# California Workforce Pathways Joint Advisory Committee

Posted by the California Department of Education

## Preliminary Report of Action

**Friday, May 14, 2021**

### Members of California Workforce Pathways Joint Advisory Committee

#### Members Present

##### **State Board of Education**

* Jim McQuillen
* Patricia Rucker
* Ting Sun, Vice Chair

##### **Board of Governors of the California Community Colleges**

* Jolena Grande
* Bill Rawlings, Chair
* Joseph Williams

##### **Ex-Officio Members**

* Kristin McGuire, Young Invincibles
* David Rattray, Los Angeles Area Chamber of Commerce

#### Principal Staff Present

##### **California Community Colleges Chancellor’s Office**

* Sheneui Weber, Vice Chancellor, Workforce and Economic Development Division (WEDD)
* Sandra Sanchez, Assistant Vice Chancellor, WEDD

##### **California Department of Education**

* Stephanie Gregson, Chief Deputy Superintendent
* Pete Callas, Division Director, Career and College Transition Division (CCTD)
* Michelle McIntosh, Education Administrator, CCTD
* Tara Neilson, Education Programs Consultant, CCTD
* Lisa Reimers, Education Programs Consultant, CCTD
* Rachel Moran, Staff Services Manager, CCTD

##### **State Board of Education**

* Patricia de Cos, Deputy Executive Director
* Pamela Castleman, Education Programs Consultant

## California Workforce Pathways Joint Advisory Committee Meeting

### Call to Order

Chair Rawlings called the meeting to order at approximately 10:50 a.m.

### Announcements

Chair Rawlings welcomed a new member from the Board of Governors, Joseph Williams. Vice Chair Sun thanked Michelle McIntosh for her service to the California Workforce Pathways Joint Advisory Committee (CWPJAC) since this is her last meeting.

### Meeting Overview

## Agenda Items

### Item 01

**Subject:** Approval of the California Workforce Pathways Joint Advisory Committee’s January 29, 2021, Preliminary Report of Action.

**Type of Action:** Information, Action

**Recommendation:** The State Board of Education, the California Department of Education, and the California Community Colleges Chancellor’s Office staff jointly recommend that the CWPJAC review and approve the January 29, 2021, Preliminary Report of Action (Attachment 1).

**Comments from Committee Members:**

* None

**Public Comment:**

* None

**Action:** Member Grande moved to approve the January 29, 2021, meeting’s Preliminary Report of Action.

Member Rucker seconded the motion.

**Yes Votes:** Chair Rawlings, Vice Chair Sun, Member Grande, Member Rucker, and Member Williams

**No votes:** None

**Absent Members:** Member McQuillen, SBE

**Abstentions:** Member Williams

**Recusals:** None

The motion passed with five votes.

### Item 02

**Subject:** The Career Technical Education Incentive Grant (CTEIG) and the Kindergarten through Grade Twelve Strong Workforce Program (K–12 SWP): Update on the 2021–22 CTEIG Application Process and Timeline; the 2021–22 K–12 SWP Application Process and Timeline; and Kindergarten through Grade Fourteen (K–14) Technical Assistance Providers and Workforce Pathways Coordinators.

**Type of Action:** Information

**Recommendation:** This is an information item only; there is no recommendation at this time.

**Comments from Committee Members:**

* Members wanted to know how these programs can support increasing work-based learning experience hours for high school students.
* Members would like to know what is new in these programs considering the application favors those who have participated in the past. Specifically, members asked about what is new, what is expanding, are new schools/areas being served, new training opportunities, expanded access, etc.
* Members would also like to review the timeline for both programs, and inquired why the two timelines do not align.
* Members would like to outline how these programs are “sister programs” detailing how they are complimentary and areas that are not for informing future data metrics conversations.

**Public Comment:**

* Mary Whited, Merced County ROP says that one of the issues that these two grants create by being separate is in the match. If a school uses most to all of their match for the CTEIG, they do not have enough match to apply for the K–12 SWP. If they join a consortium, the match they bring is very small, so it is not very beneficial. With having two separate application models for CTEIG and K–12 SWP, it negatively impacts small districts, unless they partner with a lead local educational agency (LEA), such as a Regional Occupational Center (ROP). Continuing to simplify and streamline these two grants into one application would help the smaller districts.
* Valerie Vuicich, Executive Director, Career Technical Education (CTE)/ROP, Office of Fresno County Superintendent of Schools states that the application process does not allow teachers outside of the proposed pathway in the application to be used as match which could be very problematic for smaller LEAs to apply for funding.
* Janet Sloan, Executive Director, Fresno ROP/CTE mentions that they appreciate the separation of the application time period for CTEIG and K–12 SWP in order to determine resources for match funding in each of the grants.

### Item 03

**Subject:** Career Technical Education Data Report and Timeline in Meeting the Career Technical Education Incentive Grant and the Kindergarten through Grade Twelve Strong Workforce Program Data Metrics, Pursuant to California *Education Code* Sections 53071 and 88828.

**Type of Action:** Information

**Recommendation:** This is an information item only; there is no recommendation at this time.

**Comments from Committee Members:**

* Members, for Indicator 1C, would like to receive information on students who completed two courses in the same pathway as well as different pathways because both options provide valuable information. Members would like to avoid incentivizing tracking by only focusing only on pathway completion.
* Members, for Indicator 1D, stated that this indicator echoes the conversation for Indicator 1C.
* Members, for Indicator 2A, brought up that the numbers for the CTEIG and K–12 SWP have duplications since some programs are being supported by both grants including Perkins. Members would also like to see numbers based on how many grants an LEA receives, as proposed by Thomas Bjorkman.
* Members, for Indicator 2C, stated that this indicator echoes the conversation for Indicator 1C.
* Members, for Indicator 2D, stated that this indicator echoes the conversation for Indicator 1C.
* Members, for Indicator 3A, appreciate that the California Department of Education (CDE) staff decided to share all four levels for depth and clarity. Members also believe that this accountability measure needs to be included in future funding cycles. Members would also like to see this data broken down by race/ethnicity to address some of the inequalities present.
* Members, for Indicator 3B, would like to not only see the percentage, but also the number of students that make up the percentage (which is in legislation). Members would like Indicator 3A to reflect this as well. If a percentage is the only reporting option, legislative language would need to be modified.
* Members, for Indicator 3D, stated that this indicator brings up an accountability issue for schools to make sure students are college and career ready.
* Members, for Indicator 4B, members would like to see how work-based learning is being collected in California Longitudinal Pupil Achievement Data System (CALPADS).
* Members, for Metric 6, wonder if there are links within this metric to the Workforce Innovation and Opportunity Act (WIOA). Members would like to see the Completer Survey, just for information purposes.

**Public Comment:**

* Clinton Maxwell, Mendocino County Office of Education, for Indicator 2A in reference to Member Rucker’s comments. In our county we have graduates that have taken two CTE pathways, the counselor would tag them for completing both pathways which could duplicate that student count.

### Item 04

**Subject:** An Update on the California State Plan for Career Technical Education.

**Type of Action:** Information

**Recommendation:** The CDE and the California Community Colleges Chancellor’s Office staff recommend that the CWPJAC continue to provide feedback and guidance on the development of the California State Plan for CTE.

**Comments from Committee Members:**

* Members are excited about this work and want to ensure that California’s diverse interests, population, and regions are represented in the development of the plan, and emphasized the work that informs investments and supports system alignment.
* Members also want to ensure that the makeup of stakeholders includes the employer voice and look more deeply into work-based learning experiences.
* Members also want current classroom teachers to be active members of the stakeholder group (not just administrators), and make sure the group is balanced with varying points of view. Members also want the agencies to ensure that LEAs know the importance of participation and how to support teachers with release time, etc.

**Public Comment:**

* None.

### Item 05

**Subject:** GENERAL PUBLIC COMMENT. Public comment is invited on any matter not included on the printed agenda.

**Type of Action:** Information

**Recommendation:** Not applicable.

**Public Comment:**

* None.

## Discussion and Next Steps

### Guiding Policy Principles

* Student-Centered Delivery of Services
* Equity and Access
* System Alignment
* Continuous Improvement and Capacity Building
* State Priorities and Direction Lead the State Plan

### Schedule of Future Meetings

Proposed List of Meeting Dates and Times for 2021:

* ~~Friday, July 16, 2021, from 10:30 a.m. to 3:30 p.m~~. (This meeting was canceled.)\*
* September 2021 date and time is to be determined.
* Friday, November 5, 2021, starting at 10:30 a.m.\*

\*Proposed meeting dates and times may be adjusted.

## Adjournment

Chair Rawlings adjourned the meeting at approximately 3:34 p.m.