

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**

October 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

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 over two years ago when the California State Board of Education (SBE) and the Board of Governors (BOG) at the California Community Colleges (CCC) each contributed three members to reconvene the California Workforce Pathways Joint Advisory Committee (CWPJAC). In conjunction with the public meetings conducted by the CWPJAC, the California Department of Education (CDE) and the California Community Colleges Chancellor's Office (CCCCO) began holding joint collaboration meetings, first to determine how state-funded career technical education (CTE) programs would be implemented at the local educational agency (LEA) level, and more recently discuss how the Perkins V Plan will supplement and support ongoing state CTE efforts. In crafting this plan, California presents a broad and bold vision for CTE, placing the requirements for federal Perkins funding within the larger context of state priorities and initiatives.

This California Perkins V State Plan for CTE was developed in accordance with Section 122 (c)(2) of the 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 comprised of staff from the CDE, CCCCCO, and the SBE. This team has met weekly, to coordinate, organize, and develop strategies to advance this plan. Staff also, elicited help from the WestEd Comprehensive Center to build capacity and provide guidance through this endeavor.

The CDE, the CCCCCO, and the SBE staff jointly conducted a thorough process to identify members for a Statewide Stakeholder Advisory Committee (SSAC). The SSAC was comprised 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, both in the case of the Perkins V State Plan for the Every Student Succeeds Act (ESSA) and the WIOA, as well as the many State-led initiatives that sought 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 and provided input for developing a comprehensive vision of a statewide CTE system. The CDE and 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 the Perkins V laid the groundwork for this stage of the input process, which consisted of a virtual meeting, on August 7, 2019 with the SSAC and two in-person meetings, on August 13, 2019 and September 17, 2019.

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, approved by the CWPJAC, in 2018 and 2019 for implementing high-quality CTE in California. 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: address the needs of special populations, elements of high-quality instructional programs, industry partnerships, system alignment, and faculty supply and quality.

Effective activities and procedures were utilized during the Perkins V State Plan development process, including providing critical information needed to actively engage in such procedures, encouraging these individuals and entities to participate in state and local decisions related to the Perkins V State Plan's development. The Governor's Office was consulted with respect to Perkins V State Plan development including the participation of the Governor's staff at stakeholder meetings. A full list of the SSAC is provided in Appendix A.

Following the SSAC meetings, edits were made to the plan to capture the ideas and concern of the members. Recommendations from the SSAC were included in revisions of the plan and conveyed to the CWPJAC for approval. Approved CWPJAC recommendations have been incorporated into the Perkins V State Plan.

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 distribution of funds formula originally approved for the 2006–12 State Plan and 2019–20 State Transition Plan was approved by the CWPJAC for the 2020–21 program year. 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 formula will be submitted as part of a revision to the Perkins V State Plan.

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

Response:

In accordance with Section 122(d)(14) of Perkins V and the “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
- Public hearings (Included in Appendix B)

Appropriate records for these mandated consultations have been 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 **[INSERT LINK]**. 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, or to

email comments to staff. 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 notification through all pertinent listservs, and an extensive network of professional organizations.

E-mail 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 Joint SBE-CDE-CCCCO Perkins V State Plan Steering Committee
- 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-based input (WestEd website: <http://www.wested.org/cteplan>)
- Email comments (cteplan@wested.org)
- Mail or fax input to WestEd
- Regional public hearings

Public Hearings. For those individuals preferring to provide input to the Perkins V State Plan in person, or to amplify their written input, public hearings were held. Public hearings were conducted on November 13, 2019, in Sacramento and on December 2, 2019, in North Orange County in southern California respectively. The public also had the opportunity to provide input to the Perkins V State Plan at several conferences around the state. The first of these was the California Community College Association for Occupational Education conference held on October 16, 2019. Other sessions were conducted in November 2019, at the CTE conference in Rancho Mirage, prior to the national Association for Career and Technical Education Visions conference in Anaheim in December 2019, and at the Joint Special Populations Advisory Committee Conference also in December 2019. As noted previously, all of the CWPJAC meetings beginning in January 2019 and spanning through November 2019 were open to the public and allowed 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 hearings.

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’s public education system comprises Kindergarten through Grade Twelve (K–12) schools, adult schools, community colleges, state universities, and the UC. 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 over 6.2 million students in more than 1,000 districts and 10,473 schools. The State provides educational services to over 1 million adult learners through Adult Education Programs delivered through both K–12 and community colleges. The CCC, as the world’s largest public higher education system, serves over 2.1 million students at 115 campuses and 72 educational centers or districts.

Elementary, secondary, and specialized educational options schools are responsible for preparing students with both the academic knowledge and skills needed for further education, and the technical knowledge and skills needed for entry to the world of work. The SBE has established the following vision “All California students of the 21st century will attain the highest level of academic knowledge, applied learning and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society.”¹ Work-based learning is a

¹ CDE. Retrieved July 1, 2019, from <https://www.cde.ca.gov/be/ag/ag/vmgoals.asp>

core education strategy that California uses to directly connect students to employers through a continuum of activities that span career awareness, exploration, preparation, and training and every level of our education system.

As the world's largest public higher education system, CCC serves 2.1 million students at 115 campuses and 72 educational centers or districts. Its stated vision "is to provide students with the knowledge and background necessary to compete in today's economy making CTE one of the primary missions of California's community colleges.

The CCCCO, with its Vision for Success, established bold and visionary goals to significantly increase the number of students transferring to a CSU or UC campus including increasing the percent of exiting CTE students who report being employed in their field of study; increase the numbers of students earning degrees and certificates and completing career education programs leading to good jobs and reduce the number of unnecessary units many students are taking to get their degree and eliminating achievement gaps once and for all.

Together, the K–12, adult school, and community college systems, along with public and private sector workforce development programs, the California university 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 school, or community college systems, 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), Strong Workforce Initiative, the California Work Opportunity and Responsibility to Kids (CalWORKs), Guided Pathways, Workability, California Partnership Academies, Specialized Secondary Programs, Agricultural Education Incentive Grants (AIG), California Adult Education Program (CAEP), California Apprenticeship Initiative and funding for CTE facilities. Key federal resources used to supplement and strengthen state efforts include the Perkins V, ESSA, and the WIOA.

The K–12 CTE Delivery Structure

Within the CDE, the major responsibility for CTE policy and program oversight resides in the Career and College Transition Division (CCTD). Additionally, 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 student’s 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 education 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 skill training, which often includes beginning technical skill development, interdisciplinary activities involving essential workplace skills and introductory work-based 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 workplace learning 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 and employment, and therefore 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 frame supportive interventions as an educational and developmental, rather than 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 participate in the 2 percent of Perkins V funds allowed for state institutions.

District-Supported High School Programs. California’s 1,311 comprehensive high schools offer over 55,000 CTE classes,² with the greatest concentration of enrollments in the Agriculture and Natural Resources; Arts, Media, and Entertainment; Health; and Engineering and Architecture Industry Sectors. 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

² 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/>

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 are not required to do so. Currently, there are 340 state-funded California Partnership Academies³. In recent years, school reform efforts such as the creation of the State-funded California Career Pathways Trust (CCPT) provided funds to develop regional partnerships between secondary schools, community colleges 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 or regional economy and have further facilitated the development of integrated, articulated CTE programs and set the stage for the Kindergarten through Grade Twelve 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 work-based learning 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 in exposing students to both the requirements of a specific

³ CDE. Retrieved July 1, 2019, from <https://www.cde.ca.gov/ci/gc/hs/sspoverview.asp>

occupation and to “all aspects of an industry”—this broad exposure being a fundamental tenet of career exploration and important in any occupational area.⁴

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 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 its programs.

Beginning in the 2009–10 school year, ROCP Program funding was “flexed” meaning those funds could be spent for any educational purpose, and could be used to support academic programs or used in areas other than CTE. In 2013–14, the ROCPs funding was rolled into a 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. These streams include revenue limits, general purpose block grants, and most of the 50-plus state categorical programs, including ROCPs that existed at the time. Districts are now responsible for identifying programs and approaches that correspond with eight key priorities of districts, or ten priorities for county offices of education, through a Local Control Accountability Plan (LCAP). ROCP programs are well suited to meet many of the eight state priorities such as student engagement, student achievement, school climate, implementation of common core, and other student outcomes. Despite this shift in funding, many ROCPs continue to operate and provide strong CTE programs.

⁴ 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.

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, or a program operated by a single school district.

Like high school programs, the purpose of ROCP is to prepare students to both pursue advanced education and to 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.

ROCP programs 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.⁵ ROCPs work with industry or pathway-specific advisory groups to update curricula annually to address labor market needs. Courses with the highest enrollments are: (1) Business, (2) Information Technology, and (3) Industrial Technology.

Pre–Apprenticeship: The Division of Apprenticeship Standards within the California Department of Industrial Relations administers California apprenticeship laws and

⁵ The Association of Career and College Readiness Organizations (CAROCP), Retrieved July 1, 2019, from http://www.rocpinspire.org/school_districts.asp

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 over 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 over 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, or 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.

K–12 Standards Aligned to Industry Needs

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

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance

- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technology
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Services
- Transportation

See Appendix C for a crosswalk which 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 between all agencies involved in CTE.

For each sector, "Model Curriculum Standards" have been developed in partnership with business and labor leaders, educators, and many other stakeholders. The SBE originally approved the California CTE Model Curriculum Standards (CTEMCS), Grades Seven through Twelve, as state policy in 2005. In January 2013, the SBE adopted the revised CTEMCS designed to prepare students to be both career and college ready. The revised CTEMCS were aligned with the Common Core State Standards, Next Generation Science Core Ideas, and the History/Social Science Standards. The Standards are organized in three distinct levels:

- The Standards for Career Ready Practice describe the fundamental knowledge and skills that students need to prepare for transition to postsecondary education, career training, or the workforce. These standards are not tied to a specific career pathway, a CTE program of study (POS), a particular discipline, or level of education.
- The 11 Anchor Standards build on the Standards for Career Ready Practice and are common across each of the 15 industry sectors. Each anchor standard 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.

Additionally, 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.

In addition to facilitating high-quality, demand-driven CTE curricula, the 15 Industry Sectors provide a framework for organizing technical assistance, professional development (PD), industry engagement, and advisory committees.

The California Community College 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 certificate, 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 well as work-based learning 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 geographic scope, the 115 CCC are organized into ten macro regions and seven regional consortia to optimally provide support for the coordination and improvement of CTE programs:

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

The regional 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, 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 Workforce and Economic Development Division (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, which supports \$248 million yearly investments to seed new quality CTE programs, program enhancements, and sustainability for 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 California Community College 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 address industry-specific and other statewide strategic priorities, organized around 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 which 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 CAEP regional consortium 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 is to expand work-based learning, leverage quality CTE programs to expand apprenticeship training programs, and align curriculum with today's technologically advanced workplace. Additionally, 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 related and supplemental instruction funding for existing apprenticeship training programs, which is key to their sustainability.

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

California Community College Credit-Bearing Occupational Programs. California community colleges 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 credit CTE 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 CCC.

The WEDD administers the SWP, which provides \$248 million yearly to support California's community colleges 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 regional advantages that will bring about emergent industries. In addition to the SWP, WEDD utilizes its portfolio of nearly \$1 billion dollars to help colleges leverage their quality CTE programs to facilitate pathways for students, which will entail myriad of supportive 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 allow 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 Vocational Education and Economic Development. All new CTE programs must be approved

through a district curriculum committee process and demonstrate a 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 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*. Additionally, 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

In addition, all of California's community colleges offer Cooperative WEE (Co-op), a form of work-based learning 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 in occupational programs, however, they may be offered in association with non-occupational academic programs or to students 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 (Related and Supplemental Instruction or RSI) with a work-based learning or On the Job Training (OJT) experience in which an apprentice is paid a salary while learning. Apprentices attend classes to gain the 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 to bring an apprentice up to speed and become productive.

In Fiscal Year 2018–2019 the State authorized \$113 million for RSI and the California Apprenticeship Initiative. 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 percent 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 California Community College 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 and is currently being implemented at all 115 CCC. The Guided Pathways framework creates a highly structured approach to student success that provides all student 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 Guided Pathways 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, 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 stay on their path
- Ensure learning is happening with intentional outcomes

K–12 SWP. In summer 2018, the California legislature 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, and pathways for students transitioning from secondary education to postsecondary education and to living-wage employment. The primary objectives of K–12 SWP include the following:

- To support essential collaboration across education systems between the K–12 sector and community colleges, or intersegmental partnerships, with involvement from industry businesses and organizations in strengthening CTE programs and pathways aligned with regional workforce needs, as explained earlier.
- To 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 path 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 upon completion of education to enter into employment in occupations for which there is documented demand and which pay a livable wage.
- Contribute toward meeting the projected need for one million completers of CTE programs aligned with the state’s labor markets.

The CCCCCO, in partnership with the CDE, coordinate 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 occurring through the SWP and regional priorities.

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

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

Foundation for California Community Colleges

The Foundation for California Community Colleges (Foundation) is the official nonprofit organization supporting the BOG, CCCCO, 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, the designated Technical Assistance Provider for work-based learning and apprenticeship, the Foundation provides guidance to the CCCCO 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 work-based learning 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 allowed 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, adult schools, community colleges, the public workforce system, employers, expanded learning, 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, 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 recurring investment of \$248 million, which guides the direction, regional organization, and delivery of CTE throughout the system in addition to the K–12 SWP of \$150 million annually.

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 post-secondary education and/or into the workforce.

The CDE and the CCCCCO are co-leaders in the administration of state funds used to support adult education programs. State funding supports the adult education system through a regional consortia model consisting of community college districts and school districts. The members and partners in regional consortia develop long and short-range plans to better meet the educational 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 consortiums 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 community colleges non-credit programs. The impetus of the funding is to accelerate education and training of adults without basic skills into employment, living wages, transitioning into post-secondary, and full engagement in society.

The CAEP California’s adult education system supports adult learners by addressing basic literacy needs, adult basic skills in language and mathematics, English as a second language (ESL) programs, 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 State CAEP, California Community College non-credit apportionment funding, and supplemented with federal WIOA Title II: Adult Education and Family Literacy Act grant and Perkins V funds. Other funding sources that serve adult students are legislated to work under the CAEP umbrella include Community College Noncredit apportionment, CalWORKs, K–12 Adult in Correctional Facilities, and K–12 LCFF.

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 community colleges 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 area:

- **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 to succeed 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 offering short-term training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and 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
- Contextualized Instruction (VESL, VABE, and Integrated Basic Education Skills and Training)
- Ability to Benefit
- Fresh Success
- Student Acceleration (AB705)

- Transition to Post-Secondary 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 allows 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 area, the California community college offers “noncredit instruction” as one of several educational options authorized by the California *EC* to be offered by the CCC. 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 to prepare students who are the first in their family to attend college, for those who are underprepared for college-level coursework, and/or for those who are 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 and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts
3. ESL
4. Classes and courses for immigrants eligible for educational services in citizenship, ESL, and workforce preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and other classes required for preparation to participate in job-specific technical training

5. Education programs for persons with substantial disabilities
6. Short-term vocational programs with high employment potential
7. Education programs for older adults
8. Education programs focusing on home economics
9. Health and safety education
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 CCCCO approved certificate of completion, or certificate of competency, in accordance with the provisions of the California *EC* governing Career Development and College Preparation programs.

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 (Related and Supplemental Instruction or RSI) with a work-based learning or On the Job Training (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 to bring an apprentice up to speed and 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.
3. A third model involves 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 on a wide variety of issues relating to recruitment and training of apprentices from establishing procedures for selecting apprentices, approving agreements, and developing standards. While 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 state-registered apprenticeship 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 post-secondary classroom instruction, approved by an LEA: California Community College District, CDE Unified School District, County Office of Education or ROCP.

RSI is an organized and systematic form of instruction designed to provide an apprentice with knowledge including the theoretical, technical, and 3 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 a LEA (Community College Districts or CDE) 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. While RSI funding supports

existing apprenticeship programs, it does not assist employers in the creation of new programs.

Workforce Development, Business, and Community Partners

Beyond the secondary and postsecondary education systems, CTE is delivered through other public sector and community-based programs, and is supported by business and industry partnerships.

Within the public sector, a critically important partner in the workforce development system is the California Workforce Development Board (CWDB) and by extension, California's 45 local Workforce Development Boards (LWDB). The CWDB is mandated by the federal WIOA and is responsible for the oversight and continuous improvement of the workforce system in California. This includes, policy development; workforce support and innovation; and performance assessment, measurement and reporting. In 2016, the CWDB, in conjunction with its statewide partners, submitted and received approval of the Unified Strategic State Plan by the federal Department of Labor, including approval by the SBE in January 2016, which was then updated in 2018. This plan is built around three policy objectives, which are intended to guide state policy and practices across partner programs, as well as inform local policy and service delivery. These objectives are:

- Fostering demand-driven skills attainment
- Enabling upward mobility for all Californians
- Aligning, coordinating, and integrating programs and services

The LWDB are made up of at least 50 percent business and industry representatives and WIOA partners. In partnership with locally elected officials, they plan and oversee the local workforce system. Local boards also designate operators that oversee and manage America's Job Center of California (AJCC) to provide both "drop-in" and "case-managed" career services to the public, with a focus on individuals facing barriers to employment. In addition, the local boards identify providers of training services, monitor system performance against established performance measures, negotiate local

performance measures with the SBE and the Governor, and review and verify labor market information to guide their efforts. Further, local boards have Youth Councils that develop parts of the local plans relating to youth, recommend providers of youth services, and coordinate local youth programs and initiatives.

Postsecondary institutions with CTE programs supported by Perkins V funds are mandatory partners in the AJCC Career Center delivery system established by WIOA. As partners, these institutions, primarily 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 school, and California community college systems. In addition to serving on LWDBs and Youth Councils, local nonprofit organizations, professional and trade associations, and youth development and expanded learning organizations such as the Boys' and Girls' Clubs, Junior Achievement, and 4-H often provide a myriad of career-related educational services.

Finally, businesses not only participate on LWDBs and CTE advisory committees, but they also provide direct services to students and faculty by offering career exploration opportunities, work-based learning opportunities, and teacher externships.

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 vision for California's CTE system describes where the State wants to be in the future, sets the stage for building a new student-centered system, and inspires action.

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.

In order to achieve this vision, the CWPJAC established the Guiding Policy Principles to Support Student-Centered K–14+ Pathways (Guiding Policy Principles) (Appendix D). With a focus on all students and ensuring the best possible opportunities for students, the Guiding Policy Principles pivot the State towards purposeful integration of the student experience across systems and into college and career while addressing the needs of business and industry.

The Guiding Policy Principles take a student-centered approach to the delivery of services, promote equity and access, are intended to achieve system alignment through continuous improvement and capacity building, and ensure that state priorities lead the Perkins V State Plan.

This Perkins V State Plan is grounded on 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 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."

Collectively, the vision, mission, and Guiding Policy Principles provide a framework that demands commitment from the full range of state and local stakeholders to improve CTE and the education system as a whole. 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—the leaders, practitioners and partners at every level—who are the key to advancing these actions and turn policy into practice.

Consistent with the vision, mission, and Guiding Policy Principles, the CWPJAC will continue to focus attention and strategic investments in California's CTE system and its component parts at the state, regional, and local levels.

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:

The CTE Joint Management Team (JMT), comprises appointed staff from the CDE and the CCCCO, is responsible for the joint planning and coordination of programs conducted under Perkins V.

- Cooperatively plan and discuss items of mutual concern and resolve issues related to the administration and operation of all state and federally funded CTE programs and services, including Perkins V
- Plan and coordinate support services to the CWPJAC, including preparation of agendas, meeting minutes, reports, and staff recommendations
- Participate in the planning, development, dissemination, implementation, and evaluation phases of the Perkins V State Plan, and provide LEAs with information on the process and specific timelines to develop and/or amend the Perkins V State Plan
- Establish procedures for addressing local performance
- Plan and coordinate data collection and statistical and narrative information for the annual fiscal and performance reports as required by state and federal regulations

- Evaluate the State’s performance in reaching established goals
- Develop operational definitions and methods of verification for core indicators, division of funds, program review, program compliance, and fiscal and performance reporting
- Recommend committee appointments as needed to ensure compliance with the Perkins V State Plan
- Address other topics of mutual concern and interest pertaining to state and federally funded CTE programs and services
- Serve as professional staff providing support to the CWPJAC

Workforce Development Initiatives

Workforce development and educational initiatives in California are inextricably linked—both working toward the common goal of ensuring both individuals’ economic security and career fulfillment and 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.

The 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 completing 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 needed.

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.

In 1993, legislation was passed in California to promote economic development strategic planning. A bipartisan California Economic Strategy Panel was created to develop an overall economic vision and strategy to guide public policy in shaping a prosperous future for California. The California Economic Strategy Panel examined regional patterns of employment as well as opportunities for growth and expansion in specific industry sectors. In its 1996 report, *Collaborating to Compete in the New Economy, An Economic Strategy for California*, the Panel articulated its primary recommendation for sustaining the new economy: Improve the preparation of the workforce. Doing so required "...the development and implementation of a new policy framework for a competitive and coherent workforce preparation system that is consistent with the new economy and that supports emerging clusters."

Key CTE Initiatives

Consistent with workforce development policies aimed at strengthening California's labor force and economy, policymakers in California have renewed their commitment to CTE. In the educational arena the focus of recent policy initiatives is not only on ensuring a highly qualified workforce for existing and emerging industries, but also ensuring students have the academic, employability, and career management skills they will need to realize their personal goals. Through legislation and budget initiatives, policymakers are addressing such issues as the need for high standards in CTE, the need for state-of-the-art facilities, the need for seamless pathways from secondary to postsecondary education, and the shortage of qualified CTE teachers and counselors, among others. Below is a brief synopsis of a few key initiatives.

Career Pathways Initiative

Originally part of Senate Bill 70, the Governor's CTE Plan for California, the Careers Pathways Initiative provides \$15,360,000 in annual funding to the CDE. This funding has been utilized by the CDE to provide support for California Partnership Academies and other statewide CTE initiatives such as CTE Online, CTE TEACH, the Leadership Development Institute, and Health Science Building Capacity Grants.

CTEIG

Initially funded through the Budget Act of 2015, the CTEIG was established as a \$900 million three-year one-time grant program. As part of the 2018 Budget Act, the CTEIG was made permanent 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 State Legislators' and Governor's recognition of the critical need for high-quality, sustainable CTE programs that prepare students for success in California's labor market.

K-12 SWP

In 2018–19, *EC* Section 88827 established the K–12 component of the SWP appropriating \$150,000,000 in annual ongoing CTE funding to strengthen the pathways for students from secondary to postsecondary education with an additional \$14 million to support technical assistance providers. 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 CCCCO in partnership with the CDE, aligns with the workforce development efforts occurring through the CCCCO's SWP complements CTEIG, and intends to improve transition from secondary education to postsecondary education.

SWP

As described above, the 2016–17 California state budget provided \$200 million in ongoing funding to the CCCCO to create the SWP. In 2017–18, the State provided \$248 million adding a new annual recurring investment of \$248 million to spur CTE in the nation's largest workforce development system of 115 colleges. This new ongoing funding is structured as a 60 percent Local Share allocation for each California Community College District and a 40 percent Regional Share determined by a regional consortia of colleges to focus on the State's seven macro-economic regions. Both the Local and Regional Shares require local stakeholders to collaborate, including industry and local CWDBs. This program builds upon existing regional partnerships formed in conjunction with the federal WIOA, state Adult Education Block Grant (AEBG) and public school CTE programs.

The CTE Facilities Program (CTEFP)

The CTEFP was established by Article 13 of the *Kindergarten University Public Education Facilities Bond Act of 2006*, Assembly Bill 127, Chapter 35, Statutes of 2006. California EC Section 17078.72 authorizes the issuance and sale of state general obligation bonds to provide aid to LEAs to reconfigure, construct, or modernize CTE facilities, and/or purchase equipment for CTE programs and to joint powers authorities to modernize CTE facilities and/or equipment.

Through a competitive grant process, the purpose of the CTEFP is to provide matching funds for the purposes of CTE specific new construction, modernization, and/or equipment.

AIG

In 1982, following the development of program standards for Agricultural Education, the State Legislature funded the AIG for secondary agriculture programs. Funds were used solely for equipment. Equipment was defined as any non-salary item. Funding was an incentive to implement the following eleven quality criteria.

1. Curriculum and Instruction
2. Leadership and Citizenship Development
3. Supervised Agricultural Experience
4. Qualified and Competent Personnel
5. Facilities, Equipment and Materials
6. Community, Business and Industry Involvement
7. Career Guidance
8. Program Promotion
9. Program Accountability and Planning

10. Student-Teacher Ratio

11. Full Year Employment

In 2019–20, funding for the AIG was \$5.4 million, which benefited local agriculture programs in 308 secondary school high schools across California supporting just under 100,000 students.

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 programs of study (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, the development of the LCAP, the new accountability and continuous improvement system, the CTEIG, the Student Success Metrics, the SWP, the K–12 SWP, Guided Pathways Framework, and new Student-Centered Funding Formula for CCC. 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, a common theme among all new state funding systems are weighted formulas for supporting disadvantaged students. All of California’s efforts are further supported through the federal WIOA, ESSA, and Perkins V.

Secondary teachers expressed the need to make CTE a required element of the LCAP. They felt very strongly that since the LCFF includes a 2.6 percent of base rate adjustment for high schools, these funds should be directed to CTE programs. While this adjustment is not designated for any particular activity, the genesis of the adjustment related to the costs of providing CTE in high school. 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.

During the transition year, stakeholders stressed the importance not only of technical improvements in system alignment, such as the creation of dual enrollment opportunities to support student progress and equity, but also, alignment between K–12

and community colleges, and with workforce development agencies and industry *across a broad range of efforts*. Stakeholders recommended standardizing messages, definitions, PD, and resources across the system including K–12 and the community colleges and with the federally funded workforce system (WIOA programs).

Teachers expressed similar concerns regarding PD, including the need to coordinate the delivery of PD between secondary and postsecondary, but more importantly align PD activities across state and federal initiatives to more accurately depict how these programs align, coordinate, and support each other. Doing so would help to eliminate the perception that all these CTE initiatives work independently of one another.

Stakeholders also noted the need for improvement in consistency and alignment of all the High-Quality Elements in both interpretation and program implementation across the community colleges and in school/district/industry relationships, including pathway development, with incentives to work together across institutions and regions and “get beyond territorial issues.” Some recommended a joint leadership council to connect the work of high schools and community colleges.

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 ten percent (10 percent) of total grant award to support leadership activities at both secondary and postsecondary level. This includes up to two percent of the leadership funds to support State Institutions, correctional institutions, juvenile corrections CTE programs, and state schools for the blind and the deaf. The state will also use \$150,000, the maximum allowed by Perkins V, for services provided to the state through the Joint Special Populations Advisory Committee (JSPAC). Much of the PD activity and technical assistance directed to improve special population student access to CTE programs and the support services needed to enhance their 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 state-wide 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 schools and colleges. State leadership funds are used by both agencies to provide needed curriculum development, PD, and technical assistance activities. The CDE and the 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 CCCCO 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. Additionally, 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.

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:

Considering California's vast physical size, geographic variances, population variables, and economic differences, it is important to design and implement a wide variety of high-quality programs of study throughout the State that meet unique local and regional needs. Within these programs must meet the educational and technical skill 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. California believes it is imperative to provide eligible recipients with the appropriate structure and guidance along with suitable flexibility to develop high-quality programs of study in order to ensure that California's system is student-centered, demand-driven, continuously responsive to the diversity of California, and the ever-changing needs of a complex global workplace.

Implicit in the concept of programs of study, development is the responsibility among state, regional, and local agencies. Given that California, historically and by design, is a "local control state." In all of the areas of CTE activity there exists a dichotomy between the need for local control and the need for state involvement and regional structures. 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 state-wide vision, develop a policy framework, provide oversight, monitor the attainment of statewide goals and program effectiveness. At the same time, the State can promote economies of scale and the sharing of effective practices, and can incentivize cooperative relationships at all levels to maximize student outcomes.

Additionally, 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.

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 which have transpired in recent years. To realize the Guiding Policy Principles, California recognizes the importance of the following essential elements of high-quality college and career pathways:

- Student-centered delivery of services
- Equity
- Access
- Leadership at all levels
- High-quality, integrated curriculum, and instruction
- Skilled instruction and educational leadership, informed by professional learning
- Career exploration and student supports
- Appropriate use of data, and continuous improvement
- Cross-system alignment
- Intentional recruitment and marketing (promotion, outreach, and communication)
- Sustained investments and funding through mutual agreements

These Essential Elements of High-Quality College and Career Pathways, referenced previously, are intentionally aligned with the Guiding Policy Principles developed by the CWPJAC. All must be present to ensure that California can realize its goals of preparing all students for the future and ensuring a strong economy. In addition, these

components define high-quality CTE at the regional and local level and are further mirrored in individual CTE programs that may be implemented in specific schools and colleges. In other words, CTE is a system that requires leadership, high-quality practice, coherence, skilled practitioners, and accountability at all levels.

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

There is interplay between the need for “local control,” an inherent feature of the California education system, and the need for state leadership and regional structures. State leadership is needed to develop policies, provide oversight, monitor the attainment of statewide goals, and determine program effectiveness.

California will continue to work with other state, regional, local agencies, and CTE stakeholders in developing criteria for a range of career pathways aligned with state policies and initiatives, ESSA, WIOA, and Perkins V. Approved career pathways, offered at the local or regional levels will be identified by the CDE and the CCCCO staff through reviews of comprehensive needs assessments, applications, and conducting

on-site monitoring visits. Information on these pathways and strategies for their implementation will be disseminated electronically, and through a variety of statewide PD activities.

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

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

Response for secondary programs of study:

As noted in the response to B(2)(a), each eligible recipient receiving Perkins V funds will be responsible for developing a minimum of one POS that meets Perkins V requirements, and meeting the requirements as set forth in their application for funding. To be approved, a POS must demonstrate integration of general academic courses, incorporate a full sequence of CTE courses from introductory to capstone, and 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.

All K–12 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 work-based learning and Career Technical Student Organizations (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 (for example, 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 “soft” 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 work-based learning, such as scheduling, transportation, and on-site supervision; dual enrollment barriers in 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 an important viable path to parents, business and industry; and to clarify certifications and standards for parents and LEAs.

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 comprised of CTE and academic faculty from high schools, ROCPs, adult schools, and community colleges, with input from business and industry. Samples of approved programs of study are available on CTE Online at <https://www.cteonline.org>. Agencies developing local or regionally defined programs of study must include a completed POS template along with their annual application for approval.

The University of California Curriculum Integration (UCCI) project provides opportunities for California teachers to design UCCI’s 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 schools’ CTE programs.

All of these processes and criteria, including the Guiding Policy Principles and the 11 essential elements of high-quality college and career pathways, define a framework for developing high-quality career pathways in California. Through ongoing consultation with stakeholders, this framework will be continuously refined to stay current with changing needs and research. The framework will account for necessary differences between secondary and postsecondary programming, encourage local eligible recipients to align local and regional pathway programs, be responsive to local and regional workforce development and educational needs, provide the basis for the State to certify programs of study, and allow state agencies to measure student outcomes. California's established framework will provide the criteria for developing strong local and regional pathways as ways to promote continuous improvement in academic achievement and technical skill attainment for all students.

These policies establish the basic requirements of CTE in California and have two primary purposes: to clarify the State's position on critical and necessary components of high-quality CTE programs and to ensure the State and local agencies are maximizing the potential benefit of limited but critical state and federal funds.

Key State determined definitions are provided below

Career Pathway

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 career pathway consists 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. aligns with the skill needs of industries in the economy of the State or regional economy involved;
- B. prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
- C. includes counseling to support an individual in achieving the individual's education and career goals;
- D. includes, 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. organizes 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. enables an individual to attain a secondary school diploma or its recognized equivalent, cluster and at least 1 recognized postsecondary credential; and
- G. helps an individual enter or advance within a specific occupation or occupational.

This is the same definition defined in WIOA and required under Perkins V.

Sequence of CTE courses

The term “CTE sequence of courses” means a coordinated, nonduplicative arrangement of academic and technical content at the secondary and postsecondary level that:

- A. incorporates both challenging State academic standards and State CTE standards;
- B. addresses both academic and technical knowledge and skills, including employability skills;

- C. is aligned with the needs of industries in the economy of the State, region, or local area;
- D. progresses in specificity (beginning with all aspects of an industry and leading to more occupation-specific instruction);
- E. has multiple entry and exit points that incorporate credentialing; and
- F. culminates in the attainment of a recognized postsecondary credential.

A CTE course

CTE Courses are identified using the following criteria and must:

- Be integral to an approved CTE sequence of courses.
- Be explicitly designed to prepare students with career skills that lead to employment. (Employment could be at the completion of high school, community college, apprenticeship, or 4-year college or university.)
- Have no less than 50 percent of course curriculum and content directly related to the development of career knowledge and skills. (The California CTEMCS and Framework can be useful tools in ensuring and validating that there is sufficient CTE content embedded in the curriculum.)
- Have business and industry involvement in the development and validation of the curriculum.
- Be taught by a teacher who meets the CTE teacher credential and occupational experience qualifications, as approved by the SBE.

Work-based Learning

Work-based learning 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.

Requirements of LEA CTE Programs

Policy. 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, and 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 who (1) possess a Standard Secondary, Single-Subject or Designated-Subject CTE credential which authorizes the teaching of the CTE course(s) to which assigned, and (2) can document employment experience, outside of 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 CA Administrative Code.
- Focus on current or emerging high skill, high wage or high demand occupations.
- Be aligned with the State's 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 meeting and 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 work-based learning assignments.
- Include planned career awareness and exploration experiences.
- Provide for the development of student leadership skills through an established CTSO or an alternate strategy that incorporates this instruction in all of the courses that make up the sequence.

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 which shall include all of the following:

- Integration into classroom content
- Annually elects student officers
- Has a constitution and bylaws
- Conducts monthly meetings
- Is part of the classroom grade
- Includes community service activities
- Engages students in activities outside the local school

- Provide opportunities for students to participate in statewide and/or national events
- Use both formative and summative assessment results to determine needed program improvements, modifications, and PD activities for staff.
- Use annual evaluation results, to determine 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.

Requirements of Sequences of Courses for CTE Programs

Policy: 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 which provides sequential units of instruction and has a duration of not less than 300 hours.
- Be coherent, meaning that the sequence may only include those CTE courses with objectives and content that have a clear and direct relationship to the occupation(s) or career targeted by the program.
- 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.

Response for postsecondary programs of study:

CTE programs and programs of study are evaluated annually by an extensive Advisory Process that engages representatives of a Local Planning Team, faculty, students, Research Office, CTE Advisory Groups, business advisory committees, CTE/Combined

AEBG Workgroups. The programs are evaluated and accredited by professional and industry organizations to ensure continuous improvement, expansion and modernization; to ensure the needs of special population students are met; and that all State and local adjusted levels of performance are met.

Each program goes through the “Program Review,” process on a two-year cycle. The review considers a variety of criteria including significant program changes, program demand, program quality, external factors impacting the program, job demand, program costs, and projected growth. All Projects incorporate strategies to overcome barriers/increase access and success rates of special population students, including outreach, counseling, tutoring, mentoring, access to specialized lab experiences, and other strategies. Barriers include knowledge of how to survive the college environment, books, and special equipment. Special population students in all programs are supported across Taxonomy of Program Codes by the Career Pathways Project that will in addition to other activities meet student needs, provide orientations and collaborate in the assessment of CTE students.

Counselors, faculty, and students will work to increase inclusion and eliminate discrimination, creating a learning-rich environment. Programs will monitor performance of special population students through core indicator results. The project will also assist all CTE 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.

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

Response:

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. Eligible recipients are required to design career pathways that are inclusive of special student populations, driven by labor market demand, combine an academic core with a challenging sequence of technical courses, aligned across secondary and postsecondary levels, provide ongoing guidance and support systems, and lead to postsecondary credentials and degrees.

The State's K–12, adult school, and California Community College systems 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 aged out of the foster care systems; youth with an active military parent; and individuals preparing for “nontraditional fields.”

An equitably designed instructional program includes integrated supports that increase access to the instructional program for all students including students underrepresented in career pathways such as English language learners and students with disabilities.

Under the 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 predefined, comprehensive programs of study. 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 wrap around support services for students.

The Joint Special Populations Advisory Committee (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 expert state leadership to facilitate and improve access to quality CTE programs and the necessary support services for special populations to achieve nontraditional, high skill, high wage, or in demand occupations that lead to self-sufficiency. The JSPAC has focused its efforts on bringing about the following school and college improvements intended to ensure special population student access and success in the State's CTE programs:

- Outreach and recruitment to increase student/parent awareness of educational/career options
- Career support (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 (advisement, tutoring, and special instructional classes)
- Financial support (for childcare, transportation, books, and instructional materials)
- Access to technology (special populations need technology skills to succeed)
- Staff development (Staff need to be informed about the specific needs of special populations and provided with the most effective tools and strategies to assist

special population students. Many of these students fall into more than one special population category and face multiple barriers.)

CTE Teach is an 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.

All community colleges have outreach and marketing departments designed to ensure a steady influx of students into the colleges. As part of their Student Equity Plans, community colleges can enhance these efforts with activities focused on recruitment of underrepresented student population. The CCCCCO marketing activities now include radio and print materials in a number of languages.

With the implementation of California Partnership Academies, career pathway programs have strived to overcome the stigma of being thought of as just an alternative to college, but as providing the foundation to earning postsecondary credentials and degrees. Academies incorporate many features of the high school reform movement that includes creating a close family-like atmosphere, integrating academic and CTE, 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 one half has no restrictions.

Throughout the last several years, 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”⁶ 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 post-secondary 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.

Taking a systems approach to career pathway development includes many considerations to enable equitable access to students’ pathways of choice. These include transportation both to the pathway of choice, and 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.

California will continue to invest in providing access to high-quality CTE programs and embraces the new provision in Perkins V of requiring states to utilize a portion of their allocation in the recruitment of special populations to enroll in CTE programs.

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. In 2013, the SBE adopted the revised CTEMCS, including the Standards for Career Ready Practice which describe

⁶ 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.

the fundamental knowledge and skills students need to prepare for transition to postsecondary education, career training, or the workforce. These standards are not specific to a career pathway, a POS, a particular discipline, or 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 and critical thinking. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or are integrated into core curriculum, with increasingly higher levels of complexity and expectation as a student advances through a POS. 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 that many involve multiple career changes and varying economic conditions. The intent is to design career pathways with the intent of making California students recession proof.

As stated in the response to B(2)(b)(i), all eligible recipients are required to integrate employability skills in career pathways offered at the local and regional level, and 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, numerous PD activities, a variety of online resources, frequent trainings and conferences, and funding incentives.

Schools are encouraged to provide opportunities for students to participate in a CTSO aligned specifically to their industry sector. The following six CTSO's are offered at the middle and high schools.

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

- Health Occupations Students of America (HOSA)
- Skills USA

Providing these opportunities to students for leadership development is paramount in addressing the key attributes employers seek. Problem-solving skills, teamwork abilities, written communication skills, leadership, and a strong work ethic are often the most highly valued attributes that employers look for in new employees. When a district or school cannot provide the opportunity for student participation in one of the six CTSOs recognized by California, schools should offer an alternative method for teaching these critical skills.

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 programs of study 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. A sampling of the State-level resources include:

- **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 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 programs of study. CTE Online also provides tools for users to create their own curriculum and collaborate in groups. To view the full resources available, 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)⁷ provides students, parents, and educators throughout the state with a range of online and hard copy career education resources and materials. 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: College and Career Readiness Anchor Standards, the California CTE 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. Its California CareerZone career information delivery system provides occupational and CTE information specific to California,

⁷ California Career Resource Network (CalCRN). <https://www.californiacareers.info>

including skills and degrees required for a vast array career areas and specific occupations.⁸

In addition, a number of online resources exist that offer materials about how to implement career development programs and courses. California GEAR UP Educator's Resources Clearinghouse⁹ 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:** A free online resource available to all CTE stakeholders, includes career and labor market information, 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 and labor market information, please visit the website at: <http://www.coeccc.net>
- **Guided Pathways Framework:** All 115 CCC are actively working on or implementing Guided Pathways reforms. 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. Guided Pathways 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. Adopting the Guided Pathways framework, colleges can improve student achievement and transfer, cut down on the total number of units while earning a degree, increase career certifications and eliminate achievement gaps.

⁸ California CareerZone. <https://www.cacareerzone.org>

⁹ California GEAR UP Educator's Resources Clearinghouse.
<http://www.clearinghouse.castategearup.org/educators/index.php>

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
- Help student stay on their path
- Ensure learning is happening with intentional outcomes

To view the guided pathways program, please visit the website at:

<https://www.cccco.edu/College-Professionals/Guided-Pathways>

- **Dual Enrollment Opportunities:** The State has purposefully created multiple options for dual enrollment through several new initiatives in order to expand the access of special populations and targeted student groups 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 programs of study 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. Additionally, eligible recipients provide counseling services, informational documents, career fairs, college nights, and other opportunities for students, parents, and other interested individuals. California Statute requires LEAs to provide information and services in the primary language of students and parents if 15 percent or more of the pupils 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 state initiatives to improve CTE and career pathways in particular at both the secondary and postsecondary levels.

Originally part of Senate Bill 70, the Governor's CTE Plan for California, the Careers 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.

Teachers discussed the high level of PD received through CTE online. Teachers also expressed the need to expand the LDI program to close the leadership gap amongst CTE prepared administrators.

The Governor's 2015 budget included \$900 million over a three-year limited term the CTEIG. These grants were given programs that led to industry certifications or postsecondary training. Partnerships with local colleges, businesses, and labor unions were required. These two funding opportunities provided the largest state contribution to career pathway development in the nation.

To develop more workforce opportunity 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 of 115 community colleges.

This new ongoing funding is structured as a 60 percent Local Share allocation for each community college district and a 40 percent Regional Share determined by a regional consortia of colleges to focus on the State's seven macro-economic regions. Both the Local and Regional Share require local stakeholders to collaborate, including industry and local workforce development boards. As much as possible, this program builds upon existing regional partnerships formed in conjunction with the federal WIOA, state 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 \$164,000,000 in annual ongoing CTE funding to strengthen the pathways for students from secondary to postsecondary education and further support K–12 and CC 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 CTEIG, and intends to improve transition from secondary education to postsecondary education, and ultimately, to a career.

In 2019, based on the success of the limited term CTEIG initiative, the CTEIG was made permanent 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 State Legislators’ and Governor’s 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 new Perkins V State Plan for CTE, and takes a turn towards a more purposeful integration of the student experience across systems and into college and career while addressing industry needs, we maintain our commitment to encouraging collaboration in the development and coordination of career pathways that include multiple entry and exit points.

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:

As stated in the response to question 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 the education and credentials necessary for employment in those occupations. The

California Economic Development Department's Labor Market Information Division (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. 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 2 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 rates, and industry employment by geography for California statewide, metropolitan areas, counties, and sub-county areas. In addition, LMID provides California economic data, 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 labor market information has grown considerably. The use of this data by educational agencies to inform program development and drive instructional practices, while not yet prevalent in K-12 CTE programs, has been common place in the California Community College system for several years.

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 study the regional economies of California, and support the community colleges by providing customized data on high growth, emerging, and economically-critical industries and occupations, and related workforce needs. The COE helps to identify opportunities and trends in high growth, emerging, and economically critical industries and occupations. 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 or future workers. The COE deliver regional workforce research and technical expertise through various reports and tools designed to enable community colleges to remain relevant and responsive in their offerings.

In 2015, the COE developed two documents to help community colleges find and effectively use labor market data: *Making Use of Labor Market Data* and *Understanding Labor Market Information Resources*, these guides provide detailed information on where to find and how to use labor market data to help with common community college decisions. These guides can be found online at the COE's website at, <http://www.coeccc.net/>.

Labor market data support alignment when LEAs and community colleges are determining how to invest their resources in building career pathways considering 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;

Response:

According to the California Poverty Measure (CPM), 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 ages 18–64 it was 17.1 percent, and for those age 65 and older it was 18.5 percent. Another proxy for childhood poverty is student enrollment in the public school's free and reduced-price meal programs. In California, more than 3.1 million students ages 5–17 are enrolled in the federal free or reduced-price meal program, representing more than 50 percent of public K–12 enrollments in the State.

California is also a “majority minority” state, with many students from traditionally underserved communities: 39 percent of state residents are Latino, 37 percent are White, 15 percent Asian American, 6 percent African American, 4 percent Multiracial, and slightly more than 1 percent American Indian or Pacific Islander, according to the 2018 American Community Survey. In 2015 Latinos surpassed Whites as the State’s single largest ethnic group. According to 2018 estimates, 27 percent of Californians (10.7 million) are foreign born—a higher proportion than in any other state (New York is second with 23 percent) and twice the nationwide share (13 percent).

Currently, 19.3 percent of the total enrollment in California public schools are classified as English learners. There are 1.2 million students in California’s K–12 education system identified as “English learners.” Another 1.3 million are “Fluent English Proficient” and speak a language other than English in their homes. These students collectively speak more than 50 different languages, with 1.3 million (85 percent) speaking Spanish as their native language.¹⁰

Because the economic, racial, and linguistic diversity found in California the State is taking a student-centered approach to meeting the needs of all students, including those in special populations.

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 K–12 Strong Workforce Initiatives, 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. Connecting students with employers through mentoring and other work-based learning opportunities offers an additional means to achieve personalize learning. In high quality work-based

¹⁰ Facts about English Language Learners in California, CDE, retrieved August 9, 2019, from <https://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>

learning, 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 work-based learning experiences to support "student-centeredness" was highly recommended by stakeholders.

The Perkins V State Plan provides educators with the opportunity to rethink career pathways to be more student-centered by aligning CTE to other local and regional education and training initiatives.

English Language Learners (ELLs) and Special Education students require particular attention. The most common strategies reported by secondary CTE leaders for supporting inclusion of ELL and Special Education students in career pathways include additional tutorial and enrichment programs (81 percent), PD for teachers on scaffolding and differentiation (70 percent), and the inclusion of instructional strategies for academic language development (68 percent). CTE instructors also use alternative assessments and mainstreaming approaches to increase access to pathway courses for Special Education students.

In the community colleges, under the Guided Pathways reform efforts, each community college is currently assessing and restructuring their onboarding, orientation, and advising processes to ensure that they are actively eliminating barriers and supporting students as they progress 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 predefined, comprehensive programs of study. Lastly, each college has a variety of specially-funded categorical programs, such as the Student Equity and Achievement program, which are designed to support disproportionately impacted student populations. Many colleges are

actively leveraging these programs to provide comprehensive wrap around support services for students who need them.

In both K–12 and community college systems, student-centeredness is also reflected in how options are offered to students, how students are informed about options, and how their personal agency is encouraged as they seek out opportunities.

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 (for example, 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 “soft” 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 work-based learning, such as scheduling, transportation, and on-site supervision; dual enrollment barriers in 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.

Additional input from stakeholders about services to students in special populations is provided in section 3.a.iii. Meeting the Needs of Special Populations.

The Perkins V State Plan is required to describe strategies to ensure special populations equal access, nondiscrimination, and programs to enable them to meet the state levels of performance, 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 affirms its continuing commitment to provide and ensure equal access to CTE programs and support activities and services for all secondary and postsecondary students who elect to enroll in these programs, particularly members of special populations. As stated earlier in the Perkins V State Plan, the goal of the CWPJAC is to build connected, equitable, accessible, and high-quality K–14+ college and career pathways for all students.

The Guiding Policy Principles are focused on all students and ensuring the best possible opportunities for students. Taking a student centered-approach toward equity and access for all students and eliminating institutional barriers and achievement gaps is a primary focus of the new CTE in California. Engaging employers to support “student-centeredness was highly recommended by stakeholders.

As required by Perkins V, LEAs must disaggregate and report data for each of the core indicators of performance and for each special population group. Much of the State’s current difficulty in collecting accurate and consistent data for special population students will be resolved by the upcoming implementation of a new student-level data system. The availability of this information on the special population groups in the K–12 and adult education systems will also enable LEAs to objectively develop and implement strategies to inform these students about available CTE programs and services. It will allow equal access to the programs, and that they are provided with the support services needed for successful completion of the programs and placement. To make this happen, LEAs must use data strategically, and the results should shed light on developing a communications marketing campaign.

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

In meeting the requirement of the federally mandated Vocational Education Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Disability, the CDE and CCCCO provide continuous oversight and technical assistance to schools and colleges with respect to ensuring nondiscrimination of students who are members of special populations. CCC and selected secondary school districts systematically receive annual statistical reviews or audits of programs and enrollments to ensure equal access and compliance with policies related to race, sex, disability, limited English proficiency, salary, hiring practices, harassment, and technology. The ongoing federal Office of Civil Rights (OCR) compliance reviews conducted by both agencies and 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 agencies will continue to submit CTE-Civil Rights reports as required by the OCR.

Responsible use of data to inform practice and improve programs 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. California believes in the appropriate use of data to inform practice and improve programs, not to track students.

K–12 and adult education will continue to develop and use a variety of program organization and instructional strategies to motivate and engage all students, including those who are members of special populations, in higher math and science as well as CTE courses. These strategies will enable special populations to meet high school graduation requirements, prepare for entry into nontraditional, high skill, high wage, or high demand occupations, and prepare for further education or training. Additional support for students to gain knowledge regarding specific industry clusters and acquire leadership skills is provided through CTSOs and other student leadership activities.

California will continue to use the maximum amount of Perkins V Section 112(a)(2)(B) nontraditional set-aside funds and Section 112 (a)(2)(C) funds for the recruitment of special populations to enroll in CTE programs, to fund the JSPAC. The JSPAC provides expert state leadership to facilitate and improve access to quality CTE programs and the necessary support services for special populations to achieve nontraditional, high skill, high wage, or high demand occupations that lead to self-sufficiency. Additional information about the JSPAC is located on the JSPAC website at, <http://www.jspac.org/>.

With online access to up-to-date employment information and job skills 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 toward a baccalaureate degree or higher.

In California, labor information is collected, analyzed, and reported by the LMID of the Employment Development Department (EDD). The CDE's Secondary, Postsecondary, and Adult Leadership Division and the CCCCO collaborate with other state agencies such as EDD and the California Workforce Investment Board to provide student access to online resources for career information and workforce opportunities through One-Stop Career Centers and other online workforce sites.

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 State Education Agency and the State board of vocational education, which is the sole state agency responsible for the administration or the supervision of the State 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:

- Provide for an advisory committee composed of an equal number of members of each board
- Assure shared planning and coordination
- Delegate to the BOG the maximum responsibility in administration, operation, and supervision of policies and procedures related to community college CTE programs provided in federal law.

The CWPJAC addresses systems alignment policies specific to career pathways within the context of recent and future state and federal investments and makes recommendations to the SBE for consideration.

The CWPJAC Planning Team, comprised of staff from the CDE and the CCCCCO, is responsible for the joint planning and coordination of California career pathways. The team meets regularly to:

- Cooperatively plan and discuss items of mutual concern and resolve issues related to the administration and operation of all state and federally funded CTE programs and services, including Perkins V.
- Plan and coordinate support services to the CWPJAC, including preparation of agendas, meeting minutes, reports, and staff recommendations.

- Participate in the planning, development, dissemination, implementation, and evaluation phases of the Perkins V State Plan, and provide LEAs with information on the process and specific timelines to develop and/or amend the Perkins V State Plan.
- Establish procedures for addressing local performance.
- Plan and coordinate data collection and statistical and narrative information for annual fiscal and performance reports as required by state and federal regulations.
- Evaluate the State's performance in reaching established goals.
- Develop operational definitions and methods of verification for core indicators, division of funds, program review, program compliance, and fiscal and performance reporting.
- Recommend committee appointments as needed to ensure compliance with the Perkins V State Plan.
- Address other topics of mutual concern and interest pertaining to state and federally funded CTE programs and services.
- Serve as support staff to the CWPJAC.

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:

Strong experience in, and understanding of, all aspects of an industry are incorporated into the State's CTEMCS are integral to each local eligible agency's application for Perkins V Section 131 or 132 funds. In addition, each local eligible agency application

includes a signed statement of assurances that the programs identified for assistance with the funds will provide students with strong experience in and understanding of all aspects of the industry addressed by the program(s). The CDE and the CCCCO staff use annual statewide application funds for workshops to provide local eligible agencies and college districts with detailed information related to the “all aspects” requirement. This includes the importance of this instruction and strategies for its provision, 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 the program. Program monitoring visits and scheduled program reviews are used by both state agencies to determine local eligible agency compliance with the Perkins V Section 135 requirement.

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 work-based learning, 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 work-based learning, 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.

Work-based learning is a key strategy in the integration of academic and CTE and ensuring that programs provide students the opportunity to meet high industry standards. Work-based learning is offered at the secondary level through CTEIG, K–12 SWP, WEE, ROCPs, California Partnership Academies, other learning communities, and adult schools. Adult schools, ROCPs, and Partnership Academies require

connection of work-based learning to technical or academic classroom curricula, while WEE programs generally focus on career exploration and work readiness. Secondary students may also access work-based learning through local community college cooperative WEE programs. The community colleges through its Guided Pathways initiative has incorporated a strong focus on WBL in all programs, including CTE. The CCCCCO 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 repeatedly emphasized the value of work-based learning 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 needs 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.

Stakeholders also discussed both the need to consider regional differences and economies as well as to expand pathways beyond regions so students' skills are transferrable. They noted transportation barriers for students in isolated communities, and the lack of industry partners for rural areas.

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:

One of the State’s Guiding Policy Principles is system alignment within the economic regions of the State in order to create a comprehensive and well-defined system of articulation of high-quality K–14+ pathways. Bringing greater coherence to programming, common use of terminology, appropriate data collection and sharing, and attainment of student outcomes in a timely way will lead to upward mobility in California’s industry sectors. System alignment allows for greater student portability and career advancement.

The State also promotes 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.

California’s educational system is founded on the belief that the LEA or institution is the primary unit of change and plays the 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. While CQI will always be differentiated to meet local needs to the greatest extent possible, interventions for school and district CQI will be implemented within the larger context of a statewide system of support.

Long-term goals, and the ability for LEAs or schools to determine interim progress goals, are built into the California Accountability Model (for a complete description of the California Model, please refer to the state ESSA Plan). The California Assessment 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.¹¹

Under California state law, every LEA must adopt and annually update a 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 LCAPs 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 Accountability Model, an LEA is not making progress toward closing performance gaps among student groups and therefore 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 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

¹¹ 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 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.

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/>. As will be described below, the CQI provisions for CTE and accountability provisions in general tends to follow the principles laid out above.

Correspondingly, the State holds LEAs accountable for continuous improvement and to close gaps in achievement, particularly for students who may be members of special populations. The California School Dashboard (Dashboard), is based on multiple measures that assess how LEAs and schools are meeting the needs of their students. This online tool is designed to help districts and schools identify strengths and weaknesses and pinpoint student groups that may be struggling. It reports performance and progress on both state and local measures and includes both college and career measures.

California's LCFF, enacted in 2013, fundamentally changed how all LEAs in the State are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential. California is committed to aligning state and federal education policies to the greatest extent possible to develop an integrated local, state, and federal accountability, and continuous improvement system grounded in the LCFF.

Under the LCFF, LEAs are held accountable for improving student performance. Specifically, LCFF sets eight priorities for school districts and charter schools (ten for county offices of education) that LEAs must address in LCAPs. Informed by performance data provided through the Dashboard, LCAPs describe each LEA's overall vision for students, annual goals, and specific actions that will be taken to achieve the vision and goals.

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:

As stated in the Guiding Policy Principles, the goal of the CWPJAC is to build connected, equitable, accessible, and 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 enrollment opportunities offer benefits to students often conferring postsecondary course credits prior to high school graduation.

Recent state initiatives including the CCPT, the CTEIG, and the SWP demonstrate the commitment and intentionality of state investments to improve cross system collaboration and program alignment. Each of these efforts encourages and in fact, incentivizes K–14+ collaboration and articulation. Evidence of just one of these initiatives is demonstrated by a study conducted in 2016 by WestEd. Seventy-six percent of consortium directors (25 out of 33 directors reporting) reported that their consortia had established new dual enrollment or course-to-course articulation agreements through CCPT efforts. Twenty-four out of 33 CTE directors reported that a total of 236 new articulation agreements or dual-enrollment courses were created in year one of the CCPT.

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 College/Career Indicator (CCI) identifies multiple measures as indications of college or career readiness. California continues to explore viable options to accurately measure CCI, in addition to completing a CTE pathway and earning credit in a college course, which are currently two established measures. 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 CCCCO Statewide Career Pathways Project improves the linkages of career technical pathways among high schools, ROCPs, and the community colleges. 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, 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 law (*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 pupils who may not already be college bound or who are underrepresented in higher education. The local boards must have the goal of developing seamless pathways from high school to community college for CTE or preparation for transfer, improving high school graduation rates, or helping high school

pupils 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 pupils 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 CCCCO including:

- The total number of high school pupils 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 the Governor signing Senate Bill 586 to require 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 boards to determine the extent to which the pathways are aligned to regional and state-wide 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 pupils. 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 Early College High Schools (ECHS) and Middle College High Schools (MCHS) can earn college credit through dual enrollment and concurrent enrollment strategies. ECHS 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 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. MCHS 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 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 local workforce development boards 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 state-wide 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.

The State 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. California has committed considerable resources, and looks forward to engaging with stakeholders to explore ways to further improve, expand, and sustain existing efforts to institutionalize and create sustainability in providing dual enrollment opportunities for all students.

Stakeholders noted that with new dual enrollment definitions and requirements in California in the past five years, more and clearer guidance from 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.

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:

As discussed, 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.

In the K–12, adult school, and community college systems, industry advisory committees help ensure that curricula address workplace demands. Educators then use the input to update curricula with the skills required for the workplace and align educational processes as appropriate to respond to industry needs. Individual educators' ability to do this varies widely, depending on the level of change and innovation allowed and encouraged on their campuses.

Each school district participating in CTE, in accordance with Section 8070 of the California *EC*, 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. Each local plan for the secondary and postsecondary Perkins V funded agencies must include a description of how these individuals and groups will be involved in the CTE planning, implementation, and evaluation processes.

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. Parents who have industry experience can also be providers of work-based learning opportunities to their own and others' children.

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 described the need for 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 through regional communication of industry's recommendations to reduce redundant demands on their time. They also suggested that CTE programs needed support for managing Advisory Boards and on 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 advisory meeting from one year to quarterly. Clarifying the roles of the regional directors (formerly Deputy Sector Navigators) is also needed in the community college system; the regions are too big to develop the scope of relationships that are needed, they claimed.

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. Teachers in particular suggested increasing the number of required local CTE program advisory meeting from the one meeting required in the previous State Plan to a requirement for quarterly advisory committee meetings.

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.

Sectors that were called out as needing greater attention included:

- **Manufacturing and Product Development** — need entry-level technicians for aircraft manufacturing and repair
- **Information and Communication Technologies** — all sectors require technology skills; robotics and cyber security are growing
- **Transportation** — needs to be included in K–12 and updated at the community college level

Stakeholders recommended that the State support partnerships by scheduling regional meetings, mandating training (and externships) for teachers to keep current, improving the curriculum approval process, and 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 requirement 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 the awardees (LEAs) of the Federal Perkins Grant, California's CTEIG and other grants designed to supplement districts' own spending on their high quality CTE programs. 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 Program, CTE eligible credentialing, strategic spending plans, budget revisions, quarterly claims, and the contact information for the LEA's CTE leader 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 will be the first (transition) one under Perkins V and the 2020–21 Perkins Application is the first (implementation) one under Perkins V. Narrative summaries of each application are below. Perkins V requires that the Comprehensive Local Needs Assessment (CLNA) addresses the following: (a) disaggregated student performance; (b) alignment to labor market information; (c) programs are sufficient size, scope, and quality (d) implementing programs and programs of study; (e) recruiting, retention, and training of teachers, faculty, and staff; and 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 provides each LEA to articulate their vision or theory of action for CTE; identifies strategies, solutions and investments to sustain and scale strengths in CTE programs/ system as well as identifying strategies, solutions and investments to address weaknesses and gaps in the CTE programs/ system. California has chosen to incorporate the CLNA within its Perkins local application. Previously, local eligible agencies addressed many required elements of the CLNA in their local application. Over the 2020–21 period staff from CDE will work with LEAs to formalize the CLNA within the local application plan as described in below each of the narratives, and how the shift will be made.

2019–20 Application to Perkins V (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 representatives have to be in on building 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: The LEA's performance of special populations. If a state target is not met, then they must write a plan or strategy that could reasonably be expected to improve the metric and put money towards that strategy.

Section 4: Progress Report Towards Implementing the Local CTE Plan

This section represents the other half of a complete assessment: The LEA's performance with respect to the 11 Elements of a High Quality CTE Program. LEAs answer a selection of questions based on the 11 Elements of a High Quality CTE Plan, chosen because CDE staff has noticed them as a relative weakness across the state when performing Federal Program Monitoring visits. To answer each question, LEAs use the results of their own self-assessment based on the 11 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. Line item by line item, the LEA specifies how they intend to spend their 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 populations.

Section 6: Budget Expenditure Schedule

This section shows the LEA a tabular view of their strategic spending plan by allowable spending categories, A-H, along the X axis and object code 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). A-F must equal 85 percent or more.

Section 7: Local CTE Plan Update

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

Section 8: LEA Transition Plan

This section only appeared in the 2019–20 application and served to highlight the changes from Perkins IV to Perkins V, and for each change the LEAs write a description of the actions they'll be taking to be ready 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 Consultant, to the LEA's Superintendent's approval of the application and subsequent issuance of the Grant Award Notification.

2020–21 Application to Perkins V (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, 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, that the membership of that group meets the requirements of Section 133(d), that evaluative data and recommendations for strategic response were collected at that meeting, and the Stakeholders, including Representatives of Special Populations, approval of those recommendations. If those things were not already done during the school year leading up to the opening of the application, it will ask them 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 Elements of a High Quality CTE program. The application will collect and summarize the results of that 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 metric meeting or exceeding standards, the LEA will describe how they plan to sustain and scale this performance. For each metric 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.

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 11 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 of 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.

In the long term, the results of their 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 their site names and pathway names are preloaded based on what was done the previous year. Line item by line item, the LEA then specifies how they intend to spend their 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 populations.

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 Consultant, 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 here [INSERT HYPERLINK] with the username "highqualityCTE" and password "Perkins" (remove quotation marks when logging in). The 2020–21 application is still being built and will be ready in March 2020.

To view a sample of the postsecondary application for the 2019-20, login 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 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. 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 the relative nature of 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, unified and union high school districts must be actively involved in the delivery of CTE programs, meaning that the districts must provide at least one POS that includes at least one district-funded course. Additionally, the districts must provide at least one course in each industry sector assisted with the funds. The course may be introductory or advanced, and must be clearly integral to one or more of the sequences of courses offered in the industry

sector. In addition, local agencies receiving Perkins V funds must meet the following minimum size requirements;

- meet the minimum allocation requirements of \$15,000 for secondary schools and \$50,000 for postsecondary schools.
- Have adequate facilities, appropriate equipment, properly credential staff

The CWPJAC's Guiding Policy Principles help to define state expectations for the scope and quality of 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.

The scope and quality of CTE programs is defined by California's focus on continuous improvement and achievement on the performance targets established in the State's accountability measures and the Perkins V core indicators. Additionally, each CTE program assisted with Perkins V Section 131 or 132 funds must incorporate the six requirements established in Section 135(b) of Perkins V. These requirements include a sequence of courses that provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills, and the following program requirements determined by the State to be critical to high-quality CTE programs:

- Be staffed by qualified CTE teachers, meaning teachers who:
 - possess a standard secondary, single-subject or designated-subject credential, which authorizes the teaching of the CTE course(s) to which assigned, and
 - can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency. The minimum qualifications for community college CTE faculty are established in Title 5 of the California Code of Regulations.
- Focus on current or emerging high skill, high wage, or high demand occupations.

- Be aligned with the State's CTEMCS.
- Have extensive business and industry involvement, as evidenced by not less than two annual business and industry advisory committee meetings and planned business and industry involvement in program activities as described in the instructions for the annual application for funds.
- Require the governing board of each school district participating in a CTE program to appoint a CTE advisory committee to develop recommendations on the program content and design and to provide liaison between the district and potential employers.
- 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 work-based learning assignments.
- Provide for equitable access and needed support services of all students, including special populations and those preparing for nontraditional occupations.
- Include planned career awareness and exploration experiences.
- Allow multiple entry and exit points along a continuum of learning to allow student to progress through various education levels and into employment.
- Provide for the development of student leadership skills through an established CTSO or an alternate strategy that incorporates this instruction in all of the courses that make up the sequence.

- Meet all annual data reporting and established local performance targets.
- Use annual evaluation results, including achieved core indicator performance levels, to determine needed program improvements, modifications, and PD activities for staff.
- 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 quality of CTE programs in California is further enhanced by the CWPJAC's essential elements of a high-quality college and career pathways 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 developed and has made available, a CTE Program Self-Review Tool. This instrument allows eligible recipients to self-assess their CTE programs compared to the State's 11 Essential Elements of a high-quality career pathways, as approved by the CWPJAC. The tool includes quality criteria recognized in each indicator, as well as a list of possible evidence to help a make determination of high-quality.

The application for funds process administered by the CDE and the CCCCCO requires that local and state attention be given 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 needed improvements. Monitoring processes established by both state agencies 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 both state agencies to determine eligible recipients' compliance with all Perkins V Section 135 requirements, including offering programs of sufficient size, scope, and quality to be effective.

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:

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 elements defining high-quality CTE programs, established by the CWPJAC.

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

State Special Schools provide CTE programs to secondary and adult students, including providing opportunities for work-based learning, 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 pathways programs to realize their greatest potential. Through statewide employment first policies combined with efforts to ensure 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). 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 work-based learning opportunities. To complement their learning plan, 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 to achieve their individual goals and aspirations.

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 assist students who are members of special populations gain access to and succeed in quality CTE programs. Supports include work-based learning opportunities; workability programs; providing adaptive equipment

and services; increasing the flexibility of program schedules to accommodate working students and students with young children.

Stakeholders convened to provide input on the Perkins V State Plan discussed equity from the perspective of accountability and data. They recommended ensuring that data systems provide accurate and data; 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; and inclusion of subgroup representatives on hiring boards.

Stakeholders also 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.

Stakeholder input on the issue of access 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 better understanding of resources available for student support and better understanding of students' learning preferences. 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.

Stakeholders also suggested supporting teachers with funding to get more lab time for students and holding systems accountable for student outcomes.

Some stakeholders recommended changes to the College and Career Indicator and making CTE a graduation requirement. Finally, increases public awareness about the benefits of CTE, including expanded employer outreach were considered important to expanding access for 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.

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

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.

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 CCC 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 agencies will continue to submit CTE-Civil Rights reports as required by the OCR.

As California continues to gather information from stakeholders, the State will proactively seek advice on how to improve regional and local practices and processes to uphold all state anti-discrimination policies through intentional training, improved awareness, and targeted technical assistance to all Perkins V recipients (such as

administrators, faculty/teachers, counselors, and others). Stakeholder input to date focused on issues of equity in professional learning, emphasizing the importance of such topics as 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 responded to addressing equity in closing the achievement gap through attention to inclusion of foster and homeless students, rural areas, special populations, and “designing for the margins.” They also discussed equitable funding, and guiding students to explore a variety of careers and identify their interests.

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:

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, Special Education Local Plan Area (SELPA), develops a local plan describing how it would provide special education services.

SELPA’s are 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. SELPA’s 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 CCC is all about equity and making sure any student can reach his or her 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 assistance, test proctoring, specialized tutoring, transcription services, interpreter services for hearing impaired or deaf students, and more.

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 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. Stakeholders described a range of barriers including obstacles in the community such as transportation, financial needs and electricity; institutional obstacles include high ratio of students to counselors and remediation classes that interfere with student participation in programs.

Students who have attendance issues or other behavioral challenges too often are regarded, and even referred to directly, as not having significant career potential. 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 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.

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.

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 also noted liability concerns of employers as an obstacle to providing employment opportunities for students, as well as lack of understanding of disabilities and limited hours of employment.

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 experience.

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 in navigating educational and employment systems. They 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.

Stakeholders also recommended training for educators and spoke to 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.

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.

iv. will be provided with appropriate accommodations; and

Response:

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.

As required by Perkins V, eligible recipients must disaggregate and report data for each of the core indicators of performance, and for each special population group. The availability of this information on the special population groups is available to eligible recipients and enables them to objectively develop and provide accommodations for their special student populations to ensure they are delivered the necessary and appropriate support services needed for successful completion of the programs.

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.

Through state-funded programs students are provided with opportunities for advanced learning in a variety of subjects and technologies. Additional support for students to gain knowledge regarding specific industry sectors and to acquire leadership skills is provided through CTSOs, and other student leadership activities.

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.

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:

Business and industry, including labor and trade organizations and apprenticeship programs, work with the education community through advisory committees, forums,

and other educational and training partnerships to inform CTE program design, instruction, and assessment.

California has made it a priority to design CTE pathways in a purposeful way to integrate both academic knowledge and technical skills across systems and into college and career while addressing industry needs. As stated previously in this plan, several recent career pathway initiatives, the CCPT, the CTEIG, and the SWP initiative, have required or highly encouraged educators to make work-based learning an integral component of all career pathway programs. Work-based learning is also a key component of California Partnership Academies, NAF academies, Linked Learning, and other career pathway programs that also integrate academic and career-technical courses and content.

While many more educators and business leaders are increasingly interested in providing work-based learning opportunities for students, challenges persist. These include lack of teacher capacity, including time to find placements and place and monitor students, lack of funding for a sufficient number of work-based learning coordinators to do the work, lack of time for students to participate, given heavy school schedules and other commitments, transportation challenges for students without cars or access to public transportation, lack of data and accountability, lack of deep relationships with employers, and employer concerns about workers' compensation and liability.

To overcome these perceived obstacles, many districts are initiating regional strategies and incentives for employer engagement, including the use of intermediary organizations and staffing to augment teacher capacity, and connecting work-based learning to classroom curriculum.

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.

They suggested support to students in accessing job opportunities and apprenticeships and noted the importance of relationship building and partnerships between employers,

educators and non-profit entities. Stakeholders recommended incentives for employers such as tax credits and support for “ban the box” efforts.

Their focus was strengths-based: identifying unique assets and skills of students in special populations.

Finally, stakeholders recommended educating employers about working with diverse students, providing wage supports, and partnering with employers to help them provide authentic work-based learning opportunities and employment to all students.

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 recruitment 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 skill development using multiple instructional and assessment strategies.

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 classroom 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.”

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.

Currently, the major segments of CTE have varying requirements for instructor qualification. 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 hold 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. 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 possess an Associate’s Degree, they must have six years of experience.

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.

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.

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 the 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 then 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.

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."

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,

Stakeholders recommended 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 CCC, 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 with existing efforts to integrate rigorous academics with robust technical knowledge and skills in all career pathways. With the vision of high-quality 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 work-based learning experiences, as well as earn early college credits and advanced standing in community college CTE programs.

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 in the Perkins V State Plan, 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 education 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 California Workforce Development Board, 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 (BLS) 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, workforce development in area targeted occupations, and real time labor data to drive the alignment of the regional and local needs assessment with labor market information.

Both the CDE and the CCCCO have revised 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. 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 program year 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 the unified and union high school districts; 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.

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 method 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:

- 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. They 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. Consortia must meet the minimum grant award limits prescribed in Perkins V in order to receive funding and submit the required annual application.

Consortia must determine how funds are allocated to individual members of the consortium and provide the information to the appropriate state agency in an agreed upon memorandum of understanding.

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 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 established by the 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 the 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 the 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>.

A list of the 2019–20 Perkins V Section 132 eligible recipients and allocations for CCC are no longer available at the CCCCCO web page.

At this time, it is not certain that the 2020–21 Perkins V Section 132 allocations will be posted on the CCCCO website.

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 be submitting an application for a waiver to 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 community colleges. 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 community college; and enrolled in a CTE course/program. The economically disadvantaged status of the adult CTE students 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;
- 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 2018–19 program year which began on July 1, 2018, and ended on June 30, 2019. Similar data collection periods will be used for subsequent program year 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:

- The CDE collects and validates the eligibility reports and data submitted by the adult school agencies and ROCPs. The CCCCO collects and validates the eligibility data submitted by the community college districts;
- 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;
- 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;
- 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;
- The CDE transfers to the CCCCO, by interagency agreement, the total amount of the Section 132 funds to be awarded to community college districts; and
- Both agencies, the CDE and the CCCCO, distribute the funds for which they are responsible in accordance with the Section 132 guidelines.

This is the same distribution formula 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 2019–20 program year 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 tables:

Table 1. Aggregate Expenditures

Funding Source	Fiscal Year 2015–16	Fiscal Year 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 Fiscal Year 2015–16 to Fiscal Year 2016–17 is \$485,296,653.00.

Table 2. Fiscal Effort per CTE Student

Student Counts	Fiscal Year 2015–16	Fiscal Year 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 Fiscal Year 2015–16 to Fiscal Year 2016–17 is \$545.89

NOTE: Update dollar amounts in tables.

D. Accountability for Results

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:

California’s educational system is founded on the belief that the LEA is the primary unit of change and plays the 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. While accountability will always be differentiated to meet local needs to the greatest extent possible, interventions for school and district accountability will be implemented within the larger context of a statewide system of support.

The original intent of the CCI was to emphasize that a high school diploma represents the completion of a broad and rigorous course of study that prepares students for success after high school. It uses specific criteria that are reliant on both test and course completion results to determine if students are “Prepared,” “Approaching Prepared,” or “Not Prepared” for college and/or career. These results, in turn, help inform how well LEAs and schools are preparing students for success after high school.

The LCFF places great importance on both the access to and completion of a broad course of study, with each included among the statutorily defined state priority areas. Completion of a Broad Course of Study (LCFF Priority 8) is addressed through the CCI, a state indicator, and emphasizes the outcomes in a broad course of study. Access to a Broad Course of Study (LCFF Priority 7) is a local indicator; LEAs annually report on their progress on the extent that students have access to, and are enrolled in, a broad course of study through the local indicator submission process.

The CCI is an indicator of student success for high schools. The CCI currently has three levels (Prepared, Approaching Prepared, and Not Prepared) and is designed to allow

new measures to be added when they become available. To determine how well a school district has prepared students for a post-high school experience, the CCI evaluates all students in the four-year graduation cohort. The same calculation methodology is used for both the school level and the student group level.

College/Career Readiness

The College/Career measures show how well LEAs and schools are preparing students for likely success after graduation. Only graduates can be classified as “Prepared” or “Approaching Prepared”. For schools and LEAs to demonstrate success on this state measure, high school graduates must meet at least one of the measures in the prepared level.

Prepared

- **Smarter Balanced Summative Assessments:** Score of Level 3 “Standard Met” or higher on both English language arts/literacy (ELA) and mathematics
- **Advanced Placement (AP) Exams:** Score of 3 or higher on two AP exams
- **International Baccalaureate (IB) Exams:** Score of 4 or higher on two IB exams
- **College Credit Courses:** Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **State Seal of Biliteracy (SSB):** SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
- **Leadership/Military Science:** Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 “Standard Nearly Met” or higher in other subject area
- **UC and CSU “A-G” requirements:** Complete “A-G” course requirements with a grade of C- or better plus one of the Additional Criteria below:

- Smarter Balanced Summative Assessment Scores:
 - Level 3 or higher in ELA and at least a Level 2 in mathematics, or
 - Level 3 or higher on mathematics and at least a Level 2 in ELA
- One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects
- Score of 3 on one AP Exam or score of 4 on one IB Exam
- Completion of CTE Pathway
- **CTE Pathway:** Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria below:
 - Smarter Balanced Summative Assessments: At least a Level 3 in ELA and at least a Level 2 in mathematics, or at least a Level 3 in mathematics and at least a Level 2 in ELA,
 - One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects

Approaching Prepared

- **Smarter Balanced Summative Assessments:** Score of Level 2 “Standard Nearly Met” on both ELA and mathematics
- **College Credit Courses:** One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **UC and CSU “A-G” requirements:** Complete “A-G” course requirements with a grade of C- or better
- **CTE Pathway:** Pathway completion with a grade of C- or better in the capstone course

- **Leadership/Military Science:** Two years of Leadership/Military Science

Not Prepared

The Student did not meet any of the measures or did not graduate, so considered Not Prepared.

Development of Career Measures for the CCI

With the adoption of the CCI in September 2016, the CDE committed to building out the CCI over several years as data becomes available to include additional career and college measures.

During deliberations at the September 2016 SBE meeting, and in subsequent conversations, there were concerns that the CCI did not contain sufficient career measures. To explore how to provide a better balance of college and career measures in the CCI, the CDE established a CCI Work Group, which consists of researchers, business representatives, and CTE subject matter experts throughout the state, to advise and provide recommendations on incorporating new career measures in the CCI.

At the September 2017 SBE meeting, the CDE presented a three-year plan to fully build this indicator (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>).

In February 2018, the CDE shared an Information Memorandum that provided an update on the CDE's progress in reporting the CCI, the status of the three-year CCI timeline presented to the SBE in September 2017, an update on the collection of new career measures for future Dashboard, and comparisons between student performance on the Smarter Balanced Summative Assessment and student performance across CCI measures currently reported in the Dashboard

(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item02.docx>).

In addition to working with the CCI Workgroup, the Analysis, Measurement, and Accountability Reporting Division has collaborated with other divisions across the CDE (CCTD, Educational Data Management, Special Education, and Assessment Development and Administration), as well as stakeholder groups such as the Alternative

Schools Task Force (a joint project with the John W. Gardner at Stanford University, which is supported by a grant from the Stuart Foundation) and the Advisory Commission on Special Education to:

- Define the career measures recommended by the CCI Work Group for collection through the California Longitudinal Pupil Achievement Data System (CALPADS).
- Identify career measures specific to Dashboard Alternative Schools Status (DASS) schools.

Beginning in fall 2018, all DASS schools received a Dashboard for the first time. They are held accountable for the same state indicators, although modified measures may be used to more fairly evaluate the success of alternative schools that serve high-risk students. Therefore, while all of the criteria for the CCI are available for DASS schools, modified measures, which are currently being developed by the Alternative Schools Task Force, will also be applied pending further analysis and SBE action.

Career measures to be collected in CALPADS during the 2018–19 school year, for possible inclusion, pending further analysis and SBE action, in the 2019 Dashboard, include:

- Completion of a state or federal job program (limited to DASS schools)
- Completion of pre-apprenticeship (both DASS and non-DASS schools)
- Work Force Readiness Certificate (both DASS and non-DASS schools)

The proposed measure of completing a state or federal job program is limited to DASS schools for accountability purposes, as this program is not available to non-charter schools. Once the data is collected, an analysis will need to be conducted to determine if this measure should be extended to non-DASS charter schools. In addition, completion of the Workability program, transition programs offered by Department of Rehabilitation, and Work-based learning, currently collected through the California Special Education Management Information System (CASEMIS), will be evaluated for

possible inclusion in the 2019 Dashboard as a modified measure for students with an IEP.

Finally, CDE staff are developing an application process for Individual Industry Credentials. These stackable credentials, which are earned through passage of assessments at the Beginning Level, Intermediate/Approaching Prepared Level, and Advanced/Prepared Level, entail a rigorous and multi-step approval process, which begins at the local level. The assessment is first reviewed by local businesses and industry groups and then submitted to the district superintendent for approval. Once approved, the superintendent submits the assessment to the CDE, which shares it with statewide advisory groups, who then determine whether the assessment meets statewide standards and if successful passage of the assessment will be recognized by the industry as a valid measure of readiness. The CDE currently has a relationship with the Career and Technical Education Consortium of States and the National Occupational Competency Testing Institute, while districts have a relationship with Precision Exams.

The CDE anticipates that the passage of approved exams will be collected in CALPADS in the 2019–20 school year.

Career and Technical Education Program of Quality Indicator for the State

Response:

As discussed above, 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 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, is the number of students completing a capstone course in an industry pathway.

It should be noted that the other two quality indicators (work-based learning, post-secondary 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 percentage as presented in the table (see Section V.B), 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 take in consideration for the final version.
- In addition, state determined levels of performance align with state vision and objectives and encourage state 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 Section V.B, for the completed form.

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

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

Response:

NOTE: NEED TO COMPLETE AFTER THE PUBLIC COMMENT PERIOD

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

Response:

See response to “c” below.

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

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

Response for secondary recipients:

Under Perkins IV, California had defined as a secondary concentrator as a student within a program, pathway, or POS completing one course and enrolling in a second. Perkins V requires the state to define a CTE concentrator in a program, pathway, or POS as a student who has completed at least two CTE courses. Under Perkins V, in addition to the revised definition of a CTE concentrator, the state has two other options:

- Define a concentrator as a student who completes twelfth grade capstone in a CTE program, pathway, or POS.
- Completion of at least two CTE courses in an industry pathway. The state is currently performing a variety of analyses on these different definitions. However, to determine the required targets for each of the Perkins V secondary indicators, the state is likely to define a concentrator as a student who completes the twelfth Grade capstone in an industry pathway.

The CALPADS already collects information on the achievement and transition measures, overall as well as for different student populations, for both ESSA and the LCAP. Additionally, as described above, measures collected as part of the CCI can be seen as potential candidates for the quality indicator, and these are included, or will be, within CALPADS. In other words, with the CTE concentrator defined, CALPADS can be used to determine the different indicator performance levels, overall and for student groups, and compare them to corresponding target levels.

The following approach was taken to determine both the baseline as well as targets for each of the five secondary indicators. Prior to the establishment of 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 CALPADS.

Since the E1-E2 system had several years of data, a subset of years (FY2008–2015) 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 twelfth grade capstone course in a CTE pathway; and, completing a twelfth grade 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. A completed State Determined Performance Levels (SDPLs) form is provided for the indicators for which data was available.

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 Department 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.

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 4-year state level of performance of 1P1, 2P1 and 3P1. This analysis allowed for an evaluation of trends of any performance levels.
2. Averaged the last 3-years to establish a baseline of the program year 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 72 community college districts in California.

CCC has 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 at:

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

1. Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Over five years, increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.
3. Over five years, decrease the average number of units accumulated by California Community College 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 5 years and fully closing those achievement gaps within 10 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 10 years.

These goals are not only aligned with Perkins V Postsecondary core indicators, but also were defined with consideration of the local and regional needs. The CCCCO invites

every college to also ensure that local goals are aligned with the system wide priorities and goals above in moving the entire state in a consistent direction.

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),⁸ 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:

California is committed to providing appropriate activities such as PD, training, or technical assistance to diminish or eliminate performance gaps.

Currently, the CDE monitors grantees of Perkins V funds for compliance with Perkins V regulations and to ensure that programs are meeting their targeted performance levels. Local recipients are required to review their local levels of performance within their annual Perkins V application. Local eligible agencies 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.

Required Establishment of Local Agency Performance-Level Targets

Under the new Act, local agencies 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. The agreed-upon performance-level targets must be incorporated into the local needs assessment. 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. Failure to sufficiently correct determined performance-level deficiencies within a three-year period could ultimately result in the loss of part or all of the Perkins V funding.

Role of the State Agency

Pursuant to Section 123(b) of Perkins V, state agencies are 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 in those instances in which eligible recipient failed to meet at least 90 percent of any of its established performance targets; and consider the imposition of sanctions, which include withholding a portion or all of an eligible recipient's allocation if it fails to make an improvement plan, fails to make satisfactory progress in closing the

performance-level gap(s) targeted by the program improvement plan, or fails to meet at least 90 percent of an agreed-upon level of performance for the same core indicator for three consecutive years.

Accountability System Framework for Secondary and Adult CTE Programs Assisted with Perkins IV Funds

The Accountability System developed by the CDE to ensure secondary CTE program compliance with this state administration requirement is described in the following narrative.

State Performance Levels and Targets

The State determined levels of performance are indicated on the required form submitted with this plan (see Section V.B) that meet the criteria established in section 113(b)(3), including the minimum requirements described in section 113(b)(3)(A)(i), state's performance-level targets for the core indicators will be based these base-line statewide performance levels. Subsequent year performance-level targets will be submitted as required with the U.S. Department of Education.

Local Agency Performance-Level Targets

Local agencies may choose to accept the annual statewide performance-level target, or negotiate adjusted annual performance-level targets with the CDE based on specific criteria.

Accountability Determination

Agencies meeting or exceeding 90 percent for each of its approved annual performance-level targets will be considered to be in compliance with Perkins accountability requirements.

Agencies falling below 90 percent on any of its approved annual performance-level targets will be considered a Needs Improvement Agency.

Agencies scoring below 90 percent in three or more of its approved annual performance-level targets or scoring below 60 percent of any single annual performance-level target will be considered a Priority Improvement Agency.

Agencies scoring in the lowest percentage of overall performance as determined by a composite ranking of all performance-level measures will be considered a *Monitored Agency* and will be subject to Perkins Program Monitoring.

CDE will calculate rates for each measure by agency and will determine the numbers and rankings of districts scoring below the overall annual state performance-level targets in 10 percent increments for all agencies.

Improvement Plans and Monitoring

Agencies scoring at or above 90 percent of the annual state performance-level target will submit an annual Perkins application indicating the CTE program elements the Perkins funding will be used to support and included in the local needs assessment. These agencies will be exempted from formal program improvement plans or monitoring but will continue to be subject to state and local fiscal audit requirements.

Agencies determined to be Needs Improvement Agencies will be required to submit a Program Improvement Form, which describes the planned strategies and activities to be employed during the upcoming year to bring performance levels to the 90 percent compliance mark. The form will be developed, updated, and distributed annually by CDE staff. The Program Improvement Form will be submitted with the annual Perkins Application and reviewed and approved by CDE staff.

Agencies considered to be Priority Improvement Agencies will be required to submit a detailed Action Plan for either the agency or school site that is not achieving the required levels.

Agencies determined to be Monitored Agencies will be subject to Perkins Program Monitoring (PPM) as specified by the CDE.

Accountability System Framework for Postsecondary Programs Assisted with Perkins V Funds

The levels of performance established for postsecondary are expressed in a percentage and we believe these 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, (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 3. In Program Year (PY)21/Fiscal Year (FY)22 and PY22/FY23, the state will have the opportunity to re-evaluate performance after two years of Perkins V reported, (PY 2020–2022 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, local agencies 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 4 (2021) in which data will be available.

Community College District Negotiating Level of Performance

Under Perkins V Section 113(b)(4), a local college district will either accept the State proposed target or negotiate a new local target with the State for each of the core indicators of performance. Starting in 2023, state will calculate local district target and propose the new one based upon the trend of the last three-year actual performance. If a core indicator trends down over the most recent three years, the State Proposed Local Target (SPLT) is the most recent rate. For all other trends, the SPLT is a three-year average of the District's actual performance. If the calculated SPLT exceeds the current State Target, the State Target is proposed.

III. Assurances, Certifications, and Other Forms

A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment¹² 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

¹² An eligible agency that submits a one-year Transition Plan in fiscal year 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 fiscal year 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 (SDPL) 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
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 were 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: Statewide Advisory Committee

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

Matthew Allana Vice President of Southern California and Membership DECA (Students)	Katie Bliss Director, Project Change College of San Mateo (At-risk / Corrections / out of school youth)	Teri Carpenter Director, Workforce Sacramento Employment and Training Agency (State Workforce Development Board)
Javier Ayala Dean, Grossmont/Cuyamaca Community College Dist. (Postsecondary CTE)	Jerry Block Assistant Superintendent Simi Valley USD (Secondary CTE Administration)	Gustavo Chamorro Dean, Rancho Santiago Community College Dist. (Postsecondary CTE)
Eduardo Barrera Retired (Postsecondary CTE)	Gina Boster Director, CTE Corona-Norco USD (Secondary CTE)	Rebecca Chandler Director of Career Education Oxnard Union School Dist. (Secondary CTE)
Henry Bartholomay Bay Area Council (Business and Industry)	Nicole Brown District Head Counselor Elk Grove Unified School District (Guidance Counselors)	Marissa Clark WIOA State Plan and Policy Development Manager (California Workforce Development Board)
Graig Beswick Vice President Learn 4 Life (Charter Schools)	Raine Bumatay Principal Fresno Adult School (Adult CTE)	Dr. Maria Clinton Professor/ Department Chair of Aeronautical Science & Technology Antelope Valley College (Out-of-School and Homeless youth)
Rebecca Bettencourt Manager Workforce Development E. & J. Gallo Winery (Business and Industry)	Jamie Callahan Deputy Cabinet Secretary Office of the Governor (Governor)	

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 Comm. College
Dist.
(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 Unified School
Dist.
(At-Risk Youth)

Kristin Montoya
(Teachers)

Andy Page
CTEIG TA 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
Dist.
(Postsecondary CTE,
Faculty)

Seema Puri
CTE Coordinator
Los Angeles Unified
School Dist.
(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 Dist.
(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
Dist.
(Special Populations)

Blaine Smith
Director North Far North
Region, Community
Colleges
(Postsecondary CTE)

Abby Snay
CEO, 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)

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

2020 Meetings

- January 31, 2020
- March 13, 2020
- May 8, 2020
- July 10, 2020

Dates of Public Hearings

- Oct. 16: California Community College Association for Occupational Education (CCCAOE) Conference, Rancho Mirage, CA – Public Feedback
- Nov. 13: Public Meeting #1 in Sacramento (California Department of Public Health Auditorium)
- Nov. 15 through Dec. 20: Public Feedback Survey
- Nov. 20–22: Association of Career and College Readiness Organizations (CAROCP) Career Technical Education (CTE) Conference, Rancho Mirage, CA
- Dec. 02: Public Meeting #2: North Orange County Community College District's Boardroom
- Dec. 11–13: Joint Special Populations Advisory Committee (JSPAC) Conference – Public Feedback

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 CCC Priority Industry Sectors.

Graphic logo	CDE Industry Sectors and Pathways	CCC Priority Industry Sectors
	<p>Agriculture and Natural Resources (ANR)</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 (AME)</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 (BCT)</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 (BF)</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 (ECDFS)</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 (EEU)</p> <ul style="list-style-type: none"> • Environmental Resources • Energy and Power Technology • Telecommunications 	<p>Energy, Construction, and Utilities</p>
	<p>Engineering and Architecture (EA)</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 (FID)</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 (HSMT)</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 (HTR)</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 (ICT)</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 (MPD)</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 (MSS)</p> <ul style="list-style-type: none"> • Marketing • Professional Sales • Entrepreneurship/Self-Employment 	<p>Business and Entrepreneurship</p>
	<p>Public Services (PS)</p> <ul style="list-style-type: none"> • Public Safety • Emergency Response • Legal Practices 	<p>Public Safety</p>
	<p>Transportation (T)</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
May 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 LEA 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 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.

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.