  

# California Workforce PathwaysJoint Advisory CommitteeJuly 10, 2020Agenda Item 02

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## Subject

The Career Technical Education Incentive Grant and the Kindergarten through Grade Twelve Strong Workforce Program Applications: Update on the Integration of the *Guiding Policy Principles to Support Student-Centered K–14+ Pathways* and the 12 Essential Elements of High-Quality College and Career Pathway.

## Type of Action

Information

## Summary of the Issue(s)

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 efforts for alignment, and (3) reinforcing student supports during critical transitions leading into high school, community college, and beyond. As such, the CWPJAC developed and adopted, in November 2019, the *Guiding Policy Principles to Support Student-Centered K–14+ Pathways (Guiding Policy Principles)* which are inclusive of the 12Essential Elements of a High-Quality College and Career Pathway, which can be accessed at: <https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp>*.*

The *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 beginning in March 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 and complimentary to encourage seamless cross-system collaboration. The CWPJAC embraces the principle of continuous improvement, thereby acknowledging that the *Guiding Policy Principles* and Essential Elements are dynamic and will continue to evolve and adjust over time, as necessary.

The Career Technical Education Incentive Grant (CTEIG) and the Kindergarten through Grade Twelve Strong Workforce Program (K–12 SWP) companion state programs were enacted by the 2018 Budget Act.[[1]](#footnote-1) The CTEIG and the K–12 SWP are administered by the California Department of Education (CDE) and the California Community College’s Chancellor’s Office (CCCCO), respectively.

The CDE is currently in the process of drafting a 12 Essential Elements of a High-Quality College and Career Pathway Framework document (Attachment 1). The intent of this document is to provide guidance to local educational agencies (LEAs) on how to implement these new *Guiding Policy Principles* and 12 Essential Elements into their programs and classrooms at the local level. Once the draft is completed, the CDE would like to have CTE practitioners from the field review this document and provide feedback, especially in light of the current situation with COVID-19. Once LEAs have provided input and the document is complete, the CDE will provide professional development to LEAs regarding the use of the document. The document will be used for training the kindergarten through grade fourteen (K–14) Technical Assistance Providers and California Workforce Coordinators, and assist the CDE in building capacity of local and regional pathway programs to align with the *Guiding Policy Principles* and 12 Essential Elements.

The CDE will then include the *Guiding Policy Principles* and the 12 Essential Elements into the CTEIG application as a way to fully integrate them into practice. California *Education Code* (*EC*) 53071(c) requires applicants of the CTEIG program to demonstrate alignment with the Essential Elements that California used under the Federal *Carl D. Perkins Career and Technical Education Act of 2006*, referred to as Perkins IV. In order to update the existing language to reference the 12 Essential Elements, as adopted by the CWPJAC and incorporated into the Federal Perkins V State Plan, legislative change is required. In the meantime, the CDE will start to draft a new CTE Program Self-Evaluation for the CTEIG application based on the *Guiding Policy Principles* and the 12 Essential Elements. The new CTEIG CTE Program Self-Evaluation will be derived from the aforementioned Framework document.

The CCCCO will present how the *Guiding Policy Principles* have been intentionally incorporated into the K–12 SWP application, as well as provide a summary of the training that occurred on June 2–4, 2020, which also includes the *Guiding Policy Principles,* for the onboarding of the K–14 Technical Assistance Providers and the Workforce Pathway Coordinators.

## Recommendation

This item as it is presented for information only.

## Brief History of Key Issues

The 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.

## Summary of Previous California Workforce Pathways Joint Advisory Committee Discussion(s) and Action(s)

The CWPJAC, per *EC* sections 53071 and 88828, has the annual responsibility for making recommendations regarding the use of metrics for the CTEIG and the K–12 SWP.

**January 31, 2020:** The CWPJAC reviewed an updated Matrix of Metrics, an overview of both the CTEIG and K–12 SWP fiscal year (FY) 2019–20 grant processes, and the 2018–19 Career Technical Education (CTE) Postsecondary Status of CTE Completers Survey Template.

**November 7, 2019:** The CWPJAC approved the Matrix of Metrics revisions, which incorporated the requirements of Perkins V language, known as the Federal Strengthening Career and Technical Education for the 21st Century Act.

**October 11, 2019:** The CWPJAC received an overview of the K–12 SWP metrics and the sources of information including an introduction to the new K–12 SWP Dashboard within the CCCCO’s Launchboard. A memo was sent to the CWPJAC updating the source and methodology of data to be collected for the CTEIG.

**September 13, 2019:** The CWPJAC reviewed the changes that were made to the FY 2019–20 CTEIG application and an overview of the K–12 SWP and its objectives.

**July 12, 2019:** The CWPJAC received information regarding the common planning, and objectives from the CTEIG and K–12 SWP teams, including the first full set of data from the FY 2017–18 CTEIG, and reviewed both the CTEIG and K–12 SWP metrics.

**May 29, 2019**: The CWPJAC received an update on the CTEIG and the K–12 SWP activities.

**February 19, 2019**: The CWPJAC received an update on the CTEIG and the K–12 SWP, including a brief demonstration of the NOVA platform.

**January 11, 2019**: The CWPJAC received an update on the CTEIG and the K–12 SWP, including information on the December 19, 2018 release of the CTEIG Request for Applications (RFA), the development of the RFA for the K–12 SWP, and the regional information meetings held around the state.

**December 14, 2018:** Final review and approval of the metric recommendations for both the CTEIG and the K–12 SWP was unanimously approved by the CWPJAC. Final recommendations were submitted to the Department of Finance for consideration and were reflected in the January 2019 budget proposal language.

**November 26, 2018:** The CDE and CCCCO staff provided an in-depth review of proposed metrics, and their alignment to the CWPJAC’s *Guiding Policy Principles* document. Based on direction from the CWPJAC, the CDE and CCCCO staff revised the proposed metrics to operationalize the data, as well as provide information on the source of data collection.

**September 28, 2018:** The CDE and CCCCO staff jointly presented an initial overview of the CTEIG and the K–12 SWP metrics and received feedback, guidance and direction on appropriate metrics for measuring CTE program quality, and student achievement in K–14 CTE programs.

## Fiscal Analysis (as appropriate)

Funding available to eligible recipients under the CTEIG was $150 million for the program year (PY) 2019–20, and funding available under the K–12 SWP was $150 million for PY 2019–20 for eligible recipients. In addition, $13.5 million was provided to support eight K–14 Technical Assistance Providers and 72 workforce pathway coordinators for both CTEIG and K–12 SWP initiatives.

## Attachment(s)

**Attachment 1:** Draft 12 Essential Elements For a High-Quality College and Career Pathway Framework (22 pages).

1. The CTEIG was originally established by the Budget Act of 2015 with a one-time investment of $900 million to cover a 3-year span and as a bridge for LEAs until the local control funding formula was fully funded. [↑](#footnote-ref-1)