California Department of Education

Executive Office

SBE-002 (REV. 11/2017)

memo-eab-cctd-dec19item01

# **MEMORANDUM**

**DATE:** December 13, 2019

**TO:** MEMBERS, State Board of Education

**FROM:** TONY THURMOND, State Superintendent of Public Instruction

**SUBJECT:** Development of the California Perkins V State Plan

## Summary of Key Issues

On July 31, 2018, the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) was signed into law by President Trump, which reauthorized the federal *Carl D. Perkins Career and Technical Education* Act *of 2006* (Perkins IV). As part of the transition to Perkins V, California elected to develop and submit a one-year transition plan in May 2019, with the full State Plan due no later than April 15, 2020. Submission of the application is required to fulfill the state’s obligation in order to receive approximately $127 million annually in federal funds for career technical education (CTE).

California *Education Code* (*EC)* Section 12053 designates the State Board of Education (SBE) as the sole state agency responsible for the administration of the state CTE program as required by Perkins V. Further, California *EC* Section 12053 requires the SBE and the Board of Governors (BOG) of the California Community Colleges (CCC) to jointly coordinate the delivery of CTE and training through shared planning on all proposed policies, procedures, or allocation of funds. The coordination between the SBE and BOG is formally established within *EC* Section 12053, as the California Workforce Pathways Joint Advisory Committee (CWPJAC).

### Membership and Purpose of the California Workforce Pathways Joint Advisory Committee

Membership of the CWPJAC consists of the following: three members each, from the SBE (Feliza Ortiz-Licon, Patricia Rucker, and Ting Sun [Vice-Chair]); from the BOG (Jolena Grande [Chair], Bill Rawlings, and Alma Salazar); and two ex-officio members (Kristin McGuire of Young Invincibles and David Rattray of the Los Angeles Area Chamber of Commerce).

The CWPJAC’s primary purpose is to review, to offer advice, and make recommendations on federally-funded and state-funded CTE programs. Planning for this effort actually began nearly three years ago. In 2017, the CWPJAC began holding joint collaboration meetings to develop the Guiding Policy Principles, and correspondingly develop the Essential Elements of a High-Quality College and Career Pathway. Led by SBE staff, and assisted the California Department of Education (CDE) and California Community Colleges Chancellor’s Office (CCCCO) staff, the Guiding Policy Principles and the Essential Elements of a High-Quality College and Career Pathway, were first approved by the CWJPAC in March and May 2018, and revised in May and November 2019. The Guiding Policy Principles and the Essential Elements of a High-Quality College and Career Pathway were presented in open meetings and public comment was received by the CWPJAC, including a public regional meeting in August 2018. Using the Guiding Policy Principles and the Essential Elements of a High-Quality College and Career Pathway as foundational work, the CWPJAC began work on the development of the Perkins V State Plan, with the understanding that the federal Perkins funds will supplement and support ongoing state CTE efforts.

### Stakeholder Input on Plan Development

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

Based on advice from the CWPJAC, input was also sought from two additional groups that are crucial to the development of the Perkins V State Plan. The first group comprised of CCC personnel who are members of the California Community College Association for Occupational Education (CCCAOE) during a pre-conference session at the annual CCCAOE conference held on October 15–17, 2019. In addition, the CDE and CCCCO staff presented at two sessions on the Perkins V legislation to make CCC administrators aware of the requirements of the Perkins V legislation and explain how those requirements must be implemented at their campuses, colleges, and districts. The second group of targeted key informants comprised of secondary teachers from across the state during a virtual meeting held on October 17, 2019.

### Plan Development

The SBE approved the 2019–20 Perkins V Transition Plan at its May 8, 2019, meeting, and the BOG received an update at its May 21, 2019, meeting. The CDE submitted the approved transition plan to the U.S. Department of Education (ED) on May 24, 2019. On July 2, 2019, the CDE received notification from the ED that the 2019–20 Perkins V transition plan had been approved, and Perkins V funding for California was available starting July 1, 2019.

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. Under the direction of the CWPJAC, staff from the SBE, the CDE, and the CCCCO jointly manage the planning and coordination for developing the Perkins V State Plan. To begin the process, an internal working team composed of staff from the SBE, the CDE, and the CCCCO has been convened weekly to coordinate, organize, and develop strategies to advance the California Perkins V State Plan. Staff also elicited help from the WestEd Comprehensive Center to build capacity and provide guidance through this endeavor. For brevity, this internal working team is referred to as the Joint Management Team (JMT). The JMT had several inter-related tasks to date, which include: (1) develop the content for the Perkins V State Plan; (2) organize the process by which feedback is obtained, not only from the SSAC, but also a select group of secondary teachers and CCC personnel; (3) refine and update the content of the Perkins V State Plan; and (4) seek public comment on the Draft Perkins V State Plan pursuant to federal requirements.

Since May 2019, staff from the SBE, the CDE, and CCCCO have been working jointly to develop and refine the content of the California Perkins V State Plan. The Perkins V State Plan is laid out as responses to a series of prompts. Some of these prompts were addressed in the approved California Perkins V transition plan and have now been expanded further, while other prompts that were not required for the Transition Plan are addressed in the Perkins V State Plan. The Plan responds to prompts the following strands:

* Plan Development and Consultation
* Program Administration and Implementation
* Meeting the Needs of Special Populations
* Preparing Teachers and Faculty
* Fiscal Responsibility
* Accountability for Results

### Sections of the Draft Perkins V State Plan

Plan Development and Consultation (Pages 4-14)

* Under this strand, the Perkins V State Plan lays out how the state developed the process for stakeholder involvement and how the public comment to the Plan has been solicited.

Program Administration and Implementation (Pages 15-105)

* This strand includes an explanation of the how the CWPJAC’s Guiding Policy Principles and the Essential Elements of a High-Quality College and Career Pathway support the Plan. Community college and workforce development programs are also described. The strand lays out how secondary and community college CTE programs are approved and how these approval processes address academic and technical achievement, expanding CTE to special populations, and employability skills. The strand also addresses how the state will undertake efforts to promote CTE program awareness, secondary and post-secondary collaboration, including dual enrollment.

Meeting the Needs of Special Populations (Pages 105-114)

* This strand describes how the state will create, develop, and improve program strategies for special populations that take into consideration equal access, including appropriate accommodations and non-discrimination, performance levels and gaps among all special population groups, and work-based learning opportunities.

Preparing Teachers and Faculty (Pages 114-119)

* The focus in this strand is on teacher and faculty recruitment and retention strategies beyond professional development. Input received by stakeholders and targeted key informants comprised of mainly secondary teachers from across the state was included.

Fiscal Responsibility (Pages 119-130)

* Under this strand, the criteria and process for allocating and approving funds for eligible recipients is described, as well as the distribution of funds between secondary, post-secondary, and adult education.

Accountability for Results (Pages 133-141)

* This strand describes the criteria for choosing an indicator of program quality, the procedure for arriving at state determined performance levels (SDPLs) for both secondary and post-secondary indicators, an explanation of how SDPLs align to other measures; and how disparities and gaps in performance will be addressed. The plan explains the connection to and alignment with the College and Career Indicator in the California School Dashboard.

### Approval of the Draft Plan

The CWPJAC approved a draft Perkins V State Plan at its November 25, 2019, meeting and requested that it move forward for a 30-day public comment period. An updated version of the Draft Perkins V State Plan can be found on the WestEd web page at <https://www.wested.org/wp-content/uploads/2019/12/Draft-Perkins-V-Plan-11-27-19.pdf>.

### Public Comment

Once the CWPJAC approved the Draft Perkins V State Plan, the public comment period commenced and is open from December 2, 2019, through January 3, 2020. Public comment is being received in two ways; face-to-face meetings and through an online feedback portal. Four face-to-face meetings are scheduled: two in Southern California, and two in Sacramento. Additional input was received at the California Perkins Joint Special Populations Advisory Committee’s Annual CTE Equity and Access Annual Conference.

A public website was developed by WestEd to provide a portal for public comment: <https://www.wested.org/perkinsplanfeedback/>. The website includes background information on the planning process, links to download appropriate information as PDF files, and a link to comment on the materials. Individuals are offered the option of entering comments directly into text boxes on the website. The website also includes 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 are informed of their opportunities to provide input to the Perkins V State Plan through public notices, email notifications through all pertinent listservs, on social media sites, and through an extensive network of professional organizations.

Additionally, all of the CWPJAC meetings beginning in February 2019, spanning through November 2019, were open to the public and allotted time for comments on the Perkins V State Plan development.

### Next Steps

The JMT will compile and summarize the public comments by major themes and they will be included as an appendix in an updated Perkins V State Plan, which will be presented to the CWPJAC at its January 31, 2020 meeting. Further input from CWPJAC members and the public will be solicited at this meeting, and where possible, incorporated into the draft plan. Once approved by the CWPJAC to move forward, a revised Draft Perkins V State Plan, including public comments, will be presented to the SBE at its March 2020 meeting for consideration and approval. The Governor is required to review the final draft during a 30-day period following the SBE’s approval, and upon his approval, the plan will be forwarded to the ED no later than April 15, 2020.

## Attachment(s)

None.