pathways in California). This investment is supported with the evolution of the State’s system of accountability and continuous improvement following enactment of the 2014 LCFF and the development of the LCAP, the CCCCO 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, showing 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 level. 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 Professional Development (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 the 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 ensuring that administrators, teachers,

instructors, counselors, and other support staff are provided with the statewide workshops, presentations, conferences, and a 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 administrations, 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 consortium is 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 those mentioned above to include the new requirements under Perkins V, such as the comprehensive local needs assessment (CLNA); 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 (the term California uses for POS); preparing teachers and faculty; 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 when the state begins to build out 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, 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 statewide goals. At the same time, the State can promote economies of scale through the sharing of effective practices, as well as, incentivize cooperative relationships at all levels to maximize student outcomes. In addition, because of 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.

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. Section 1(a) described 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 next section), all the while keeping in mind the needs of a diverse student population, 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 system is student-centered, demand-driven, continuously responsive to the diversity of California, and the ever-changing needs of a complex global workplace.

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 and build upon California policy changes that have transpired in recent years. More to the point, 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 Ready Pathway.

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;

Before laying out the process and criteria for program approval for locally developed career pathways (the term 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, which:

- 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
- 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 WIOA. Career pathways are 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 consist of 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 economy of 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 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, "CTE sequence of courses" in California means a coordinated, non-duplicative 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. They must:

- 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, 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 Commission on Teacher Credentialing (CTC).

It should be noted that the elements within the federal definitions of a POS and a career pathway and within the state definitions of a course sequence, and a CTE course; align with the Essential Elements of a High-Quality College and Career Pathway. Keeping this alignment in mind, the following is a description of the program approval process used at the secondary and community college levels.

Response for secondary POS:

As noted above, each eligible recipient receiving Perkins V funds will be responsible for developing a minimum of one POS in order to meet the Perkins V requirements for receiving Perkins V funds, 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.

Requirements of LEA CTE Programs. Each CTE program must 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 must 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 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 California CTE Model Curriculum Standards (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 and those preparing for nontraditional occupations.
- Have extensive business and industry involvement, as evidenced by not less than two annual business and industry advisory committee meetings and that includes planned business and industry involvement in program development.

- 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 an established Career Technical Student Organizations (CTSOs) or an alternate 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 Core Ideas. The CTEMCS are organized in three distinct levels:

- Standards for Career Ready Practice describe the fundamental knowledge and skills that students needed 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 two 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 sectors⁸, reflecting the intersection of California’s economic needs and the educational needs of its K–12, ROCPs, 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
- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technology
- Manufacturing and Product Development

⁸ See Appendix C for a crosswalk that identifies 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.

- 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.

Requirements of Sequences of Courses for CTE Programs. Sequences of courses making up a career pathway program must:

- 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 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 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 below, in the Accountability for Results section.

To facilitate the discussions at local institutions and 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 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.

Response for postsecondary POS:⁹

Approval of community college programs falls under the direction of the 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 program and program administrators as having the primary oversight for academic program approval. On the one hand, CCC faculty are entrusted not only with the responsibility of developing high-quality curriculum, but also

⁹ The Curriculum Approval Process, February 2018. Community College League of California. https://www.ccleague.org/sites/default/files/trustees-resources/curriculum_approval_process_publication.pdf

with the responsibility of establishing local curriculum approval processes and ensuring that local curriculum approval processes allow curriculum to be approved in a timely manner.

On the other hand, since curricula is at the heart of the college's mission, community college trustees and administrators are just as responsible for making sure they are supporting an effective and efficient process. 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. Students are best served when curriculum approval processes are faculty-driven, efficient, and effective.

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
- Submission of locally-approved curriculum to the CCCCO 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, either originating 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 that determination 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 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 *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.

The last step is submission to the local governing board, which must trust the expertise of faculty in designing courses and programs to meet the needs of students. Although the curriculum committee is authorized by regulations to recommend approval of curriculum to the governing board, some colleges have additional steps between the curriculum committee and the governing board. These are not approval steps per se, but a mechanism to communicate pending curriculum changes to key college constituents and services. As with all other steps, this step varies greatly among colleges, but is always the end result of a long process of development and review.

Whatever the local process, the final step is submission of the curriculum to the CCCC 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 workgroups. The programs are evaluated and accredited by professional and industry organizations to ensure that

continuous improvement, expansion and modernization; to ensure 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:¹⁰

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 CTE Pathway, and believes all students should be provided 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.

The State’s K–12, adult schools, and the CCC system are committed to ensuring equal access to CTE programs and support activities and services for all its students, particularly members of identified special population groups, defined 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

¹⁰ Additional input from stakeholders about services to students in special populations is provided in Section 2(c)(iv), Section 2(c)(vii), and Section 3.

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 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, access to specialized lab experiences, and other strategies. 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 Community College 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 the courses 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. 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/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 populations. As explained in later sections and sub-sections, California is committed to establishing an accountability framework for evaluating high-quality programs using the CLNA, 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 described above, in 2013, the SBE adopted the revised CTEMCS, including the Standards for Career Ready Practice which describe the fundamental knowledge and skills 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, 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 level 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 CTSO¹¹ aligned specifically to their specific industry sector. The following six CTSO's are offered at middle and high schools:

- Distributive Education Clubs of America (DECA)

¹¹ If a district or school is unable 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 shall include all of the following: (a) integration 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;

- 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 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, POSs, and career pathways are required to demonstrate alignment to the CTEMCS, which include the State 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 differentiated instruction, for students who are members of special populations. This ensures special population students have access to CTE programs, including all CTE-related activities and supports like 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 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, 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 indicated earlier, California is a local control state, and the provision of information on educational resources is the exclusive responsibility of the LEAs/community colleges. However, both the CDE and the CCCCCO, where appropriate, have oversight responsibilities, and when appropriate, is limited to providing guidance. The following describes some of California's State-level resources:

- **CTE Online:** Is a free online resource devoted to connecting CTE and academic educators to quality CTEMCS, shared communities of practice and PD tools. The site includes thousands of lesson plans aligned to CTE, Common Core State Standards, and 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>.
- **CalCRN:** The California Career Resource Network (CalCRN):¹² Provides students, parents, 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 career development information and resources to enable them to reach their career goals.

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. The CalCRN's California CareerZone is a career information delivery system and provides occupational and CTE information specific to California, including skills and degrees required for a vast array of career areas and specific occupations.¹³

¹² California Career Resource Network (CalCRN). <https://www.californiacareers.info>

¹³ California CareerZone. <https://www.cacareerzone.org>

In addition, the CalCRN has a number of online resources exist that offer materials about how to implement career development programs and courses. California GEAR UP Educator's Resources Clearinghouse¹⁴ 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.

- **Centers of Excellence:** Is a free online resource available to all CTE stakeholders, and includes career 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 LMI, please visit the COE website at <http://www.coecc.net>.
- **Guided Pathways Framework:** Creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns to promote better enrollment decisions and prepare students for future success. All 115 CCCs 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 their defined objective. Core to Guided Pathways is the fundamental restructuring of the college in order to effectively support seamless pathways. In adopting the Guided Pathways framework, colleges can improve student achievement and transfer rates, cut down on the total number of units a student needs to earn a degree, increase career certifications, and eliminate achievement gaps.

The Guided Pathways framework rests on four pillars:

¹⁴ California GEAR UP Educator's Resources Clearinghouse.
<http://www.clearinghouse.castategearup.org/educators/index.php>

- Create clear curricular pathways to employment and to further education
- Help students choose and enter their pathway
- Help students stay on their path
- 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:** Expand special populations' and targeted student groups' access to dual enrollment with multiple options for dual enrollment purposefully created by the State through several new initiatives, specifically to ensure these students have access to dual enrollment opportunities.

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 that include 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 the 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 California Partnership Academies 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 was created as a state education, economic, and workforce development initiative with the goal of providing students in kindergarten through grade twelve, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of CTEIG 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 local control funding formula. These grants were focused on programs that led to industry certifications or postsecondary training. Partnerships with local colleges, businesses, and labor unions were required.

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 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.

In 2018–19, *EC* Section 88827 established the K–12 component of the SWP, appropriating \$164 million in annual ongoing CTE funding to strengthen career

pathways for students from secondary to postsecondary education and 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, administrated 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 transition from secondary education to postsecondary education and, ultimately, to a career.

Based on the success of the limited-term CTEIG initiative, the CTEIG was made permanent in the 2018–19 Governor’s Budget Act with an annual allocation of \$150 million per year to encourage, maintain, and strengthen CTE programs leading toward a successful transition to postsecondary education and careers. The CTEIG reflects the governor’s and State legislature’s and recognition of the critical need for high-quality, sustainable CTE programs that prepare students for success in California’s labor market.

As California moves forward with the implementation of the California Perkins V State Plan, a more purposeful integration of the Perkins V State Plan will be undergirded by the CWPJAC’s Guiding Policy Principles, and Essential Elements of a High-Quality College and Career Ready Pathway, as outlined in Appendix D.

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 California Economic Development Department’s Labor Market Information Division (LMID) of the Employment Development Department (EDD). The CDE and the CCCCCO 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 with searching for jobs. Individuals can use the Occupational Guides or Occupation Profile to locate wages, 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 Centers of Excellence (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, the COE studies 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. With the goal of helping regions respond to workforce needs, the COE provides quality information for decision-making, including gap analysis between 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.coecc.net/>.

As stated in the response to item 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. They are 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;

Response¹⁵:

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 (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 and reduced-price meal programs. In California, more than 3.1 million students aged 5–17 are eligible to receive free or reduced-price meal program, representing more than 50 percent of public K–12 enrollments in the State.

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 are Latino, 23 percent are Caucasian, 11.7 percent are Asian including Filipino, 5.4 percent are African American, and 4 percent are 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 who speak a language other than English in their homes are identified as “Fluent English Proficient”. These students collectively speak more than 50 different languages, including 1.3 million (85 percent) whose native language is Spanish.¹⁶

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

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

¹⁶ Facts about English Language Learners in California, CDE, retrieved August 9, 2019, from <https://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>

in special populations. In both the K–12 and the CCC systems, student-centeredness is also reflected in how options are offered to students, how students are informed about options, and how self-direction among students is encouraged 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 California Partnership Academies and pathways developed under the CTEIG and the Strong Workforce Programs, 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 method of gaining information, understanding ideas, and demonstrating mastery.

Special mention can be made here about California’s long-standing state program: the California Partnership Academies Grant. This state program takes a systems approach to career pathway development and 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 California Partnership Academies, career pathway programs have overcome the stigma of being considered as just an alternative to college and instead being acknowledged as programs that provide the foundation for earning postsecondary credentials and degrees. The academies incorporate many features of the high school reform movement that includes 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-risk” criteria to determine student eligibility. The remaining half has no restrictions.

Throughout the last several years of implementing the California Partnership Academy 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 structure programmatic ways for middle schools to introduce students to pathway themes early, such as elective “wheel”¹⁷ courses, career fairs, information nights, outreach activities, and other events. They sometimes filter student applications for pathways using lotteries to ensure diversity in pathways, and they often 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 times, districts overcome access barriers to pathway programs by providing support to avoid limitations such as a student’s ability to pay for transportation, by a student’s past academic performance, or by a lack of accessible information.

As previously referenced, 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 student access to CTE programs and provide the support services needed to enhance their 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 ensure that the necessary support services for special populations are available students to achieve nontraditional, high skill, high wage, or in demand occupations that lead to self-sufficiency. The JSPAC has focused its efforts on

¹⁷ 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.

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 (i.e., 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)
- 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 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 support programs to enable these students to meet the state levels of performance. In addition, while 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 support activities and services for all secondary and postsecondary students who elect to enroll in these programs, particularly for members of special populations. The State requires LEAs to design educational environments that are responsive to a supportive of 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. For those students electing to enroll in these programs, particularly for members of special populations, the State strongly affirms its continuing commitment to provide and ensure equity and access to all CTE programs and support activities and services for all secondary and postsecondary students who elect to enroll in these programs.

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 CCCCCO provide continuous oversight and technical assistance to LEAs, schools and colleges with respect to ensuring nondiscrimination of students who are members of special populations. CCCs 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 the 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, adult, 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 to show 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 California¹⁸.

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 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 promoting equity and access by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations. California's Perkins V State Plan is strategically positioned to supplement and augment existing state initiatives using the framework provided by the CWPJAC 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 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. Assure shared planning and coordination.

¹⁸ Interview with Mary Gallet, Education Programs Consultant, CDE

3. Delegate to the Board of Governors of the California Community Colleges, 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, please see Section 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, 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.

WBL¹⁹ is a key strategy in the integration of academic and CTE standards and 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, California Partnership Academies, other learning communities, and adult schools. Adult schools, ROCPs, and California Partnership Academies 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 WEE programs. The community colleges 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 towards 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 (i.e., 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 to require student participation in a CTSO as a requirement for the receipt of funds. Recommended support for adults included stronger industry involvement, better information for families, 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

¹⁹ 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, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

operations, needing 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, business and industry, and to clarify certifications and standards 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, but also conveys to each student 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 industry partners to provide guest speakers, coaches, and teacher professional learning, and recommended that organizations/Industry to mentor college students, provide internships and scholarships. Stakeholders called for an integrated curriculum that is informed by industry and aligned with employer's needs. They noted that WBL and project-based learning need to be responsive 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 a strong experience in and understanding of all aspects of the industry addressed by the program(s). The CDE and the 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, including, the types of knowledge and skills that encompass each of the eight aspects and performance objectives for each, and a matrix that illustrates how the needed experience and understanding can be cultivated over the entire sequence of courses developed for a program. 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 when they are not. The CWPJAC, in developing both the Guiding Policy Principles, and the Essential Elements of a High-Quality Career Pathway, took care in separating the two for good reason. 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 class. Access also facilitates the elimination of the achievement gap by providing information on how to access programs, services, and rigorous coursework for all California students regardless of region, gender, socio-economic 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, 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 career pathway system. In other words, 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, but 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 asks 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 Table V, entitled State Determined Performance Levels on page 151.

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 CCCs intend to address performance gaps, including special population students. More detail is provided below in the Accountability for Results section, as well as 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 ESSA, performance gaps for special population students enrolled in CTE can be potentially compared to those special population students not enrolled in CTE for K–12 programming.

Under California state law, every LEA must adopt and annually update a three-year LCAP and update it annually. Long-term goals, and the ability for LEAs (or schools for ESSA) to determine interim progress goals, are built into the California Accountability Model. Accordingly, through the LCAP, under the California Accountability Model²⁰, an

²⁰ An overview of the California accountability model (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

LEA is not making progress toward closing performance gaps among student groups and therefore it must describe the efforts it will undertake to make significant progress in closing performance gaps on any of the relevant indicator(s). In other words, LEAs must therefore annually review and update their overarching plans for educational programming to address areas where the LEA is 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, should allow secondary CTE to make connections with the larger State Board effort on implementing LCFF/LCAP, and the CCCs to the Visions for Success Implementation. The conduit for such discussion about system alignment, within, and across, sectors will be the CWPJAC.

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 goal of the CWPJAC is 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 proceed 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.

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.

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. Evidence of just one of these initiatives is demonstrated by a study conducted in 2016 by WestEd **[INSERT LINK]**. Of all consortium directors, 76 percent (25 out of 33 directors) reported their consortia had established new dual enrollment or course-to-course articulation agreements through CCPT efforts. Of the 33 directors, 24 directors reported a total of 236 new articulation agreements or dual-enrollment courses were created in year one of the CCPT.

In describing high-quality, integrated curriculum and instruction, as an essential element of a high-quality college and career pathway program, the CWPJAC specified that 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. This helps to 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.

California’s new accountability and continuous improvement system 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 or career readiness. California continues to explore viable options to accurately measure the CCI, in addition to completing a CTE pathway and earning credit in a college course, which are currently two established measures included. While accountability systems may not directly provide additional opportunities for students, these two measures were purposefully included 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. The CCI measure shows how well LEAs and schools are preparing students for likely success after high school graduation.

The CCCC Statewide Career Pathways Project improves the linkages of career technical pathways among high schools, ROCPs, and CCCs. 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 school (ECHS), 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 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 CCCC 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.

- 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 goes in to effect 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 that allow high school students to earn both their high school diplomas 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 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 while at the same time, specifically designed to broaden access for disadvantaged students. The State recognizes the local and regional differences 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 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 related 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 like those provided for dual enrollment does not simultaneously create further issues of access and thus, inequity.

California has committed considerable resources, as it continues to endorse and encourage eligible recipients in developing opportunities for secondary school students to participate in dual or concurrent enrollment programs, ECHS 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.” Membership and participation in the SSAC were selected from these different groups. See Section A(1).

The various prompts under Section B(2): Implementing CTE programs and POS describes the different ways stakeholders have been involved in the planning, development, and implementation of CTE programs. The evaluation of CTE programs will be discussed in Section D: Accountability for Results.

The typical way 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 system, 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’ ability to do this varies widely, depending on the level 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, and identifies the required composition of the committee. As discussed previously, in January 2013, the SBE revised the California CTEMCS that 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 (EWDAC). California has seven regional consortia: 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 of these regional EWDAC facilitates and supports initiatives for its member colleges and key stakeholders. Collectively providing education and training to create a highly skilled workforce, the EWDAC organize activities around PD, curriculum development, and collaborative communication and implementation. The EWDAC facilitate discussions and provide leadership for the priority industry sectors. In other words, through public/private partnerships, EWDAC 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 Perkins V State Plan. This local stakeholder group will advise on the planning, development, and implementation, and evaluation of CTE programs, will be responsible for validating the CLNA, and provide guidance with regards to the local application plan. It should be noted that Perkins V requires the local application be developed from the results of the CLNA, a process that LEAs have familiarity with because of the

requirement of developing LCAPs that require the input from stakeholders, mainly parents, teachers, students, and community groups. Similarly, for community colleges, the CLNA/local application nexus is like the program approval process, which 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, 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. Stakeholder comments recommended 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 commented on developing better interactions through frequent community and advisory meetings and through regional communication of industry's recommendations to reduce redundant demands on their 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 make a change to the requirement of an advisory meeting from one per year to

quarterly meetings. Clarifying the roles of the regional directors (formerly Deputy Sector Navigators) is also needed in the CCC system; they claimed that the regions are too large to develop the scope of relationships that are needed. Teachers in particular suggested increasing the number of required local CTE program advisory meetings to quarterly.

Information and data were the primary conduits stakeholders suggested for better connecting CTE with business and industry. In addition to quarterly meetings and authentic engagement, specific suggestions included accountability from educators to business and access to industry human resource materials for educators.

They also noted a need for greater alignment/collaboration at all levels: K–12 to CCC to workforce partners. Articulation, sharing of information, and alignment of data systems are needed across the whole K–14 continuum.

Stakeholders recommended the State support partnerships by scheduling regional meetings, mandating training (and externships) for teachers to keep current, improving the curriculum approval process, and provide 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, (CTEIG, SWP, etc.) 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 (LEAs) of the federal Perkins grant, California's CTEIG and other grants designed to supplement LEAs' own 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 CTE 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 PGMS, LEAs receiving Perkins 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 plan. 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 below.

Perkins V requires that the CLNA addresses 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 towards improving access and equity. As described in the narratives below, these six areas are being addressed within the application.

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

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 (i.e., equity and access, performance gaps for sub-groups, teacher development); but there are other focus areas within Perkins V that are unique (i.e., LMI, size scope and quality) so intentional planning and coordination is warranted.

Also, the CLNA requires a focus on implementing POS to meet in-demand industries. Therefore, it raises the possibility of a common CLNA between LEAs and community colleges because Perkins V requires POS to flow from LEA to community colleges. This is an option well worth considering given that the latter is more familiar because the community college approval process, as well as external accreditation processes address the same focus areas required for the CLNA. Moreover, given that some local eligible recipients receive limited Perkins funds, and requiring them to spend their scarce dollars on a CLNA raises the issue of equity and fairness when Perkins funds are diverted away from their use for program development and improvement.

Over the PY 2020–21, staff from the CDE will work with LEAs to formalize the CLNA within the local application plan as described below. There is also discussion beginning to happen regarding how community colleges will be implementing the CLNA. More broadly, discussion needs to be had regarding the consolidation of the different local plans from different state programs into one local application that works for all state and federal programs. For all these reasons, California will be using the inclusion of the CLNA within the local application plan as an interim solution as it considers a more permanent solution for the CLNA.

2019–20 Perkins V 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 them 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 only half of the assessment story of an LEA's performance of special populations. If any State accountability target is not met, then the LEA must write a plan or strategy that could reasonably be expected to improve student performance for the metric(s) and fund the corresponding strategy.

Section 4: Progress Report Towards Implementing the Local CTE Plan

This section represents the other half of a complete 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 Plan, chosen by CDE staff who have identified them as being relatively weak when performing Federal Program Monitoring visits. 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'll improve it. Finally, this section gives LEAs a separate spreadsheet, the CTE Teacher Matrix, to report their CTE teachers' names, the document number of their 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 LEAs' strategic spending plan by allowable spending categories, A-H, along the X axis and 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 the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) to Perkins V. For each change, LEAs must write a description of the actions they'll be taking to prepare for full implementation of Perkins V in 2020–21.

Section 9: Status

This section simply 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 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 their CTE advisory committee meeting, and the membership of the advisory committee that meets the requirements of Section 133(d), 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 done 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 includes members of the LEA’s Business Advisory Committee, as well as the district’s representatives of special populations, and will include 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 they plan 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 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 they plan to sustain and scale this performance. For each element or sub-element not meeting 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: Stakeholders.

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 Section 2: Stakeholders' integrated CTE Teacher Matrix 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 a tabular view of their spending by permissible activity, A-H, along the X axis and object code along the Y axis.

Section 5: Status

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

To view the sample secondary application for 2019–20, login to the PGMS at, **[INSERT HYPERLINK]** with the username "highqualityCTE" and password "Perkins" (without quotation marks). The 2020–21 application is still being built and will be ready in March 2020.

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 password 067667.

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 response to (vi)(f) above.

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 size of CTE programs is as varied as the size 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.
- Have adequate facilities, appropriate equipment, properly credentialed teachers and accredited faculty to meet the requirements of each program, POS, or industry pathway.

The size of local CTE programs is 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 they 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 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 they 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 that 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. Curricula content should 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 groups, including special populations, must have equitable access to high-quality CTE programs.

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 listed in response to 2(B)(a).

In addition, key themes are infused throughout the elements:

- Building a demand-driven CTE system by responding to real workforce development needs and state, regional, and local labor market realities and priorities.
- Ensuring access for all students to CTE courses, pathways, and programs of interest.

- Realizing the concept of lifelong learning, spanning from early childhood through adulthood's many transitions.
- Promoting CTE as a means to engage students, instill a passion for learning, and improve student outcomes.
- Viewing CTE systemically in planning for how CTE can contribute to California's economic future, rather than focusing on discrete secondary or postsecondary programs or specific funding streams.
- Promoting the continuous improvement of CTE services and impact through the alignment of standards, curricula, assessments, and PD.

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 Section 2(g) above). 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." A task under the development of the State Plan for CTE is the reconciling of the Essential Elements of a High-Quality CTE Program with the Essential Elements of a High-Quality College and Career Pathway.

The application for funds process administered by the CDE and the CCCCO 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 includes 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.

Federal Program Monitoring (FPM) for Perkins V is done in concurrence with other federally monitored programs. The CDE has an FPM Office which works with all other federal program offices to ensure that FPMs are being done on a consistent and compliant basis. The Career Technical Education (CTE) Leadership Office (CTELO), within the Career and College Transition Division (CCTD), specifically works with the FPM office with regard to Perkins V monitoring.

The FPM Office divides all local educational agencies (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. The cohorts that are chosen cycle in turn from year to year. LEAs are selected by the 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 since their last FPM.

The FPM Office notifies LEAs of their selection for 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 work with them to prepare for the visit including a review of their local application plan as evidence in preparation for the on-site visit by a CTELO consultant. An FPM visit is typically a week long, with the first day as an overview of strength and weakness garnered thus far from the online review of evidence and a preview of the upcoming site visitations. The CTELO consultant will then visit 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 the FPMs will not markedly change under Perkins V, CTELO consultants will have to include the comprehensive local needs assessment (CLNA), and how it feeds into the local application plan as part of their 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 CTE, has its roots in the SBE commitment to fully implement LCFF/LCAP by ensuring the entire local LEA budget serves 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
- Individuals preparing for nontraditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English Learners

- Homeless individuals
- Foster Youth
- Youth with a parent who is a member of the armed forces

Each Special Education Local Plan Area (SELPA)²¹ 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 every eligible child receives appropriate services to help them be successful. In addition to administrative support, the SELPA helps its members comply with legal requirements concerning students with disabilities, and provides PD activities to foster better relationships between schools and the families of special needs students.

The Disabled Student Programs and Services (DSPS) provided through CCCs are focused on equity and making sure students can reach their full potential. DSPS assists students with disabilities so they have equal access to all programs and activities on campus.

DSPS provides support services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delay, brain injury, visual impairments, health problems, and hearing impairments. Among the array of services offered are priority registration, specialized counseling, class scheduling, mobility

²¹ 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.

assistance, test proctoring, specialized tutoring, transcription services, interpreter services for hearing impaired or deaf students, and more.

Students who have attendance issues or other behavioral challenges often are regarded, and even referred to directly, as not having significant career potential. Despite the systems that have been put in place, work remains to ensure that all students receive the career exploration, career pathways, and support services they need to achieve their individual goals and aspirations, through a variety of transitions, in an ever-changing workforce. To date, career exploration opportunities have not been widely available before or during the high school years. At the community college level, while career centers exist, students do not often take advantage of the services offered.

State special schools provide CTE programs to secondary and adult students, including 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.

California is dedicated to the belief that all students can learn and that students with disabilities and English 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 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.

Existing local supports include a variety of services (e.g., assessment, counseling, matriculation services, English Language Development, basic skills instruction, adult noncredit instruction, learning laboratories, tutorials, assistance with study skills, and recruitment and outreach to special population students). As affirmed by the CWPJAC in its essential element of a high-quality college and career pathway program, the strong

presence of career exploration and student supports is an essential component for establishing a learning plan for all K–14+ students, especially to meet the needs of special populations. 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 WBL opportunities. To complement their learning plan and 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, need academic or cultural supports, transportation, child care, or financial aid), or opportunities through student leadership development organizations.

Student leadership activities, including those provide through CTSOs provide all students, including special populations, additional support regarding specific industry sectors, self-advocacy, and acquiring leadership skills. Other activities include developing and/or disseminating training materials for administrators, faculty, counselors, and student support staff to help students, who are members of special populations, gain access to and succeed in high-quality CTE programs. Supports 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 will continue to use its Perkins V Section 112 (a)(2)(B) funds to support 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.
- Information and policy recommendations to facilitate statewide planning.
- 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.
- Collaboration with other programs and service providers to address the specific needs of all special population students.

California affirms its strong commitment to promote equity and access to CTE programs by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations, particularly for members of special populations. 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, and disability. The 2019–20 application will require applicants to demonstrate how discrimination of any kind is not tolerated. Eligible recipients must provide non-discrimination notifications to students, parents, school employees, and the general public.

As stated in the response to Perkins V (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. 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 succeed 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 of students who are members of special populations. All CCCs and selected secondary school districts receive annual statistical reviews or audits of programs and enrollments to assure 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 CCCCO 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:

Along with enhancing and strengthening the programs described in (i) above, stakeholders were convened to provide input on the Perkins V State Plan, specifically discussing equity and access with regards 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 were needed, as well as additional staff to support special

populations, and that counseling standards be reviewed, with new California counseling standards created as needed.

Stakeholders discussed emphasizing issues of equity in professional learning by including the study of cultural responsiveness, implicit bias, and trauma; creating a welcoming learning environment including 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 implementing learning from teachers to the field and vice versa. Stakeholders 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 Department of Labor and Justice programs, suggesting that these students 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 and the importance of 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. Stakeholders noted legislation that provides state funding for training and job placement: AB 1111 - Breaking barriers—serving students who are most disconnected, prison to employment.

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; holding deep conversations on accountability to encourage an equity mindset, including resource allocation based on data. Stakeholders responded to addressing equity in closing the achievement gap through attention to inclusion of foster and homeless students, rural areas, special populations. Increase public awareness about the benefits of CTE, including expanded employer outreach were 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. Stakeholders 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 educators instead see these challenges as yet-to-be-developed workforce readiness skills, and see themselves as being 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 currently provided and supports that are needed, including case management, tutorials, and counselors, as well as a better understanding of resources available for student supports and better understanding 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 improving 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 to support students in accessing job opportunities and apprenticeships and noted the importance of relationship building and partnerships between employers, educators, and non-profit entities. Stakeholders also noted liability concerns of employers as an obstacle to providing WBL opportunities for students, as well as a lack of understanding of disabilities and limited hours of employment.

Some specific recommended strategies included: 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 more engagement with parents and families. To fund these efforts, stakeholders recommended braiding funds and improving alignment across state agencies and programs, including Department of Rehabilitation, Health and Human Services, 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 for entry into nontraditional, high skill, high wage, and in-demand career fields, and to prepare 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 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 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 (ii) above and Section 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:

See (iii) and Section 2(e) above.

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:

California is undertaking or exploring a variety of activities to facilitate the development (recruitment, retention, and PD) of skilled CTE teachers, faculty, administrators, and other professionals to strengthen CTE programs. Teacher and faculty recruitment in CTE are particularly challenging because teachers need both industry knowledge and pedagogical skills. They must possess integrated technical, workplace, and academic knowledge and skills. They must also know how to convey this knowledge and facilitate skills development using multiple instructional and assessment strategies. Recently, the California Teaching Commission is holding workgroups to discuss the credentialing of CTE teachers.

Recruitment begins with informing prospective CTE instructors of the opportunities. Stakeholders suggested “Grow Your Own” 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 then assisting candidates with the credential process and

fees to make the credentialing process more “user friendly.” For example, the major segments of CTE have varying requirements for instructor qualifications. Teachers in the K–12 system generally hold single or multiple-subject credentials, which require a Bachelor’s Degree, and may also require evidence of occupational experience in the career area authorized by the credential.

Many CTE teachers employed by ROCPs and adult schools also hold single or multiple-subject credentials. However, because of the emphasis these agencies place on occupational preparation, a much higher percent of their teachers has specific CTE Industry Sector credentials. These CTE credentials do not require a Bachelor’s Degree; they require a high school diploma, a combination of subject-related occupational experience and education pedagogy coursework. Their familiarity with industry trends, technology, and practice helps ensure that the content of CTE courses is relevant and that the skills students learn are those needed by employers.

Community college CTE faculty must meet minimum qualifications that are based on a combination of degrees and industry experience. Community College CTE faculty must have a Master’s, Bachelor’s, or Associate’s Degree. In order to teach with a Bachelor’s Degree, individuals must have two years of experience in their career area; if they have an Associate’s Degree, they must have six years of experience in their career area.

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.

Challenges to recruiting and retaining staff include low pay compared to the private sector; salary inequalities between CTE and single subject teachers; an inadequate supply of individuals who have the breadth of skills required; inadequate supply of credentialing programs, exacerbated by the currently cumbersome and extensive credentialing process that deters otherwise skilled professionals from becoming teachers; difficulties in retaining faculty for part-time positions; challenges in recruiting staff for positions in rural areas; and pressures on staff due to a continual need to re-train to keep pace with trends in industry.

Mid-career changes for industry professionals also pose significant financial concerns, specifically the financial hit individuals coming out of industry take on their Social Security benefits for leaving industry and entering the teacher retirement system.

Generally, PD in CTE is offered through professional and industry conferences, workshops, and meetings. Teacher externship and job shadowing opportunities are highly valued by those who have experienced the benefits they provide, but there is a much higher demand for these opportunities than there are opportunities available. Many teachers value time to learn from other teachers and collaborate with their colleagues in other disciplines to develop integrated curricula and strengthen their programs.

At the K–12 level, the CDE staff have provided both PD and targeted technical assistance to CTE practitioners in the field. A variety of PD activities are offered in specific industry sectors and focus on current and effective practices.

CTE focused PD can be valuable for non-CTE faculty, counselors, administrators, and other staff as well. While K–12 non-CTE teachers may have single-subject or multiple-subject credentials, they often lack extensive experience in the workplace outside of education. Preparation programs do not emphasize knowledge of workplace needs, career development issues, or CTE-academic integration, as described above. Greater exposure to the needs of the workplace could also enhance administrators' ability to provide vision and leadership in CTE.

At the community college level, PD is offered through community college advisory committees and collaboratives, Academic Senate, Regional Consortia, content area conferences, and sabbaticals. Colleges also pay for “flexible PD,” called “flex,” whereby faculty participate in at least five days of PD activities each year to strengthen their programs. In addition, the CCCCO also offers PD on special topics, such as integrating curricula, effective practice in developmental education, and assessing student learning. Initiatives reflecting system priorities are usually addressed through PD offered in approximately 16 two- or three-day workshops during the year. The CCCCO has

covered faculty stipends and substitutes so that colleges can use Perkins V funds to train large groups of faculty 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 informing educators about the needs of the workplace.

The lack of CTE credentialed teachers in the state of California has been a growing concern among policymakers, Kindergarten through Grade Twelve (K–12) administrators, business and industry experts, and the general public. In June 2018, the California Commission on Teacher Credentialing (CTC) authorized an independent work group to be formed for the purpose of providing recommendations to the CTC. The work group was a joint effort led by the CTC and the CCTD within the CDE, with assistance of the WestEd Comprehensive Center. Consisting of stakeholders from the field, the work group came together for four meetings during the spring of 2019. Stakeholders included current CTE practitioners including administrators, credentialing analysts, teachers, faculty, industry, and CTC members. The workgroup provided to the CTC a report on the effort for moving CTE teacher credentialing in California forward at its September 27, 2019 meeting.

The following recommendations, on behalf of the work group, were presented to the full CTC:

1. The CTC and the CDE would work together to create and promote clear and consistent statewide guidance on allowable industry work experience toward the current 3000-hour requirement.
2. The CTC will collaborate with industry partners and veteran CTE educators to develop industry-informed competencies deemed necessary to effective teaching in a CTE context. The work group recommended that this work begin with four of the fifteen industry sectors closely related to the career areas of Science, Technology, Engineering and Math (STEM):
 - Engineering and Architecture,

- Health Science and Medical Technology,
- Information and Communication Technologies,
- Energy, Environment and Utilities.

These two recommendations were being proposed to the Commission because they were within the purview of the Commission and include efforts that staff could begin work on shortly. Further information on both recommendations is provided on the CTC's webpage at, **[INSERT LINK]**.

Stakeholders noted that educational requirements (Bachelor's degree) can be a barrier for industry skilled workers, and the credential process and timing of classes can pose difficulties. Stakeholders also noted that industry generally pays more than teaching and benefits can be an issue for those changing careers. It is especially difficult to recruit from high demand industries. Stakeholders also recommended tapping industry for adjunct faculty, apprenticeships and paraprofessionals; increasing awareness through Chambers of Commerce, reaching out to untapped populations such as retirees and former military personnel; conducting regional and statewide marketing; and using online postings.

To strengthen teacher preparation, stakeholders suggested adding content such as classroom management, cultural competency and understanding communities, and teaching special populations. Recommended preparation strategies included curriculum and instruction courses for CTE, induction programs specifically for CTE, and "Regional Fellowship Programs." They also recommended providing credit for prior learning and industry experience, as well as allowing for online certifications and "industry-sponsored credentials." Teachers also expressed the need to expand the LDI program to close the leadership gap amongst CTE prepared administrators.

Teacher capacity and skill can also be supported through industry partnerships to provide guest speakers, coaches and mentors, teacher externships and other teacher professional learning opportunities. Stakeholders suggested that industry partners could

help teachers “upskill and re-skill.” These exchanges also support recruitment of industry representatives into teaching.

To retain teachers, stakeholders recommended onboarding, coaching and mentoring for new CTE teachers, assistance with pedagogy and classroom management, and higher starting pay. They specifically recommended more equitable pay for CTE teachers (commensurate with single subject teachers), tax incentives for teachers from industry, and statewide salary expectations. Greater scheduling flexibility and online classes also supports teacher retention, such as industry encourage employee involvement in CTE through release time to teach classes, offering teacher externships and student job-shadowing.

To diversify the CTE teacher/faculty workforce, stakeholders suggested recruiting from the CCCs, which are more diverse than K–12 teachers. They also recommended targeting outreach efforts to underrepresented and special populations, including Tribal populations and African-American families. Stakeholders suggested offering credit for prior experience and ensuring that teaching special populations is included in CTE teacher preparation. Finally, stakeholders recommended including cultural competency in teacher preparation, encouraging multi-language teachers, including Tribal language teachers, and creating inclusive school communities for teachers as well as students.

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 B(2)(h), each eligible recipient must integrate the six 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, California will continue to conduct extensive consultation with stakeholders to further refine California's 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 earn early college credits and advanced standing in community college CTE programs.

Similarly, the EWDACs convene advisory groups in each of California's economic region's primary industry sectors; connect local colleges and businesses in the 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 purpose is 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 the skills gap.

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 the use of data as a basis for aligning their CTE programs with regional economies and their 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 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 this would happen when the state moves towards a common application process for all state and federal programs.

California provided informational workshops during the fall of 2019, to update local eligible recipients on the required comprehensive local needs assessment, consultation requirements, review the timeline to completion, provide guidance, and to answer any questions recipients may have. In the spring of 2020, California conducted application workshops to train eligible recipients on the revised local application for funding, including the required needs assessment, and ensure 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 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; the enrollments in postsecondary CTE courses conducted by the community college districts; and 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 CCCCO 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, please refer to 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 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 formed consortium must submit a memorandum of understanding which identifies its member agencies, the fiscal agent, and agreed-upon guidelines for developing and determining the CTE program(s) to be assisted with the funds. Each consortium must also prepare an annual application, required fiscal claims, and annual accountability report, which specifies how each consortium most effectively provides students with the skills needed to succeed in the workplace.

The funds calculated for each consortium member agency will be totaled to calculate the total funds 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 at 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 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 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 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 any changes in 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 CCCs. 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 count of adults (unduplicated by period of enrollment, unduplicated by enrollment in more than one CTE course/program, and unduplicated by eligibility in more than one economically disadvantaged category) who are economically disadvantaged; in attendance at an adult school, ROCPs, or CCC; and enrolled in a CTE course/program. The economically disadvantaged status of the adult CTE student is determined by their participation in one of the following public assistance programs or one of the 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; or
- 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 the 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 number 2 above;
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 item number 3;
5. The CDE transfers to the CCCCCO, by interagency agreement, the total amount of the Section 132 funds to be awarded to community college districts; and
6. Both the CDE and the CCCCCO distribute the funds for which they are responsible in accordance with the Section 132 guidelines.

This is the same distribution formula 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 the 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 below. This calculation is made annually, in the month of February, by the CDE Fiscal Services Division and the CCCCO Finance and Facilities Planning Division. The aggregated expenditures and per CTE student expenditures are shown in the following tables.

Table 1. Aggregate Expenditures

Funding Source	FY 2015–16	FY 2016–17
Non-Federal Expenditures from 2016–17 Match Report	\$6,314,833	\$6,215,059
CCCCO – Non-Federal Expenditures	\$66,790,821	\$433,284,686
CDE – Non-Federal Expenditures	\$529,167,353	\$648,069,915
Total	\$602,273,007	\$1,087,569,660

Change from FY 2015–16 to FY 2016–17 is \$485,296,653.00.

Table 2. Fiscal Effort per CTE Student

Student Counts	FY 2015–16	FY 2016–17
CCCCO – Postsecondary	\$1,170,346	\$1,157,480
CDE – Secondary	\$576,708	Not Yet Calculated
CDE – Secondary ROCPs	\$80,260	\$24,691
CDE – Adult	\$51,232	\$45,660
CDE – Adult ROCPs	\$24,052	\$25,996
Total	\$1,902,598	\$1,253,827
Per Student Expenditure	\$316.55	\$867.40

Change from FY 2015–16 to FY 2016–17 is \$545.89

NOTE: Update dollar amounts in tables.

D. Accountability for Results

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 for LEAs or schools to determine interim progress goals, are built into the California Accountability Model, as required by the ESSA State Plan. The LCFF places great importance on the 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.²² 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 an already developed CCI with sound definitions, established collection procedures, and an easy-to-understand reporting mechanism. The CCI is one of the state indicators on the California Dashboard and is an additional state indicator of student success for high schools. The SBE is working to adopt performance standards (i.e., 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. More to the point, the CCI becomes a potential source from which California can choose, determine, and establish the Perkins V secondary quality indicator.

The CCCs 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 CCCCO has defined six main goals as defined below, as part of its "Vision for Success" initiative and 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,**

²² For an explanation of how CCI is included in the California Dashboard, see the web pages that are available at the following link: <https://www.cde.ca.gov/ta/ac/cm/>. For how the CTE measures are being calculated, please see the information at the following link: <https://www.cde.ca.gov/ds/sp/cl/cciltr20190405.asp>

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 the above goals, but also recognize the need to consider local and regional needs. In other words, 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 CDE's California Accountability Model and the CCC's Vision for Success Model are based on collecting and reporting data on all students. In addition, the California Accountability Model uses the district as the primary unit of analysis. On the other hand, Perkins Accountability is based on a subset of students known as concentrators (defined below) and becomes the primary unit of analysis on which all

performance indicators are based. This distinction is important to keep in mind as the information presented below 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 till recently was collected through a separate system (see below), is now being collected and included within the California Longitudinal Pupil Achievement Data System (CALPADS). Other than the indicators for program placement and non-traditional completion, the remaining secondary indicators will be calculable directly from the CALPADS. In other words, the numerator values for those secondary Perkins V within the CALPADS can be extracted. Similarly, as will be explained below, the denominator value, which is the state-defined definition of a concentrator and now common to all indicators, can also be extracted from the CALPADS.

California has many options with regard to the secondary CTE quality indicator. The state considered several factors, including student-level data, district-wide coverage, included within the CALPADS, district reporting not just for CTE but a broader purpose, relative ease of calculating the numerator and denominator. Based on these and other factors, the state has determined to use as the quality indicator the following:

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. The denominator will be the state definition of a concentrator, which is defined below.

Given that Perkins V now require states to define a concentrator as a course sequence of at least two courses in a program, POS, or a career pathway, the following is California's definition of a concentrator:

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 below to determine the SDPLs shows why the choice is appropriate. It should be noted that the other two quality indicators (WBL, postsecondary credentials) are partially included within the CCI. Including these as optional measures for the quality indicator is a definite possibility.

Response for postsecondary programs:

California postsecondary performance levels are expressed in percentages, as presented in the table (see Section V.B). 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. As stated in Perkins V, all public comments will be taken into consideration for the final version.

In addition, state determined levels of performance align with state vision and objectives and encourage state and local agencies to continue program improvement over the course of the four-year Perkins 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 151-152 (Section V) for the completed form and a further explanation below.

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 comments on the SDPLs is as follows. The completed SDPL form will be included in the federal application for review by the CWPJAC. Once the comments from the CWPJAC are incorporated, the updated federal application will be posted for public comment with the completed SDPL form included. The CDE will also consult with key informants at several conferences for secondary Perkins recipients about the proposed SDPLs. Last but not least, a special group will be constituted from the state Perkins V stakeholder group to get additional input into the proposed SDPLs. Combining, collating, and summarizing the input received on the

proposed SDPLs will then be included in the draft federal application that is to be presented to the CWPJAC at the end of January 2020.

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

Response:

The completed table on pages 151-152 (Section V) provides the secondary and postsecondary SDPLs for the entire period of the Plan 2020-23, including a baseline level. The SDPLs are expressed in percentage form, and have been determined to be objective, quantifiable, and measurable using the procedure described below. The percentage values for each SDPL show meaningful progress, keeping in mind that the adjustments to these values will be higher than the average actual performance of the two most recently completed program years. The SDPL for each indicator closely align with other federal and state programs (see next prompt), as well as the guiding principles and the 12 essential elements of a high quality college and career pathway as put forward by the CWPJAC (Appendix A).

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.

The California Model is based on a five-by-five colored grid that produces 25 results. Each of these 25 results represent 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 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.

Table 3. Connecting State and Federal (Perkins V) CTE Measurement Indicators

State CTE Measurement Indicator (CTEIG)	Federal (Perkins V) CTE Measurement Indicator	Notes
The high school graduation rate	Four-Year Graduation Rate	Federal indicator connected to the California Dashboard
The number of pupils completing CTE coursework	Not Applicable	State and federal indicators line up with the notion of a concentrator
The number of pupils meeting academic and career-readiness standards as defined in the CCI associated with the California School Dashboard	Academic Proficiency in Reading/Language Arts, Mathematics, and Science	Federal indicator connected to the CCI and the California Dashboard
The number of former pupils employed and the types of businesses in which they are employed	Post-Program Placement	None
The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment	Program Quality - Recognized Postsecondary Credential Program Quality - Attained Postsecondary Credits Program Quality - Participated in WBL	Federal indicator connected to the CCI
The number of former pupils enrolled in any of the following: <ul style="list-style-type: none"> • a postsecondary educational institution • a state apprenticeship program • a form of job training other than a state apprenticeship program 	Program Quality - Recognized Postsecondary Credential Program Quality - Attained Postsecondary Credits Program Quality - Participated in WBL	Federal indicator connected to the CCI

CTE programs, that are either federal- or state-funded, are required to present outcome data as part of an overall continuous quality improvement framework. Table 3 shows the match and overlap of federal and state CTE measurement indicators. As an example, the table above uses, for a state funded program, the CTEIG, which has been described previously, and compares it to the federal (Perkins) CTE measurement indicators. In essence, the table is an expanded matrix of metrics that was developed for state programs²³, now including the Perkins V accountability indicators.

Federal CTE measurement indicators are generally more defined and with the denominator and the numerator for each indicator being defined explicitly. The state CTE measurement indicators are less prescriptive giving more latitude as to how the measurement indicators are actually defined and collected. However, for the state CTE measurement indicators, every effort has been made to align them with the state's accountability framework and the CCI. Discussions are taking place within the CDE to align the federal measurement indicators to the state's accountability framework and the CCI.

Given that the Perkins V performance data will be submitted no earlier than December 2021, the state has the opportunity to use that time to develop system alignment with regard to CTE accountability and continuous quality improvement (CQI). For example, whatever the source of CTE funding (state or federal), the denominator value could be the state's definition of a concentrator. Moreover, as the CALPADS begins to include more years of CTE data, the ability to develop a common accountability and CQI framework becomes even more probable.

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 recipients:

²³ For information on the matrix of metrics, please visit the CDE web page at <https://www.cde.ca.gov/ci/ct/gi/agendanov2019.asp>, go to Agenda Item 01 Attachment 1.

The following approach was taken to determine the SDPL baseline as well as targets for each of the five secondary indicators. Prior to the establishment of the CALPADS as the state's K–12 data collection vehicle, CTE data was collected separately under Perkins IV, and was in short form called the E1-E2 system. The E1-E2 system was an electronic system into which each district submitted aggregated district-level data for CTE participants, concentrators, and numerator and denominator values, as well as disaggregated information required by the Perkins IV legislation. The E1-E2 system is in limited use presently as the CTE data transitions and is collected within the CALPADS.

Since the E1-E2 system had several years of data, a subset of years (FY 2008–15) was used to develop the baseline and projections for all indicators except the secondary quality and the science proficiency achievement indicators, which were not collected under the E1-E2 system. Additionally, given that the state had several options to define a secondary concentrator (two courses in a CTE pathway; completing the capstone course in a CTE pathway; completing a grade twelve capstone course in a CTE pathway; and, completing a grade twelve capstone course in a CTE pathway with a C or better grade), a time series using these different concentrator definitions was estimated to develop a baseline and projections for each of the indicators for which a complete set of data was available. Additionally, the results obtained provided insights as to how the state arrived at the choice of defining a secondary concentrator under Perkins V.

The SDPLs shown on page 151 for each indicator was developed as follows: When observing the annual indicator values for each of the four different measures of concentrator, it became apparent that including the capstone course in at least one two-course sequence in a CTE industry pathway explicitly 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. Notable also is when either just using students in grade twelve who completed the capstone, or adding in grade performance, did not significantly change performance levels from the definition of a concentrator who completes at least a two-course sequence in a CTE industry pathway, when one of those courses is a capstone course, and this becomes the denominator of choice. This definition is in line with the definition of a concentrator given above.

To determine the baseline and projected indicator values, based on the concentrator (denominator) of choice, a moving averages methodology was applied to the FY 2008–15 indicator values. As performance data will not be submitted until December 2021, it is likely that updated data from the CALPADS can be used to revise and validate the baseline and projected SDPLs for all Perkins V indicators, including the secondary quality indicator of choice: college credit courses. For Science, projected SDPLs will likely be unavailable since the Science assessment data is being collected in the 2019–20 year, and only baseline SDPL could become available. A completed SDPLs form is provided for the indicators for which data was available.

Response for postsecondary recipients:

CCC used the following methodology to determine state determined levels of performance, as described in section 113 of Perkins V.

1. Analysis of the last four-year state levels of performance of 1P1, 2P1 and 3P1. This analysis allowed for an evaluation of trends of any performance levels.
2. Averaged the last three-years to establish a baseline of the 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 target, as necessary, which will serve as reference to guide decision making in the 73 community college districts in California.

California postsecondary performance levels are expressed in percentages, as presented in the table (Section V, page 151), 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. As stated above, all public comments will be taken into consideration for the final version.

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:

NOTE: NEED TO COMPLETE AFTER PUBLIC COMMENT PERIOD ENDS

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:

Under California state law, every LEA must adopt and annually update an LCAP. In the LCAP, the LEA must establish goals for all students and 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 template LEAs must use for their LCAP 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 is not making progress toward closing performance gaps among student groups and therefore must describe the efforts they will undertake to make significant progress in closing performance gaps on the relevant indicator(s). In other words, LEAs must therefore annually review and update their overarching plans for educational programming to address areas where the LEA is not making progress in addressing performance gaps among student groups.

This statewide system to assist LEAs to leverage change is an important component to helping narrow statewide proficiency gaps between student groups. Given that all student groups have 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 interim progress goals, including for lower performing student groups, is built into the California Model. In addition, the CDE has produced a report that indicates where schools and student groups are on the five-by-five colored grid, allowing schools to target improvement strategies to reach the goal for each student group. These reports are available on the CDE website at <https://www6.cde.ca.gov/californiamodel/>.

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. LEAs 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 provide 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.

Under the new Perkins V Act, LEAs must either accept the state's established performance-level target, or negotiate a new performance-level target with the state, for each of the core indicators. LEAs failing to meet at least 90 percent of any of their established performance-level targets are required to develop and implement an improvement plan, which needs to first be approved by the established local stakeholder group.

The State is required to annually evaluate each eligible recipient's progress toward the achievement of established performance-level targets; require the development and implementation of program improvement plans. The Perkins IV Accountability System developed by the CDE to ensure secondary CTE program compliance would need to be modified to meet the new accountability and monitoring requirements under Perkins V.

The levels of performance established for postsecondary 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) 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 PY 2021/ FY 2022 and PY 2022/FY 2023, the state will have the opportunity to re-evaluate performance after two years of Perkins V reported, (PY 2020–22 as recommended by the United States Department of Education, Office of Career, Technical and Adult Education).

In the previous Perkins IV Act, under Section 113(b) 4, LEAs 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. Districts not meeting at least 90 percent threshold of any target are required to submit a Perkins application that includes:

1. An additional section describing the planned strategies and activities to be employed during the upcoming year to address performance gaps.

2. Programs funded must address individual program performance gaps. Improvements must include strategies that address program performance gaps.

Districts and consortia not meeting 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, the same rules as stated above will be applied starting in year four (PY 2021) in which data will be available.

III. Assurances, Certifications, and Other Forms

A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment²⁴ 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)
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

²⁴ 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 Perkins V State Plan in FY 2020.

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.
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: 2019–20

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$ 127,058,834
2	State Administration	4.99 %	\$ 6,352,941
3	State Leadership	9.99 %	\$ 12,705,883
4	• Individuals in State Institutions	Blank	\$ 950,000
4a	– Correctional Institutions	Not required	\$ Blank
4b	– Juvenile Justice Facilities	Not required	\$ Blank
4c	– Institutions that Serve Individuals with Disabilities	Not applicable	\$ Blank
5	• Non-traditional Training and Employment	Not applicable	\$ 150,000
6	• Special Populations Recruitment	Blank	\$ 50,000
7	Local Formula Distribution	85.0 %	\$ 108,000,010
8	• Reserve	4.91 %	\$ 5,308,047
9	– Secondary Recipients	0 %	\$ Blank
10	– Postsecondary Recipients	100 %	\$ 5,308,047
11	• Allocation to Eligible Recipients	95.09 %	\$ 102,691,963
12	– Secondary Recipients	47.33 %	\$ 51,117,729
13	– Postsecondary Recipients	47.75 %	\$ 51,574,234
14	State Match (from non-federal funds)	Not applicable	\$ 6,302,941

*The above table was provided by the federal government.

V. State Determined Performance Levels

State Determined Performance Levels Form

State Name: California

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	85.40%	86.60%	86.60%	88.50%	88.50%
1S2: Extended Graduation Rate	Blank	Blank	Blank	Blank	Blank
2S1: Academic Proficiency in Reading Language Arts	49.40%	50.80%	50.80%	53.10%	53.10%
2S2: Academic Proficiency in Mathematics	51.00%	52.00%	52.00%	54.00%	54.00%
2S3: Academic Proficiency in Science	Blank	Blank	Blank	Blank	Blank
3S1: Post-Program Placement	41.90%	42.20%	42.20%	43.50%	43.50%
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	Blank	Blank	Blank	Blank	Blank
5S3: Program Quality – Participated in Work- Based Learning	Blank	Blank	Blank	Blank	Blank
5S4: Program Quality – Other ¹	Blank	Blank	Blank	Blank	Blank

*The table above was provided by the federal government.

¹ (Federal Table Note) The Perkins V State Plan Portal will allow an eligible agency to include on this form as many “other program” quality indicators as they choose.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Post-Program Placement	77.94 %	77.94 %	77.94 %	78.5%	78.5%
2P1: Earned Recognized Postsecondary Credential	89.32%	89.32%	89.32%	90.5 %	90.5 %
3P1: Non-traditional Program Concentration	25.52%	25.52%	25.52%	26.5%	26.5%

Provide any additional information regarding SDPLs, as necessary:

*The tables above were provided by the federal government.

Appendix A: Stakeholder and Key Informant Feedback

Statewide Advisory Committee

(Group, Organization, Industry, or Population Represented in Parenthesis)

Matthew Allana
Vice President of
Southern California and
Membership
DECA
(Students)

Javier Ayala
Dean,
Grossmont/Cuyamaca
Community College
Dist.
(Postsecondary CTE)

Eduardo Barrera
Retired
(Postsecondary CTE)

Henry Bartholomay
Bay Area Council
(Business and Industry)

Graig Beswick
Vice President
Learn 4 Life
(Charter Schools)

Rebecca Bettencourt
Manager Workforce
Development
E. & J. Gallo Winery
(Business and Industry)

Katie Bliss
Director, Project Change
College of San Mateo
(At-risk / Corrections /
out of school youth)

Jerry Block
Assistant
Superintendent
Simi Valley Unified
School District (USD)
(Secondary CTE
Administration)

Gina Boster
Director, CTE
Corona-Norco USD
(Secondary CTE)

Nicole Brown
District Head Counselor
Elk Grove USD
(Guidance Counselors)

Raine Bumatay
Principal
Fresno Adult School
(Adult CTE)

Jamie Callahan
Deputy Cabinet
Secretary
Office of the Governor
(Governor)

Teri Carpenter
Director, Workforce
Sacramento
Employment and
Training Agency
(State Workforce
Development Board)

Gustavo Chamorro
Dean, Rancho Santiago
Community College
District
(Postsecondary CTE)

Rebecca Chandler
Director of Career
Education
Oxnard Union School
District
(Secondary CTE)

Marissa Clark
WIOA State Plan and
Policy Development
Manager
(CWDB)

Dr. Maria Clinton
Professor/ Department
Chair of Aeronautical
Science & Technology
Antelope Valley College
(Out-of-School and
Homeless youth)

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)

Mike Gallo
President and CEO,
Kelly Space &
Technology
Member Workforce
Development Board
(Business and Industry)

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)

Kristin McGuire
Western Region Director
Young Invincibles
(General Public)

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-Risk 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-Risk 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

Elizabeth Arteaga
Santiago Canyon College

Beth Allan-Bentley
College of the Desert

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 Coatlolopeuh
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: Public Meeting Dates of the California Workforce Pathways Joint Advisory Committee

2017 Meetings

- March 10, 2017
- May 12, 2017
- July 14, 2018
- September 15, 2017
- December 16, 2017

2018 Meetings

- March 16, 2018
- May 11, 2018
- September 19, 2018
- November 26, 2018

2019 Meetings

- January 11, 2019
- March 11, 2019
- April 22, 2019
- May 29, 2019
- July 12, 2019
- September 13, 2019
- October 11, 2019

- November 8, 2019
- November 25, 2019

2020 Meetings

- January 31, 2020
- March 13, 2020
- May 8, 2020 (Proposed)
- July 10, 2020 (Proposed)

Dates of Feedback via Professional Conference





- Oct. 16: California Community College Association for Occupational Education Conference, Rancho Mirage, CA – Public Feedback
- Nov. 20–22: Association of Career and College Readiness Organizations Career Technical Education Conference, Rancho Mirage, CA
- Dec. 11–13: Joint Special Populations Advisory Committee Conference – Public Feedback






Dates of Public Meetings

- Dec. 2 through Jan. 3: Public Feedback Survey
- Dec. 2: Public Meeting #1: North Orange County Community College District’s Boardroom in Anaheim California
- Dec. 6: Virtual Public Meeting
- Dec. 9: Public Meeting #2: WestEd Office’s Capitol Room in Sacramento California

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
	<p>Agriculture and Natural Resources</p> <ul style="list-style-type: none"> • Agricultural Business • Agricultural Mechanics • Agriscience • Animal Science • Forestry and Natural Resources • Ornamental Horticulture • Plant and Soil Science 	<p>Agriculture, Water and Environmental Technologies</p>
	<p>Arts, Media, and Entertainment</p> <ul style="list-style-type: none"> • Design, Visual, and Media Arts • Performing Arts • Production and Managerial Arts • Game Design and Integration 	<p>Information and Communication Technologies/Digital Media</p>
	<p>Building and Construction Trades</p> <ul style="list-style-type: none"> • Cabinetry, Millwork, and Woodworking • Engineering and Heavy Construction • Mechanical Systems Installation and Repair • Residential and Commercial Construction 	<p>Energy, Construction, and Utilities</p>
	<p>Business and Finance</p> <ul style="list-style-type: none"> • Business Management • Financial Services • International Business 	<p>Business and Entrepreneurship</p>

Graphic logo	CDE Industry Sectors and Pathways	CCC Priority Industry Sectors
	<p>Education, Child Development, and Family Services</p> <ul style="list-style-type: none"> • Child Development • Consumer Services • Education • Family and Human Services 	<p>Education and Human Development</p>
	<p>Energy, Environment, and Utilities</p> <ul style="list-style-type: none"> • Environmental Resources • Energy and Power Technology • Telecommunications 	<p>Energy, Construction, and Utilities</p>
	<p>Engineering and Architecture</p> <ul style="list-style-type: none"> • Architectural Design • Engineering Technology • Engineering Design • Environmental Engineering 	<p>Energy, Construction, and Utilities</p>
	<p>Fashion and Interior Design</p> <ul style="list-style-type: none"> • Fashion Design and Merchandising • Interior Design • Personal Services 	<p>Retail, Hospitality and Tourism</p>
	<p>Health Science and Medical Technology</p> <ul style="list-style-type: none"> • Biotechnology • Patient Care • Health Care Administrative Services • Health Care Operational Support Services • Public and Community Health • Mental and Behavioral Health 	<p>Health</p>

Graphic logo	CDE Industry Sectors and Pathways	CCC Priority Industry Sectors
	<p>Hospitality, Tourism, and Recreation</p> <ul style="list-style-type: none"> • Food Science, Dietetics, and Nutrition • Food Services and Hospitality • Hospitality, Tourism, and Recreation 	<p>Retail, Hospitality and Tourism</p>
	<p>Information and Communication Technologies</p> <ul style="list-style-type: none"> • Information Support and Services • Networking • Software and Systems Development • Games and Simulation 	<p>Information and Communication Technologies/Digital Media</p>
	<p>Manufacturing and Product Development</p> <ul style="list-style-type: none"> • Graphic Production Technologies • Machining and Forming Technologies • Welding and Materials Joining • Product Innovation and Design 	<p>Advanced Manufacturing</p>
	<p>Marketing, Sales, and Service</p> <ul style="list-style-type: none"> • Marketing • Professional Sales • Entrepreneurship/Self-Employment 	<p>Business and Entrepreneurship</p>
	<p>Public Services</p> <ul style="list-style-type: none"> • Public Safety • Emergency Response • Legal Practices 	<p>Public Safety</p>
	<p>Transportation</p> <ul style="list-style-type: none"> • Operations • Structural Repair and Refinishing • Systems Diagnostics and Service 	<p>Advanced Transportation and Logistics</p>

Appendix D: California Workforce Pathways Joint Advisory Committee’s Guiding Policy Principles to Support Student-Centered K–14+ Pathways

Posted by 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 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.