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California State Plan for Career Technical Education (CTE)

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2023 CALIFORNIA STATE PLAN FOR CAREER TECHNICAL EDUCATION (CTE): A VISION FOR EQUITY AND EXCELLENCE IN CTE

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INTRODUCTION

California is undergoing a significant change to the structure of its economy and the ways that people live, learn and work across the state’s diverse geography. Global trends, including digitization, the automation of jobs and tasks, and the rapid growth of hybrid, remote and asynchronous work and learning, place new and evolving demands on state systems and structures. The COVID-19 pandemic has both highlighted and accelerated these long-term trends. California’s educational systems and structures must respond – with a focus on equity¹ – to fundamental changes in the ways people work and learn in California and the ways in which they will do so in the future.

These patterns also raise urgent questions about preparing California’s future workforce and ensuring workers can advance now and in the future. Young people and adults need help navigating these unprecedented changes, accessing postsecondary education, and preparing for fulfilling and productive careers. Career technical education (CTE) has long supported learners of all ages in exploring possible careers and developing the skills needed to achieve their aspirations and meet the demands of the labor market.² Now more than ever, it is critical that all students have equitable access to high-quality CTE.

Californians face unprecedented challenges in finding and obtaining quality jobs.³ A 2021 California Future of Work Commission report found that 31 percent of California’s workers made less than \$15 per hour.⁴ It also found that 45 percent of Californians in poverty have at least one family member working full time, with the burdens of inequitable access to family-sustaining wage jobs falling disproportionately on Hispanic, African American, Pacific Islander, Native American and women-headed households as well as people with less formal education and the formerly incarcerated.⁵ The California Future of Work Commission has recommended future-proofing California with jobs and skills to prepare for technology, climate, and other unpredictable events, signaling a need to be forward-looking as the state’s education and training systems develop pathways to careers that do not yet exist and prepare the workers of tomorrow.

All students stand to benefit from CTE. Evidence suggests that CTE, especially in combination with dual enrollment programs at the high school level, is associated with improved student outcomes such as high school graduation rate and earnings, particularly among students

1 A definition of equity can be found in the California Workforce Pathways Joint Advisory Committee’s Guiding Policy Principles to Support Student-Centered K-14+ Pathways (see Appendix A).

2 The California Department of Education defines CTE as “a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.” <https://www.cde.ca.gov/ci/ct/>

3 California Future of Work Commission, *A New Social Compact for Work and Workers*, Institute for the Future of California, March 2021.

4 California Future of Work Commission, *A New Social Compact for Work and Workers*, Institute for the Future of California, March 2021. Note: This data represents workers across the entire state of California, the majority of whom are full-time workers.

5 California Future of Work Commission, *A New Social Compact for Work and Workers*, Institute for the Future of California, March 2021.

experiencing poverty.⁶ At the postsecondary level, CTE has been associated with increased educational attainment and earnings.⁷

Most careers – now and in the future – require postsecondary education and training. A mindset that artificially bifurcates student options limits the development of California’s workforce and closes doors for young people and adults. California must ensure that its educational system prepares all students for a wide spectrum of careers and builds high-quality college and career pathways programs to meet this need, as described in the California Workforce Pathways Joint Advisory Committee’s (CWPJAC) Guiding Policy Principles to Support Student-Centered K-14+ Pathways (see Appendix A).

This plan sets forth a bold vision, key priorities and themes, short-term goals and strategies, and a call to action for achieving California’s aims and outcomes for student success and meeting employers’ future workforce needs. The plan seeks to improve equity in access and outcomes across the state’s diverse geography, student and worker populations, and individual identities. It provides cohesion and direction to current state, regional and local level efforts through visionary and innovative approaches that are relevant for all interest holders, most importantly for students, workers and employers as the CTE system’s ultimate benefactors. In its approach, the plan preserves the intentionality of California’s student-centered approach and the California Way.⁸

This plan sets a course to align and strengthen current efforts, and build on previous ones, to improve and leverage CTE, including building the capacity of the field to make strategic use of current and future levels and sources of funding.⁹ These efforts include the [California Community Colleges Chancellor’s Office Vision 2030](#), [guided pathways reforms in community colleges](#); the [Future of Work Commission](#); the [Strong Workforce](#) and [K12 Strong Workforce](#) programs; the [CTE Incentive Grant Program \(CTEIG\)](#); and state plans for federal funding through the [Strengthening Career and Technical Education for the 21st Century Act \(Perkins\)](#), the [Workforce Innovation and Opportunity Act](#), and the [Every Student Succeeds Act](#). The plan also aligns with the multi-year roadmap between the Governor’s Administration and the California Community Colleges, which includes goals and expectations for improving student educational outcomes and success, advancing equity, increasing intersegmental collaboration to benefit students, and supporting workforce preparedness and high-demand career pipelines.

6 MDRC. “What Works in Career and Technical Education: Evidence Underlying Programs and Policies That Work.” December 2019. <https://www.mdr.org/publication/what-works-career-and-technical-education>.

7 University of Wisconsin-Madison. “What do we know about Career and Technical Education?” Institute for Research on Poverty. April 2019. <https://www.irp.wisc.edu/wp/wp-content/uploads/2019/04/FF38-2019.pdf>.

8 The California Department of Education has defined The California Way as: “raising academic standards through the alignment of instruction and assessments that ensure those standards are met; providing more equitable funding and local control, allowing communities to determine how to best meet the educational needs of the students they serve; giving the public valuable information to help evaluate schools, with descriptions that are easy to understand and help identify successes or areas of need; doing all this in a collaborative, positive way in which the CDE is a critical friend that supports the decisions made locally.” California Department of Education. “Global California 2030. An Initiative of State Superintendent of Public Instruction Tom Torlakson.” 2018. <https://www.cde.ca.gov/eo/in/documents/globalca2030report.pdf>.

9 For example, significant investments in the Golden State Pathways Program and dual enrollment are included in the recent education omnibus budget trailer bill, AB181.

This plan was developed under the purview of the CWPJAC. It builds on the Committee’s efforts over the last several years to address systems alignment policies specific to career pathways within the context of recent and future state and federal investments, as well as on successes including strengthening CTE programming and alignment between secondary education, postsecondary education, and the workforce through CTEIG, the [K12 Strong Workforce](#) program, and Perkins. Foundational to this plan are the Committee’s Guiding Policy Principles to Support Student-Centered K–14+ Pathways (see Appendix A), which were designed with a view toward engaging and preparing students of all ages for fulfilling careers, supporting lifelong learning, and addressing the workforce needs of the evolving economy.

Finally, this plan builds on previous planning work¹⁰ and is the result of an extensive research and consultation process that included: background research on key existing work and promising policies and practices within California and across the nation; ongoing collaboration between the California Department of Education (CDE) and the California Community College Chancellor’s Office (CCCCO); feedback from the CWPJAC; and engagement with interest holders across the state through focus groups and surveys.

This plan is one piece of a larger vision for improving the CTE landscape in California. The CWPJAC will launch a series of town halls across the state to share this plan with interest holders. These town halls will inform the development of state- and regional- level implementation plans that outline clear next steps for those looking to operationalize the Vision for Equity and Excellence in CTE. These implementation plans will be accompanied by key resources developed to support effective adoption of CTE best practices and will be shared widely with practitioners throughout the state.

A BOLD VISION

Equity is at the heart of the vision for excellence in CTE in California. This includes equity across populations – including youth in foster care and persons who are unhoused – and identities, places and geographies, and systems and structures. A cutting-edge, statewide CTE system that meets the needs of employers must be student- centered: all students benefit from CTE, and all pathways should be college and career pathways that offer a range of postsecondary options. The CTE system of the future will provide all students and workers with multiple entry and exit points and opportunities and supports for access and success that reflect and respond to their lived experiences and their working, learning and daily lives.

Career technical education in California must develop a diverse, relevant, and qualified workforce to maintain the state’s economic vitality and meet labor market demand. To achieve these aims, California’s desire is to have an overall statewide CTE system that is coherent, flexible, and adaptable, and grounded in the Guiding Policy Principles to Support Student-Centered K–14+ Pathways. In the future, California’s CTE system will be aligned and relevant to the current and future labor markets in the state and its regions, providing pathways for all into living, family-sustaining wages. This CTE system of the future will meet the needs of every geography and all its individual users – at all ages, in both virtual and real worlds.

¹⁰ Further information, including summaries, on previous California Workforce Pathways Joint Advisory Committee (CWPJAC) discussions and actions can be found on the CWPJAC’s website: <https://www.cde.ca.gov/ci/ct/gj/workpathjac.asp>

Looking forward, CTE in California must be at the forefront of removing barriers – real or perceived – among systems and institutions to achieve the vision of a statewide CTE system. This means eliminating bifurcations between college and career, shifting entrenched mindsets about pathways into the world of work, and updating policies and practices that reinforce “either/or thinking” and limit career options. It also means boosting collaboration between secondary and postsecondary education, education and industry, and between and within institutions in each of the state’s regions. The design of this system must keep sustainability and durability in mind to ensure CTE remains nimble in the face of new economies and new challenges and is funded based on evidence and research.

FRAMEWORK: KEY PRIORITIES AND THEMES

The framework for this plan includes key priorities and themes anchored in equity and access (see Appendix B). To achieve the vision for CTE outlined in this plan, California will focus its efforts around four key priorities, aligned with the Guiding Policy Principles to Support Student-Centered K-14+ Pathways, over the next 10 years. As a living document, this plan will be periodically revised and updated to reflect the evolving context, priorities, and needs in California.

The four key priorities are:

- **Supply that meets demand:** As the most populous state – with the highest Gross Domestic Product and one of the most diverse economies in the United States, the world’s largest economy – California has a unique opportunity to serve as a pathbreaker in 21st century CTE. Success will provide all Californians with the opportunity to pursue meaningful careers, earning wages that can support families and help communities thrive. To do this, California must build an inclusive CTE system that aligns the supply of talent with the skills that are in demand.
- **Effective delivery and support:** Ensuring key components of CTE pathways, including work-based learning and dual enrollment¹¹, are delivered effectively and equitably is critical for improving student outcomes. Delivering effective and equitable CTE programs also means providing learners and workers a wide range of opportunities to demonstrate and validate what they have learned in and outside the education system. Targeted and individualized supports for learners, workers, and employers would also boost access to key components of CTE pathways, promote equitable student success outcomes, and increase diversity in workplaces.
- **Data that informs investments:** Data is essential to create opportunities based on labor market dynamics, inform programming, understand what learners and workers need to be successful, make delivery and support more effective and efficient, and support progress on equity and access. Data is also important for conducting research on how to improve systems that support college and career pathways. Data

¹¹ In this plan, dual enrollment refers to opportunities for students to take college courses while pursuing a high school diploma or equivalent.

collection that is burdensome for practitioners can limit users from achieving the aim of gathering data: supporting continuous improvement and informing investments through data analysis. A strategy for better use of data includes supporting partners, especially those that are under- resourced, to collect and make sense of data, build the capacity of interest holders to use data effectively to target resources, and develop more streamlined and efficient data collection processes.

- **Systems alignment:** Aligning systems to close skill, employment, and equity gaps requires collaboration between key sectors such as secondary education – including alternative education and regional occupational centers and programs – postsecondary education, employers, workforce development organizations, community-based organizations, and intermediaries. Systems alignment at both the regional and state levels is critical for bringing greater coherence and efficiency to CTE and achieving regional and state priorities and goals. All strategies for developing systems of high-quality pathways require cross-sector collaboration and alignment to sustainably grow and scale. Incentives such as funding that promote systems alignment can help to create synergies and efficiencies that benefit learners and workers and boost student success.

Cutting across these priorities are five major themes that support the priorities. These are:

- **Pathways:** CTE provides one of many pathways into the labor market. Education equips students with the skills and competencies they need to achieve strong employment outcomes. Pathways bridge secondary and postsecondary education, include multiple on- and off-ramps, and lead to and through postsecondary credentials aligned with industry demand and quality jobs.
- **Dual Enrollment:** Obtaining college credit prior to high school graduation has a wide range of positive academic effects for students, including boosting academic achievement in high school; high school completion; postsecondary access, enrollment, and degree attainment; and credit accumulation.¹² Increasing strategic dual enrollment will help accelerate educational attainment that leads to meaningful employment.
- **Regional Partnership Development:** Connecting students to work experience and job opportunities, as well as developing and deploying comprehensive supports that meet students’ needs, requires regional infrastructure for coordination, collaboration, and alignment. Regional partnerships can help link up systems, remove siloes, and create efficiencies across education and workforce efforts to meet employer demand.
- **CTE Teacher and Faculty Preparation and Pipeline:** Teachers and faculty members

12 College and Career Access Pathways Legislative Report, California Community Colleges Chancellor’s Office, 2021, <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/cccco-ccap-051121-a11y.pdf>; Dual Enrollment Programs. What Works Clearinghouse, Institute of Education Sciences, 2017. Retrieved on August 12, 2021 from: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf

are key to helping build the future of CTE. The pipeline and preparation of CTE teachers and faculty, as well as support and resources, should reflect the needs of CTE and demands of the labor market now and in the future.

- **Work-Based Learning:** Early and meaningful experiences in the world of work can be a powerful lever for improving student engagement and success. Increasing work-based learning will be important for accelerating and advancing students into meaningful employment. Work-based learning is also a powerful equity strategy that supports learners in gaining access to workplaces and professional networks.

GOALS AND STRATEGIES FOR YEARS 1-3

Over the next three years, California will aim to achieve four main goals, which are the core of this plan and have foundational threads of equity and access woven throughout. Upon review of progress in two years, these goals will be revised, updated, and expanded, as needed, and additional goals will be added to make further progress toward the vision. As a living document, this plan will be periodically revised and updated to reflect the evolving context, priorities, and needs in California. The goals below will be pursued in tandem and are of equal priority.

GOAL 1: BOOST DATA-INFORMED DECISION-MAKING FOR EQUITY AND IMPACT

1.1 Using data to support equity

- Build understanding of equity among all college and career pathways interest holders in California
- Set equity goals at all levels (e.g., state, regional, institutional) for CTE and monitor progress
- Develop processes and a plan to use data to identify equity gaps and impact, act on findings, and continuously improve

1.2 Using data for college and career pathway design and impact

- Use data such as labor market information, input from business and industry, and evidence of program impact to inform creation, adoption, and growth of all CTE programs and credentials
- Analyze data on short-term imperatives such as immediate learner, worker, and employer needs and long-term impacts such as potential for advancement and career ladders and lattices to inform decision-making on CTE program development

1.3 Aligning data systems for impact and equity

- Develop common definitions, data elements, collection procedures, and reporting structures for cross-sector and cross-agency programs and activities, such as dual

enrollment and work-based learning, to improve equity and student success, support continuous improvement, and provide user-friendly access to data

- Expand and accelerate the work of aligning data systems, including the development of data agreements, which capture and report on quality, progress, equity and outcome data from cradle to career

GOAL 2: EXPAND WORK-BASED LEARNING IN ALL REGIONS, WITH A FOCUS ON EQUITY

2.1 Fostering employer engagement and co-ownership

- Develop a framework and process for employer engagement and co-ownership that helps employers collaborate with education and align talent pipeline management strategies to college and career pathways
- Develop and implement strategies for securing work-based learning opportunities that are adapted to the unique needs and contexts of California’s regions, including urban, suburban and rural areas

2.2 Providing supports and resources

- Tailor supports for both participants and employers to increase equity in outcomes, maintain quality and ensure impact of work-based learning opportunities; ensure work-based learning opportunities deliver clear benefits to both participants and employers
- Identify and remove barriers to accessing work-based learning opportunities and ensure all students have equitable access to these opportunities

2.3 Building infrastructure

- Establish common definitions of terms such as work-based learning
- Define the continuum of work-based learning activities in which all learners will equitably participate, and develop, scale, and fund the infrastructure for work-based learning opportunities that align to the newly defined continuum, college and career pathways programs, and students’ career goals
- Develop, scale, and build awareness in all CTE programs about youth/pre-apprenticeship, apprenticeship, internships, and other high-intensity work-based learning models that allow students to earn while they learn
- Support and sustain regional partnerships for WBL

GOAL 3: GROW DUAL ENROLLMENT IN ALL REGIONS, WITH A FOCUS ON EQUITY

3.1 Fostering collaboration between secondary and postsecondary systems

- Grow state and regional infrastructure and processes to boost collaboration between secondary and postsecondary institutions on dual enrollment program design, implementation, resourcing and student support
- Build out data systems that help secondary and postsecondary institutions and systems share information and support secondary students in earning and validating college credit

3.2 Providing supports and resources

- Identify and remove barriers to accessing dual enrollment opportunities and ensure all students have equitable access to these opportunities
- Increase equity in outcomes by ensuring all students have the information and individualized support needed to fully participate and succeed in dual enrollment opportunities

3.3 Aligning dual enrollment opportunities with college and career pathways

- Cultivate strategic dual enrollment opportunities that align with college and career pathways and award credentials with value in the labor market
- Improve alignment between dual enrollment opportunities and guided pathways reforms, including by tying these opportunities to a guided pathway or program of study

GOAL 4: UNDERSTAND AND PLAN TO ADDRESS CTE TEACHER AND FACULTY SHORTAGES

4.1 Understanding the main causes of CTE teacher and faculty shortages across California

- Collect and analyze data on supply of and demand for CTE teacher and faculty across regions in California
- Conduct research with interest holders across the state to identify systemic and regional challenges including, but not limited to, compensation, equivalency, credentialing, professional learning opportunities and support and mentorship

4.2 Exploring strategies to address shortages

- Conduct a regional, state and national scan for promising policies and practices that can address CTE teacher and faculty shortages including, but not limited to,

compensation, equivalency, credentialing, professional learning opportunities, and support and mentorship

- Develop strategies to deploy in regional contexts across California

4.3 Action planning

- Develop a plan for addressing CTE teacher and faculty shortages across California's diverse regions and contexts

LONG-TERM AREAS OF FOCUS

Over the next 10 years, longer term areas of focus will drive efforts toward achieving the vision of this plan. These areas of focus, which are aligned to the four key priorities outlined in the framework for this plan, will build from the progress made on the short-term goals detailed above.

SUPPLY THAT MEETS DEMAND

- Create a public outreach system to promote the value of CTE as a college and career pathway
- Increase opportunities for learners and workers to demonstrate and develop in-demand, durable and transferable skills that meet their lifelong learning needs
- Create, adapt and grow college and career pathway programs in alignment with in-demand and forecasted skills and skill clusters at the regional, state, and national levels while also considering (K–12) student interest

EFFECTIVE DELIVERY AND SUPPORT

- Identify and expand effective CTE recruitment, onboarding, and retention practices and policies that are differentiated for the wide variety of learner and occupational identities, ages and experiences in the state
- Transform college and career exploration, advising, and navigation supports for 21st century learners, workers and careers
- Ensure all learners receive the individualized supports they need to succeed in all educational and career-oriented pursuits to seamlessly transition into the labor market
- Enhance and expand professional development opportunities and supports for CTE teachers and faculty, counselors, guidance advisors and administrators

DATA THAT INFORMS INVESTMENTS

- Ensure educational and workforce data are accessible and useful to educational and workforce actors

- Use data-driven decision making to establish, support and grow college and career pathway programs, informed by multiple data sources and aligned with state priorities
- Review and revise accountability systems and supports to promote continuous improvement and incentivize implementation of high-quality college and career pathway programs

SYSTEMS ALIGNMENT

- Develop a statewide, common framework for equity in CTE; use data to identify equity gaps; and develop strategies to ensure participation in, and outcomes of, all elements of high-quality CTE, including work-based learning and dual enrollment, are not predicted by individual characteristics (e.g., race/ethnicity, income, disability status, language, sexual orientation, gender identity, or geographic location).
- Align state and national education, workforce, and economic development system priorities and goals to support quality and equity in college and career pathway programs
- Strengthen communication, coordination, collaboration, joint decision-making, and learning between regional interest holders to cultivate systems thinking and implement a unified regional approach for aligning the supply of future workers to meet business and industry demand
- Develop funding strategies and foster blending and braiding of funds to facilitate effective delivery of and support for high-quality college and career pathway programming
- Fully align secondary and postsecondary college and career pathways and create an overall statewide CTE system

EXAMPLES FROM THE FIELD

INLAND EMPIRE

Working across sectors and using data and research to drive equitable outcomes for students

The Inland Empire region is home to [Growing Inland Achievement \(GIA\)](#), a K-16 collaborative that is working across sectors to support educational and economic equity in the region by researching issues and opportunities, resourcing innovations and solutions, and connecting diverse stakeholders. GIA uses a collective impact approach supported by data to support equitable outcomes for students in the region. The organization, for example, has published multiple regional data dashboards that profile the college and career readiness, progress, and success of students. These comprehensive data sets are accessible to anyone via the GIA

website. GIA has also brought together regional partners to develop an [Equity Continuum](#) a freely accessible formative assessment tool that regional educational institutions can use to help surface and address inequities. The continuum is also meant to help users understand where to source data, what data they should collect (qualitative and quantitative), and how to use data effectively.

GIA is also helping to align secondary and postsecondary systems in the Inland Empire, focused particularly on creating supports around key transition points between high school, college, and the workforce. In the area of earning college credit while in high school, GIA has brought together a cross-sector group to conduct research on the dual enrollment landscape in the region, with a focus on improving communication and advising strategies to ensure students have clear post-secondary education pathways and career goals. Their work in this area has also informed policymaking, encouraging leaders to increase the accessibility and effectiveness of dual enrollment for all students in the region.

ORANGE COUNTY

Building targeted partnerships to create structured dual enrollment and work-based learning opportunities that lead to student success

Orange County's strong regional collaboration structures and alignment between K–12 education, community colleges, and industry are supported by [OC Pathways](#), a collaborative led by the Orange County Department of Education and Orange County Regional Consortium. This consortium is made up of twenty-eight districts, nine community colleges, four ROP's, and multiple community-based organizations and intermediaries. OC Pathways partners work together to create work-based learning opportunities and experiences beyond the classroom while helping students graduate career-ready in pathways aligned to industry needs. For example, career counselors at both the high school and college levels throughout the district come together monthly to share best practices and problem-solve around reducing barriers and streamlining the student experience across sectors. Additionally, OC Pathways has published [Pathway Grids](#) that highlight academic plans and pathway sequences for a diverse array of key sectors in the region. They provide information on dual enrollment opportunities at local colleges and universities, as well as clear integration of CTE courses in a 4-, 6-, or 10-year plan for students. The work of the collaborative has led to increases in students' attainment of college credit while in high school, as well as increased completion of industry certifications and internships.

Through partnerships with companies, including training and work-based learning program providers, the consortium gives K–12 students the opportunity to learn about cybersecurity, business, manufacturing, and design while developing core competencies including collaboration, communication, creativity and critical thinking. Orange County is known for its strong relationships with the medical, tourism and construction industries and with major tech companies like Amazon, Apple and Google, and these partnerships have translated into increased work-related opportunities for students. Orange County is also exploring ways to grow partnerships with four-year institutions and community colleges to expand options for students to pursue a bachelor's degree in addition to industry credentials and work experience.

SAN JOAQUIN VALLEY

Aligning systems to create dual enrollment opportunities along pathways aligned to labor market information

The [Fresno-Madera K-16 Collaborative](#) is a regional intersegmental partnership committed to aligning systems in order to support student entry into high-wage careers. The Collaborative aims to increase college certificate and degree attainment in high-demand industries, align educational preparation with the needs of regional employers, and close racial equity gaps by developing an integrated system and seamless set of educational experiences across the region's K–12 districts, five community colleges, and five public and private four-year universities. During the pilot phase of the Collaborative, supported by the Governor's Council on Post-Secondary Education since 2022, partner institutions focused on cultivating shared approaches to fostering student success through pathways in engineering, accounting and fiscal management, single subject teaching, and upskilling teachers for dual enrollment (they are in the process of updating these pathways). To support college and career pathways in engineering across the region, for instance, leaders piloted joint approaches to outreach, tutoring, and career awareness programming. The Collaborative also shares user-friendly information on their website to introduce students and other interested parties to opportunities in the industry. The Collaborative has built strong partnerships with institutions across K-20, in particular with four-year universities, by bringing presidents and superintendents onto their board. Building buy-in at the top has demonstrated to college leaders, faculty and staff that collaboration is a priority for the school and encouraged them to work towards the goal of clear pathways for student success.

High schools in the region are working with the Collaborative to boost student access to dual enrollment courses aligned to degrees offered by local colleges and universities, with an eye toward providing students a clearly marked route to transition into an associate's program and then a bachelor's program. The Collaborative has focused specifically on foundational dual enrollment, giving students access to general education credits before they enter a specific industry pathway. Using labor market information for pathway design helps to ensure that students are on a path to careers offering living-wage jobs that need to be filled in the region. This use of data also allows students to understand job earning potential and is implemented hand in hand with a desire to understand family and cultural values in designing strategic pathways for local students. Additionally, the Collaborative is seeking to increase equitable access for all by creating a virtual dual enrollment hub, where students who live in rural counties or areas with a lack of transportation can access college coursework.

COACHELLA VALLEY

Cultivating partnerships with employers to provide paid internships to students across multiple pathways

Coachella Valley High Hospitality California Partnership Academy started their work partnering with Marriott Resorts in the Coachella Valley in 1992. The program began with two of the Marriott resorts, JW Marriott Desert Springs and Renaissance Esmeralda Indian Wells, within the Hospitality pathway. Currently the program has expanded to multiple pathways

across each of the resorts, including Safety & Security (Public Safety Academies), Engineering & Building Maintenance (HVAC, Solar, Green Technology), Landscape (Agriculture pathway), Front Desk & Finance (Business pathway), and Culinary. The program begins as a job shadow in 11th grade and transitions to a paid internship (weekends up to eight hours a day) in March through the end of the school year. It continues as a paid internship in the summer (30 hours per week) of 12th grade. The Marriott resorts internship program offers the following incentives for students: continuation of the paid internship during the 12th grade year; opportunity to stay on as an employee after graduation; the possibility of Marriott paying for college; and transfer to any Marriott resort world-wide.

The program has expanded outside of the two original Coachella Valley Marriott resorts to other areas of Southern California at 12 high schools, including Coachella Valley (five resorts), San Diego (four resorts), Orange County (five resorts) and Irvine (four resorts). The Marriott resort internship program has also expanded the departments that are available to high school students for their internship rotations. Opportunities have expanded to include Culinary, Human Resources, Sales & Marketing, Event Planning, Accounting/Shipping and Receiving, Housekeeping, Pool Attendant, Loss Prevention, Engineering/Agriculture, and Spa.

CALL TO ACTION

This plan arrives at a point in history where a confluence of factors, including the COVID-19 pandemic and the acceleration of trends such as automation and virtual learning, are disrupting old models of working and learning and point towards new ways to learn, work, and thrive in California. CTE has a critical role to play in ensuring workers and learners are successful in the labor market and developing the workforce that employers need. New and ongoing challenges and changes provide an opportunity to rethink and redesign CTE systems and structures for a new era. Central to this work is addressing what remains a significant challenge: equity of access and outcomes across California's diverse populations and regions. The future of work and learning in the state must ensure that a Californian's chances of success are not predicted by identity or geography.

Promoting a statewide approach to CTE will generate greater opportunity and stronger outcomes for all Californians, especially those who face multiple barriers to accessing education and quality employment. Greater access to high-quality career readiness education in secondary and postsecondary spaces will provide more students and workers the credentials and skills they need to obtain quality jobs that provide family-sustaining wages. Developing a more coherent, world-class delivery system for CTE is a critical lever for educational and economic development and advancement, shared prosperity, social mobility, resilience, innovation and a more equitable California.

This plan calls for system leaders, policymakers, and practitioners from across sectors – education, business, workforce development, not-for-profits, government, and the private sector – as well as learners, workers, and their families and communities, to work together to boldly reimagine and restructure CTE. Collaboration will look different across the state's diverse regions. To advance this work, the CDE and the CCCCO will stimulate and support action across California over the next several years, leading the path forward for this work, driving planning and implementation of the strategies outlined in this plan, and providing tools and resources to systems leaders across the state to support implementation.

APPENDIX A

GUIDING POLICY PRINCIPLES TO SUPPORT STUDENT-CENTERED K-14+ PATHWAYS

Preamble

The goal of the California Workforce Pathways Joint Advisory Committee (CWPJAC) is to build connected, equitable, accessible and high-quality K–14+ college and career pathways for all students by: (1) signaling the infrastructure needs, (2) promoting regional and local educational agency 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 is 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 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 leveraged to assist in accomplishing the State goals and objectives for student achievement, also known as “the California Way.”

ESSENTIAL ELEMENTS OF A HIGH-QUALITY COLLEGE AND CAREER PATHWAY

To realize the Guiding Policy Principles outlined above, California recognizes the importance of creating student focused essential elements of a high-quality college and career pathway:

- A. Student-Centered Delivery of Services for all K–14+ college and career pathways incorporates the removal of institutional or systemic barriers that impede the progress of students in achieving their education and career goals. This includes a renewed commitment to offer an engaging learning experience and support the diversity of individual student needs while accommodating their multiple entry points as they progress along a continuum of education and training or advance in a sector-specific occupation or industry.
- B. Student Equity goes beyond the reduction of institutional barriers to create an environment of being fair, impartial and free from racism, bias, or favoritism, promote educational and employment attainment, and to eliminate the achievement gap for all students including, but not limited to, English language learners and students with disabilities in the K–14+ college and career pathway system.
- C. Access denotes a broader vision of equity ensuring that all students are provided many 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, disability, 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 grades 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 led to an industry-recognized credential or certificate, postsecondary training, apprenticeship, and/or employment.
- L. Strong Partnerships with Industry and appropriate employers must be developed to inform and improve CTE program design, instruction and work-based learning activities; as well as ensure that career pathway programs in all grade levels, organizations and apprenticeship programs continue to meet the workforce demands.

WORKING NORMS FOR FOSTERING A MUTUALLY BENEFICIAL INTERSEGMENTAL RELATIONSHIP

These working norms are designed to help guide state, regional and local entities in building student-centered, high-quality K–14+ college and career pathways. This collaborative work necessitates:

- A. Frequent, Open, and Intentional Communication between Educational Agencies, Workforce Agencies, and Employers.
- B. A Mindset Shift from insular to Coordination of Planning and from independent to Interdependent Implementation of Systems to make better use of and maximize scarce public funds.
- C. A continual scan for opportunities to Leverage, Build Upon, and/or Replicate Effective Models and Practices 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 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.

GLOSSARY

Access – The institutions’ responsiveness to individual students’ unique social, economic, and cultural conditions to ensure all students have equal opportunities to take full advantage of their education, including a collective awareness of all the supports both inside and out of class that are available to them.

All Students – The State of California recognizes its deep responsibility to ensure that each student receives a world class 21st century education, one that supports the achievement of their highest potential. To accomplish this goal, it is important to continuously strive for equity in all classrooms, schools and districts by considering students’ cultural, ethnic, and linguistic background; disability; sexual orientation; economic status; and other factors.

Attainment Gap – Some students have limited access to well-prepared teachers/faculty and other educational resources. Recognizing the specific inequities that exist helps educators and communities to purposefully and strategically take action to strive for true educational equity for all learners.

Career Pathway – A coordinated, non-duplicative sequence of academic and technical content, including employability skills, at the secondary and postsecondary level that aligns with the needs of industry, and has multiple entry and exit points that culminates in the attainment of a postsecondary credential and/or employment.

Equality – This is the state of being equal, especially in status, rights, and educational and training opportunities or proportionality to reflect the communities being served.

Equity – To systemically create an environment of being fair and impartial and be free from bias or favoritism to promote educational and employment attainment among all students, including English language learners and students with disabilities.

Methods of Learning – Different modes of learning may include, but is not limited to, in-person or online instruction, apprenticeship, internship, and other work-based learning opportunities; however, instruction is provided, it must adjust to distinct learning needs and cultural backgrounds of students to lead to a certificate, credential, or degree.

Socioeconomically Disadvantaged – For K–12, this includes students eligible for the free and reduced priced meal program, foster youth, homeless students, migrant students, and students for whom neither parent is a high school graduate. For community colleges, this definition also includes veterans, Pell and Promise Grant qualified, and/or first generation students.

Student-Centered – A restructuring of policies so that the provision of education and training programs, engaging learning experiences, instructional approaches, and academic support strategies at our institutions address the distinct learning needs, interests, and

aspirations while also honoring cultural backgrounds of individual students or groups of students who may have a variety of needs (including homelessness or food insecurity; need academic, cultural, and/or linguistic supports; transportation; or child care or financial aid). For community colleges, the movement to implement Guided Pathways embodies a student-centered restructuring of the student experience.

System Alignment – Bringing greater coherence and efficiency to curriculum, programs, initiatives, and education and training system that includes K–12, community college, and the public workforce system and beyond, with a particular focus on workforce pathways that consider regional labor market needs.

Workforce – People who are engaged in or are available to work, within a geographic location, or a particular company or industry.

APPENDIX B

CALIFORNIA STATE PLAN FOR CTE FRAMEWORK: WITH EQUITY AND ACCESS AT THE FOUNDATION

Note: “X” is used in the table below to indicate alignment of Cross-Cutting Themes and Key Priorities.

Cross Cutting Themes	Key Priority: Supply the Meets the Demand	Key Priority: Effect Delivery and Support	Key Priority: Data that Informs the Investments	Key Priority: Systems Alignment
Career Pathways	X	X	X	X
CTE Teacher and Faculty Prep and Pipeline	X	X	X	X
Dual Enrollment	X	X	X	X
Regional Partnership Development	X	X	X	X
Work-based Learning	X	X	X	X

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