**California Department of Education**

February 14, 2019

# DRAFT 2019–20 California State Transition Plan Strengthening Career and Technical Education for the 21st Century Act

## Implementing Career and Technical Education Programs and Programs of Study

1. 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:**

The California State Board of Education (SBE) approved the Career Technical Education Model Curriculum Standards (CTEMCS) in 2013. The CTEMCS recognize 15 Industry Sectors and 58 Pathways, and are designed to integrate all the essential elements of a program of study to support high quality CTE from middle school to community college. They integrate Career Technical Education (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. The standards include performance indicators to ensure that students’ progress through the continuum of their CTE and are prepared for both entry into the workforce and postsecondary education and training. The CTEMCS are located on the California Department of Education (CDE) website at: <https://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>.

The Standards for Career Ready Practices (SCRPs) define the traits and aptitudes that students should be taught and reinforced by both CTE educators as well as general education teachers to prepare them for a wide variety of workforce options. The SCRPs are located on the California Department of Education (CDE) website at: <https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>.

Major policy changes have occurred in California since the implementation of Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) with respect to kindergarten through grade twelve (K–12), postsecondary, adult education, and workforce funding and programs. These policy shifts have resulted in changes in how CTE is funded and how student achievement in CTE is measured. In 2013, Governor Brown signed the Local Control Funding Formula (LCFF), which changed the way public schools are funded, evaluated, and supported which allows Local Educational Agencies (LEAs) to determine how best to use their State education dollars to promote student achievement. The LCFF provides a 2.6 percent adjustment of a base grant in grades nine through twelve, which each LEA receives per unit of average daily attendance, to reflect the cost of operating high cost programs, like CTE programs of study. The LCFF gives districts more flexibility to use state funds, and provides extra funding with more flexibility in spending. Districts must work with stakeholders to develop Local Control and Accountability Plans (LCAPS) that outline goals, identify challenges, and align spending to people and programs that serve the student groups with most needs. In addition, the State introduced a new accountability system; the California School Dashboard and College/Career Indicator (CCI) contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. While still under development, the CCI is a more holistic approach to measuring college and career readiness because it includes both course work completion, and traditional assessments of student knowledge. To view the CCI, please visit the California School Dashboard webpage at: <https://www.caschooldashboard.org/>.

In 2015, the California Community College Chancellor’s Office (CCCCO) launched the *Doing What MATTERS for Jobs and the Economy* (DWM) framework to supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success, and get Californians into open jobs. Key activities under the DWM framework include a focus on regional priority/emergent sectors and industry clusters, integration and leveraging of programming between funding streams, and the promotion of common metrics for student success. In November 2015, the CCCCO’s Board of Governors (BOG) adopted the 25 Strong Workforce recommendations from the Task Force on Workforce, Job Creation and a Strong Economy. In the 2016–17 budget year, and at the recommendation of the CCCCOs BOG, the Governor and Legislature approved the K–12 Strong Workforce Program (K–12 SWP) adding a new annual recurring investment of $200 million to spur CTE in California. In 2017–18, the annual State budget investment increased to $248 million in ongoing funding for the K–12 SWP. The purpose for the K–12 SWP is to expand the availability and quality of community college career education and workforce development courses, programs, pathways, credentials, certificates, and degrees. The 2018–19 budget provides $164 million in ongoing funding to implement the K–12 component of the K–12 SWP. The purpose for the K–12 SWP that began in 2016–17, was to expand the availability and quality of the community college career education and workforce development courses, programs, pathways, credentials, certificates, and degrees; the purpose of the K–12 SWP is to increase the transition from secondary to postsecondary, and career.

In 2016 California legislators enacted to form the California Adult Education Program (CAEP) to coordinate funding of $500 million in on-going State funds for delivery into one system, to support adult education in California. The CAEP, which is organized into 71 regional consortia, ensure there is a coordinated effort between programs which are funded by both State and federal monies. These include federally funded programs such as Title II of the Workforce Innovation and Opportunity Act, Adult Education Family Literacy Act and Perkins IV, and State funded programs including the LCFF, Adults in Correctional Institutions, and California Community College non-credit apportionment.

The CAEP regional consortia are required to develop a three-year plan. The three-year plan must include a description of the coordinated effort to support adult learners seeking to attain a high school diploma or equivalency, improve English proficiency, and workforce entry and/or re-entry through short-term CTE and preapprenticeships. In addition to program descriptions, the three-year plan must also describe a coordinated funded approach utilizing State and federal funding as appropriate. All of the factors outlined above affect the development of statewide programs of study.

As part of the development of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan, California will require CTE stakeholders to develop a range of programs of study, that include the general education courses required for graduation. In the State funded California Partnership Academies, programs of study must include general education courses that meet the prerequisites for acceptance to California’s four-year university systems. A sequence of CTE courses from introductory to capstone will allow students to progress from career awareness and career exploration to the attainment of technical skills, and industry-recognized credentials or certificates of achievement and include opportunities for work-based learning experiences. Postsecondary CTE programs guide students through pathways, including opportunities for career guidance and exploration, and ensure that they complete courses in a field of study that aligns to labor market needs in high skill, high demand careers. Programs of study will be posted on the CDE and CCCCO websites, including CTE Online and Guided Pathways. These websites will serve as a resource for the posting of State developed programs of study that eligible entities, and institutions may adopt according to local and regional needs. In addition to the creation of programs of study for adoption by eligible entities and institutions, the State will develop a template for the development of locally approved programs of study. Additional resources will be disseminated to LEAs electronically and through a variety of statewide professional development activities.

1. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, 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 132 will:
   * 1. promote continuous improvement in academic achievement and technical skill attainment;
     2. expand access to career and technical education for special populations; and
     3. support the inclusion of employability skills in programs of study and career pathways (Section 122[d][4][B] of Perkins V.)

**Response:**

In March 2017, California reconvened the CWPJAC. The CWPJAC is composed of equal members from the California SBE and the CCCCO BOG, and is authorized by California *Education Code* (EC) Section 12053 which establishes an advisory committee to help aid the planning and coordination of vocational education and training programs, known today as CTE.

The CWPJAC approved the *Guiding Policy Principles to support K–14+ Pathways* document in 2018 that, along with State CTE funded programs, will create the vision for CTE in California as well as the development of the new Perkins V State plan. In addition to the *Guiding Policy Principles to support K–14+ Pathways* document, the CWPJAC created a set of Essential Elements that outline the 11 requirements of high quality college and career pathways. These elements focus on a student-centered delivery of services and continuous improvement for all Kindergarten through grades fourteen plus (K–14+) college and career pathways, and include the elements necessary for a program of study including 1) High-Quality Integrated Curriculum and Instruction 2) Expanding Access for special populations, and 3) Career Exploration and Student Supports.

Currently, eligible entities and institutions must submit at least one locally approved program of study as part of their local application. Programs of study covered with Perkins V dollars must demonstrate integration of general education courses, a full sequence of CTE courses from introductory to capstone, and include at least one locally approved early college credit course or industry recognized credential or certificate of achievement. Eligible entities and institutions will be required to demonstrate alignment to the CTEMCS as well as the SCRPs to support both the attainment of technical, and academic skills as well as employability skills. Applicants will need to identify, through the completion of the comprehensive needs assessment, their identified areas of program improvement, and will be required to align expenditures of funding to support continuous improvement of their programs of study. All CTE programs assisted with Perkins V funds must be designed to be inclusive of all students, including those students who are members of special populations. On-site and on-line Federal Program Monitoring (FPM) visits, performed annually by the CDE and CCCCO staff ensure compliance to program of study requirements, and ensure that special population students have access to CTE programs including all CTE related activities like work-based learning, Career Technical Student Organizations (CTSOs) and that instruction and student supports are available and differentiated. California will utilize a variety of professional development activities and strategies to work with eligible entities and institutions to assist in providing direction, resources, leadership and technical assistance needs to develop and implement programs of study.

1. Describe how the eligible entities and institutions will:
2. 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, educators, parents (as appropriate), counselors and other CTE stakeholders through a variety of electronic resources provided by the State. Some of these resources are:

* **CTE Online:** A free online resource that contains information on programs of study, CTE courses, and curriculum as well as opportunities for professional development for CTE and general education teachers.
* **CTE Teach:** A free online resource of professional development for CTE teachers and industry professionals considering a career in CTE.
* **CalCRN:** The California Career Readiness Network (CalCRN) is a free online source for career readiness curriculum, career awareness and exploration activities, and tools for supporting students in the preparation of four-year plans and portfolios. CalCRN is available in English as well as Spanish.
* **K–12 SWP and DWM:** A free online resource of career and labor market information as well as support for pursing CTE programs available in the State’s 114 community colleges that are aligned to high wage, high skill, and in-demand career fields.
* **Guided Pathways:** A program designed to improve student outcomes and attainment of postsecondary degrees and credentials. Guided Pathways focus on counseling, and student support to ensure students stay on-track for course completion and graduation from a community college.

Beyond these statewide websites, CTE stakeholders are informed about programs of study through an extensive list of email notifications, professional development conferences, and organizations including:

* The CDE Program and Funding Listservs inform eligible entities about funding, program requirements, and professional development opportunities
* The CCCCO Program and Funding Listservs inform eligible institutions about funding, program requirements, and professional development activities
* County Offices of Education provide direct support to school districts under the statewide System of Support, which provides tiered differentiated support systems based on need
* K–12 and Community College Technical Assistance Providers
* CTE Leadership Institutes provided by the CDE
* Professional Educational Agencies, like the Association of California School Administrators and the California County Superintendents’, Educational Services Association
* CTE Professional Organizations, like the California Association of Career Technical Education (CACTE), the California Association of Regional and Occupational Centers/Programs (CAROC/P), and the California Association of Leaders in Career Preparation (CALCP)
* California CTE Conference, held annually every spring and fall
* Educating for Careers Conference, held annually every spring
* California Community College Association of Occupational Education Conference held every spring

1. 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 CWPJAC *Guiding Policy Principles to support K–14+ Pathways* focus on a student-centered delivery of services for all K–14+ college and career pathways, and accommodate multiple entry points to facilitate students’ needs to build their skills and progress along a continuum of education and training, or advance in a sector specific occupation or industry. To ensure high quality delivery of CTE the CDE and CCCCO staff regularly facilitate regional meetings and conferences to support the collaboration and alignment of CTE programs of study across the K–12 and community college systems. The Statewide Career Pathways project provides templates for articulation agreements between K–12 and community college CTE to promote the attainment of college credit in CTE, and eliminate the repetition of courses. Statewide articulation agreements ensure that credits earned in courses can transfer, and create a transcript of completed courses so that students can exit and re-enter programs without having to duplicate courses. The CDE is currently developing a statewide list of industry-recognized credentials that will facilitate a student’s entry to employment, and advanced standing in community college, depending on individual needs. Under Assembly Bill (AB) 705, the CCCCO is undertaking efforts to incorporate two or more criteria for assessment, and placement into college level courses in academic and CTE courses. To view AB 705 in its entirety, please visit the Legislature webpage at: <https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB705>.

Under a multiple measures approach, standardized testing is no longer used as a primary means of assessing if a student is prepared for college-level coursework, and using other criteria such as high school and/or college transcripts, employment history, and vocational aptitude testing helps to ensure that students are not being placed in courses that may slow their progress towards degree and certificate attainment.

1. 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:**

California requires all eligible entities and institutions to align CTE programs, programs of study and pathways to state, regional and labor market needs. In 2018, California legislators passed AB104 as part of the 2018–19 State Budget Act, providing $150 million, in ongoing funding for the CTE Incentive Grant (CTEIG), and expanded the CCCCO K–12 SWP to include $150 million in ongoing funds for a K–12 component of the K–12 SWP. Additional ongoing funding is provided to support Technical Assistance Providers. All these State initiatives require LEAs to demonstrate alignment to labor market needs in high wage, high skill and in-demand career fields. Compliance to these requirements is monitored by the CDE and CCCCO staff during on-site monitoring visits, as well as on-line monitoring. At the State level, the SBE, CDE, CCCCO and the California Workforce Development Board (CWDB) have collaborated on the development and implementation of California’s Workforce Innovation and Opportunity Act (WIOA) Unified State Plan, and for the development of the CTE State Plan under Perkins V to ensure student access and success in the State’s workforce.

1. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

**Response:**

California requires all eligible entities and institutions to ensure that all CTE programs are available for enrollment by special populations, and that instruction is differentiated, and student supports are offered, including but not limited to, Individualized Training Plans, financial aid counseling, career counseling, and access to community resources. Eligible entities and institutions are prohibited from placing prerequisites on entry level CTE courses. The CDE and CCCCO work in partnership with the National Alliance for the Partnerships in Equity (NAPE) to provide funding for the Joint Special Populations Advisory committee (JSPAC).The NAPE and JSPAC provide expert leadership to facilitate and improve access for special populations to quality K–14+ CTE programs. 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. The CDE and CCCCO have additional resources and effective practices outlined in the CDE Secondary Transition Planning Guide and Community College Special Populations Collaborative. To view these additional resources and practices, please visit the Secondary Transition Planning webpage at: <https://www.cde.ca.gov/sp/se/st/>.

Furthermore, the State encourages 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 with special needs 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.

1. 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:**

The CDE and CCCCO collaborate with the CWDB and the Employment Development Department to provide printed and on-line resources for labor market data to ensure that local and regional CTE programs, programs of study and pathways aligned to local, regional, and statewide labor market needs. Websites developed and maintained by the CDE and CCCCO provide accurate and up-to-date labor market information for eligible entities and institutions to use in the planning, and improvement of CTE programs and pathways. Both the CDE and CCCCO continue to provide ongoing technical assistance and professional development to eligible entities and institutions in the design and implementation of career pathways that meet local, regional and statewide labor market needs.

The CDE Industry Sector Leads and the CCCCO Sector Navigators support eligible entities and institutions with technical assistance to support their work with local Workforce Investment Boards and information on labor market trends as well as supporting CTE educators to connect to industry professionals for the development and implementation of work-based learning experiences for all students.

1. 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;

**Response:**

All eligible entities and institutions seeking Perkins V funding as a supplement to State CTE funding must develop a CTE pathway advisory committee, composed of industry and business professionals. These CTE pathway advisory committees support CTE programs by providing work-based learning experiences as well as advice on curriculum design, industry technologies, and an understanding of all aspects of industries based on their local or regional economic needs. California is also developing a Statewide Industry Work Group to provide advice and support improvement efforts of CTE programs around the State, and to address barriers and challenges to the expansion of work-based learning opportunities for all students. State CTE Initiative Funds, formerly SB 1070 funds, are also used to develop strategies and resources in work-based learning for schools and colleges.

California supports CTSOs as an effective practice for teaching leadership skills, and supporting student-operated enterprises as a form of work-based learning. The CDE and CCCCO continue to expand statewide professional development in project-based learning and inquiry-based instruction as a way to enlist strong and meaningful partnerships with industry and business professionals as advisors and mentors.

1. 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:**

Eligible entities and institutions will be required to address performance gaps for CTE concentrators including special populations, and to implement improvement strategies for addressing these performance gaps. This requirement is true for State funded programs, as well as the supplemental funding available under Perkins V. The staff at the CDE and CCCCO provide technical assistance and professional development to support LEAs and community colleges in the improvement of outcomes for CTE concentrators. In recent years, California has invested CTE Initiative Funds on professional development designed to improve mathematics and literacy skills in CTE.

1. describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education (Section 122[d][4][D] of Perkins V).

**Response:**

The California School Dashboard CCI identifies early college credit in academic and CTE courses as one indicator to determine college or career readiness. In addition, the Statewide Career Pathways Project improves the linkages of career technical pathways among high schools, Regional Occupational Centers and Programs, and the community colleges, and has developed a standardized articulation process across these educational institutions. 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. AB 288 authorizes the governing board of a community college district to enter into a College and Career Access Pathways partnership with the governing board of a school district, with 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. The AB 288 would require the a College and Career Access Pathways partnership to outline the terms of the partnership, as specified, and establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Moreover, statewide CTE Professional Development Conferences host sessions on the development of articulation agreements, dual and concurrent enrollment, and the development of the University of California “a–g” approved CTE courses, and this information is reinforced on State websites and through State funded programs.

1. 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:**

In accordance with Section 122(d)(12) of Perkins V and the *Guide for the Submission of State Plans*, California will jointly conduct a comprehensive and thorough review process to elicit public input on State approved CTE programs, programs of study and pathways. Public hearings will be conducted, after appropriate and sufficient notice, for the purpose of affording all segments of the public, and interested organizations and groups (including parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local businesses, labor organizations, and representatives of Indian Tribes and Tribal Organizations) an opportunity to present their views and make recommendations regarding the planning, development, implementation, and evaluation of CTE programs using Perkins V funds. Moreover, each school district participating in CTE, in accordance with *Education Code* Section 8070, must maintain a CTE advisory committee to develop recommendations for the program and provide a liaison between the district, and potential employers. This Section also identifies the required composition of the committee.

The following State Plan development activities are being planned, as required by the Act, and will include opportunities to provide feedback on all areas of CTE program development, implementation and evaluation. They include, but are not limited to:

* A statewide needs assessment survey, conducted by a third-party
* Web-based input to CTE program development , implementation and evaluation processes
* Public Stakeholders meetings held in locations around the State
* Focus groups of stakeholders, as identified in Section 122(d)(12) of Perkins V
* The CWPJAC meetings provide opportunities for public input and feedback on K–14+ CTE program priorities
* Each local plan using secondary and postsecondary Perkins V funds must include a description of how all segments of the public and interested organizations and groups will be involved in local CTE planning, implementation, and evaluation processes.

## Meeting the Needs of Special Populations

1. describe its program strategies for special populations, including a description of how individuals who are members of special populations—
2. will be provided with equal access to activities assisted under this Act;

**Response:**

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 for members of special populations, as specified in the CWPJAC approved *Guiding Policy Principles to support K–14+ Pathways* document. To view the *Guiding Policy Principles to support K–14+ Pathways* document, please visit the CDE webpage at: <https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp>.

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

1. will not be discriminated against on the basis of status as a member of a special population;

**Response:**

The Office of Equal Opportunity (OEO), within the CDE, conducts Civil Rights Reviews (CRR) on an annual basis. These CRR are separate from the compliance reviews conducted under Perkins V. The Equal Employment Opportunities (EEO) and Diversity Advisory Committee work in an advisory capacity to the CCCCO to ensure that community colleges serve a diverse population of students, and provide guidance and support to special populations seeking CTE opportunities.

The OEO will issue guidance to ensure that secondary, adult, and alternative school agencies and community colleges receiving Perkins V funding comply with the Office of Civil Rights (OCR) regulations. The OEO conducts state-administered compliance monitoring visits annually. These compliance monitoring visits are separate from the Perkins compliance monitoring visits conducted by the CDE staff. 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.

1. 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:**

California 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, enrolled in higher math and science as well as CTE courses in order to enable special populations 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. Through State-funded programs like the K–12 Secondary Specialized Programs grant, 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 clusters and to acquire leadership skills is provided through CTSOs and other student leadership activities.

The JSPAC, which has been jointly administered by the CDE and CCCCO since 2000–01, provides expert State leadership to facilitate and improve access to quality CTE programs and the necessary support services for special populations to achieve high skill, high wage, or high demand occupations, including nontraditional fields that lead to self-sufficiency. The 30-member JSPAC represents the full spectrum of stakeholders served by the CDE (grades K–12, ROCPs, and adult education), the 10 California community college regions, and private and public sector groups (including representatives from industry, labor, professional organizations, community-based organizations, affiliated agencies, and/or four-year universities). Additional information about the JSPAC, please visit the JSPAC website located at: [www.jspac.org](http://www.jspac.org/).

The JSPAC has focused its efforts on bringing about the following school and college improvements, intended to ensure special population students have access and success in the state’s CTE programs:

* Outreach and recruitment to increase student/parent awareness of educational/career options
* Career awareness, exploration as well as career development support
* Academic support advisement, tutoring, and special instructional classes
* Financial support for childcare, transportation, books, and instructional materials
* Staff development to support educators, counselors, support staff and administrators in meeting the needs of special populations

1. will be provided with appropriate accommodations; and
2. 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:**

California will require eligible entities and institutions to explain how special population students will be provided access to the full range of CTE activities, including participation in work-based learning and CTSOs. The CDE and CCCCO staff, with support from JSPAC, will provide professional development to CTE educators and industry professionals to work together to ensure they understand how to appropriately place, and support special population students in work-based learning experiences and support students in their post-secondary transition. Counseling support and resources available to One Stop Career Centers will continue to be made available to support achievement of special population students.

Examples of appropriate accommodations in the classroom and in work-based learning experiences could include:

* Development of Individualized training plans
* Access to technologies to support learning and career planning
* Linkages to counseling support services on and off campus
* Support for child care, transportation, and other needs
* Participation in educational, skills, and interest assessment; and academic and career counseling
* Financial aid
* Matriculation services
* Basic Skills Programs and assistance in test-taking and study skills
* Access to learning labs and mentors and instructional coaches

## Fiscal Responsibility

* + - * 1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
  1. each eligible recipient will promote academic achievement;
  2. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
  3. 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:**

State funded CTE programs, such as the CTEIG and K–12 SWP, have implemented a comprehensive assessment as part of their application process for funding. In order to reduce the burden on eligible recipients and institutions the State will expand on existing comprehensive assessments to include the requirements for Perkins V funding as deemed necessary, and create one comprehensive assessment tool for State CTE funding and supplemental federal funding under Perkins V.

California will require all eligible recipients to promote academic achievement by demonstrating how they integrate academic courses within their program of study as well as provide proof of alignment with approved state standards, including the CTEMCS, Social Science, California Next Generation Science, and Common Core English Language Arts, and mathematics.

California will require all eligible recipients to promote skill attainment through demonstrating that students are completing the full course sequence in the program of study and their knowledge attainment through end-of-course assessments, and the issuance of certificates of achievement, where appropriate. CTE Pathway completion is also one indicator in the CCI that schools and districts will be measured on, in the previously mentioned California School Dashboard.

As a local control state, California has implemented a local, and regional approach to the delivery of CTE. State funded programs have requirements for locals to ensure their CTE programs align to high skill, high wage, and in-demand careers as determined by statewide labor market data. Moreover, State CTE funding requires that additional funding be allocated to regions that have higher unemployment rates and K–12 dropout rates than State averages. Districts currently receiving State funds must comply with the requirement to have an advisory that includes educators, parents, students, counselors, administrators, and business and industry to provide guidance and support for CTE programs.

* + - * 1. Describe how funds received by the eligible agency through the allotment made under Section 111 of the Perkins Act will be distributed—
  1. 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
  2. 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:**

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 are 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; and 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, 48.23 percent ($46,913,866) of the 2017–18 Title I, Part C funds were directed to secondary programs and 51.77 percent ($50,353,201) of the funds were directed to postsecondary programs. The SBE, in consultation with the BOG, as part of the development of the new State Plan under Perkins V, will determine if this allocation method is still appropriate for promoting achievement for all K–14+ students enrolled in CTE programs, programs of study, and pathways.

The minimum grant award for the Section 131 funds is $15,000. The minimum grant award for the Section 132 funds is $50,000. 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 (a) located in a rural, sparsely populated area, or is a public charter school operating secondary CTE programs; and (b) 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, an LEA may join a consortium with other LEAs 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 a local plan, determining the CTE program(s) to be assisted with the annual funds, and preparing an annual application for funds, required fiscal claims, and annual accountability report.

* + - * 1. 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:**

Preliminary 2018–19 allocations for eligible agencies under Section 131(a-e) is 52.74 percent ($53,885,217). Section 131 funds will be distributed among 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 the Perkins Act: 30 percent based on the LEAs proportional share of the States’ total K–12 population, and 70 percent based on the LEAs proportional share of the States’ total K–12 population with family incomes below the poverty level established by the Educational and Data Management Systems Division. Updated census data will be used in the determination of the allocations. A list of the 2018–19 Section 131 eligible recipients and allocations are available at the CDE webpage at: <https://www.cde.ca.gov/fg/fo/r17/perkins18result.asp>.

* + - * 1. 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:**

Preliminary 2018–19 allocations for eligible agencies under Section 132(a) of the Act is 52.74 percent ($53,885,217). The alternative formula, approved under Perkins II, III, and IV generate an unduplicated account 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, ROCP, 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 person or family’s income below the poverty level:

* BOG Grant
* Pell Grant
* California Work Opportunity and Responsibility to Kids (CalWORKS)
* WIOA
* Supplemental Security Income (SSI)
* General Public Assistance
* Bureau of Indian Affairs
* Eligibility for economic public assistance or student aid
* Annual income below the poverty level as determined by county of residence
* Self-declaration by adult
  + - * 1. Describehow 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 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 Performance, Planning and Technology Branch.

* + - * 1. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

1. include a proposal for such an alternative formula; and
2. 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 LEAs 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:**

The State does not intend to request of waiver to Section 131(a) at this time.

* + - * 1. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
    1. include a proposal for such an alternative formula; and
    2. 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:**

California intends to request of renewal of the alternative formula for Section 132 funds approved under Perkins II, III, and IV. The alternative formula significantly increases the number of economically disadvantaged students and CTE programs the State is able to assist with the funds. The determination of Section 132 allocations currently 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.

* + - * 1. 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 California Legislature has prioritized funding for CTE at the K–12, adult education and community college level in recognition of the important role that high quality CTE plays in preparing students for transition to postsecondary, and the workforce. The total investment in State dollars for CTE programs, programs of study, pathways, certificate programs and Associate Degree programs for 2018–19 fiscal year is $1,585 Billion. The funding profile is as follows:

* $500M Adult Education Program
* $248M for Strong Workforce and $164M for K–12 SWP
* $150M for the CTEIG
* $61.3M Apprenticeship Training and Instruction
* $52.7M Apprenticeship
* $22.9M Economic Development
* $21.4M California Partnership Academies
* $15.3M California Career Technical Education Initiative
* $13.4M Nursing Program Support
* $10M California STEM Pathways
* $4.9M Specialized Secondary Programs
* $4.1M Agriculture Incentive Grant
* $2.0M Certified Nursing Assistant Program Support
* $1.2M in General State Funds to CDE