

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of Education March 2020 Agenda Item # 04

## Subject

The *Strengthening Career and Technical Education for the 21st Century Act:* Review and Approval of the Draft Federal Perkins V State Plan.

## Type of Action

Action, Information

## Recommendation

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the Draft Federal Perkins V State Plan and forward the Plan to the Governor’s Office for a 30-day review. In addition, CDE recommends that the SBE allow the CDE, in collaboration with SBE staff, to make any necessary non-substantive clarifying edits.

## Summary of the Issue(s)

On July 31, 2018, the Federal *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, which the SBE approved at its May 8, 2019, meeting. On July 2, 2019, the CDE received notification from the U.S. Department of Education (ED) that the Transition Plan had been approved, and Perkins V funding for California was available starting July 1, 2019.

After submission of the Transition Plan, work began on developing the complete four-year Perkins V State Plan for Career Technical Education (CTE). The Draft Federal Perkins V State Plan (Attachment 1) represents the culmination of many months of work by staff of the CDE, the Chancellor’s Office of California Community Colleges (CCCCO), and the SBE to gather initial input by stakeholders and feedback from members of the California Workforce Pathways Joint Advisory Committee (CWPJAC), the public, and the State Board of Education.

This agenda item provides an overview of the Draft Federal Perkins V State Plan, which will serve as the application to the ED to fulfill the requirements for California receiving Perkins V funds.

The SBE previously reviewed a Draft Federal Perkins V State Plan at its January 8, 2020 SBE meeting, at which time, the SBE members provided feedback particularly on the “Accountability for Results” section of the Draft Plan. The timing of the January SBE meeting was just after the required 30-day public comment period ended on January 3. Therefore, a revised Draft Federal Perkins V State Plan was presented to the CWPJAC on January 31, 2020, which incorporated feedback received by the SBE and public comments. Based on additional feedback provided by the CWPJAC, at its January 31, 2020, meeting, particularly on the “Preparing Teachers and Faculty” section of the Draft Plan, the CWPJAC requested to meet again on March 2, 2020, for an additional review.

Attachment 1 provides an updated version of all the changes since the January 8, 2020, SBE meeting and the January 31, 2020, CWPJAC meeting. Attachment 2 provides how the strands, major and minor prompts, and items are broken down, along with associated page numbers. Attachment 2 includes a link to all public comments (<https://www.wested.org/perkinspubliccomment/>) and a summary of the comments and corresponding State responses. Attachment 3 is an updated project timeline that specifies which tasks have been completed since the November 25, 2019, CWPJAC meeting, and which tasks need completion in the near future.

The federal Perkins V law requires Governors to approve their Perkins V State Plans prior to submission to ED no later than April 15, 2020.

### Plan Update

While the CWPJAC has reviewed several versions of the Draft Federal Perkins V State Plan between November 2019 and March 2020, the Committee is scheduled to meet on March 2, 2020, to review the revisions made based on its input on January 31, particularly to the “Preparing Teachers and Faculty” section of the Draft Plan. The CWPJAC’s review of the Draft Federal Perkins V State Plan may result in additional changes to the Draft Plan, necessitating a posting of an Addendum to this item.

It is anticipated that, in addition to a review of the entire Draft Plan at the March 2, 2020, CWPJAC meeting will be a focus on the “Preparing Teachers and Faculty” section. This section includes new content describing the requirements for recruiting and preparing the kindergarten through grade twelve (K–12) level educators and the minimum qualifications that community college CTE educators require. Additionally, information on professional development for K-12 and community college educators is presented.

The accountability section has been completely revised and includes an updated State Determined Performance Levels (SDPL) form since it was presented to the SBE at its January 2020 meeting. The revised section also explains the connection to and alignment with the College and Career Indicator in the California School Dashboard.

After reviewing the public comments received, staff of CDE, CCCCO and SBE, with the assistance of staff of the Comprehensive Center at WestEd (WestEd), incorporated them, where appropriate. At the January 31, 2020, CWPJAC meeting, a detailed explanation of the public comment process and associated responses were presented. WestEd had developed a website which served as the portal for public comment, open from December 2, 2019 through January 3, 2020. After the public comment period closed, WestEd organized the public comments by the application’s major strands, major prompts, minor prompts, and items.

### Plan Development

Developing a Draft Federal 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. A primary source for developing the Draft Federal Perkins V State Plan is the CWPJAC’s *Guiding Policy Principles to Support Student-Centered K–14+ Pathways* (Guiding Policy Principles),as well as the Essential Elements of a High-Quality College and Career Pathway. The initial work undertaken by the CWPJAC to arrive at the Guiding Policy Principles has served the State well when the time came to develop the Draft Federal Perkins V State Plan.

Under the direction from the CWPJAC, staff from the SBE, the CDE, and the CCCCO, jointly managed the planning and coordination for developing the Draft Federal Perkins V State Plan through weekly meetings. Staff has also elicited help from WestEd to build capacity and provide guidance for this endeavor. This internal working team, the Joint Management Team (JMT), has completed several inter-related tasks to date:

* Developed the content for the Draft Federal Perkins V State Plan
* Organized the process by which feedback is obtained, both from stakeholders and the general public
* Updated the Draft Federal Perkins V State Plan to reflect stakeholder feedback and public comment
* Refined and updated the content of the Draft Federal Perkins V State Plan after each CWPJAC meeting

The Draft Federal Perkins V State Plan continues the foundational work of the CWPJAC’s Guiding Policy Principles for creating these interrelationships, and the expectation is that they will be developed more fully under the broader California State Plan for CTE.

## Brief History of Key Issues

In 2008, the SBE approved the *2008–2012 California State Plan for Career Technical Education*. This comprehensive Perkins IV State Plan, which the CDE and the CCCCO created collaboratively, was developed to not only meet the Federal Perkins IV requirements, but also to establish a vision and direction for CTE across California. The start of Perkins IV implementation coincided with the beginning of a recession, and generally, funding for CTE was limited to the Perkins IV federal funds. Today, under Perkins V, the situation is much different where California is faced with two intertwining issues: skills shortages and low employment. Inequities in economic gains for low-skilled workers, traditionally over-represented by persons of color, continue to persist. The intent of the Draft Federal Perkins V State Plan is to address these two intertwining issues by having CTE seen as a strategy for all students to achieve higher levels of performance in academic and technical knowledge and skills, and at the same time, heighten the focus on equity and access in order to close the achievement gap among the different identified sub-populations.

### Membership and Purpose of the CWPJAC

California *Education Code* (*EC)* Section 12053 designates the SBE as the sole state agency responsible for the administration of the State CTE programs as required by Perkins V. Further, California *EC* Section 12053 requires the SBE and the BOG 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 CWPJAC.

Membership of the CWPJAC consists of the following: three members each, from the SBE (Feliza Ortiz-Licon, Patricia Rucker, and Ting Sun [Chair]); from the BOG (Jolena Grande [Vice-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 by the CDE and 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, revised in May, 2019 and again in 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 Draft Federal Perkins V State Plan, with the understanding that federal Perkins funds will supplement and support ongoing state CTE efforts.

Since May 2019, staff from the SBE, CDE, and CCCCO have been working jointly to develop and refine the content of the Draft Federal Perkins V State Plan, beginning with the initial input provided by a Statewide Stakeholder Advisory Committee and two additional targeted stakeholder meetings to ensure the voices of certificated classroom teachers and college faculty were intentionally solicited.

The Draft Federal Perkins V State Plan is laid out as responses to a series of prompts. Some of these prompts were addressed in the approved Transition Plan and have now been expanded further, while other prompts that were not required for the Transition Plan are addressed in the Draft Federal Perkins V State Plan. The current draft responds to prompts in 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 Federal Perkins V State Plan**

Plan Development and Consultation (Pages 7–15)

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

Program Administration and Implementation (Pages 15–142)

* This strand includes an explanation of how the CWPJAC’s Guiding Policy Principles and the Essential Elements of a High-Quality College and Career Pathway support the Draft Federal Perkins V State 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 postsecondary collaboration, including dual enrollment.

Meeting the Needs of Special Populations (Pages 109–122)

* 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 122–142)

* The focus in this strand is on CTE teacher and faculty preparation, recruitment and retention, and professional development strategies. Input received by stakeholders and targeted key informants comprised of mainly secondary teachers from across the state was included. The focus of the section was to suggest ways to systemically address CTE teacher and faculty preparation, recruitment and retention, and professional development.

Fiscal Responsibility (Pages 142–153)

* 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, postsecondary, and adult education.

Accountability for Results (Pages 153–172)

* This strand describes the criteria for choosing an indicator of program quality, the procedure for arriving at SDPLs for both secondary and postsecondary indicators, an explanation of how SDPLs align to other measures, and how disparities and gaps in performance will be addressed. The Draft Federal Perkins V State Plan explains the connection to and alignment with the College and Career Indicator in the California School Dashboard.

By the State providing responses to the above new prompts, sub-prompts, and items, the Perkins V legislation moves states to formalize the interrelationships between planning, programs, budget and finance, and accountability. The Draft Federal Perkins V State Plan continues the foundational work of the Guiding Principles for creating these interrelationships, and the expectation is that they will be developed more fully under the broader California State Plan for CTE.

### Stakeholder Input on Federal Perkins V State Plan Development

Per federal requirements, a Statewide Stakeholder Advisory Committee (SSAC) was formed to provide structured input on the development of the Draft Federal 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 Draft Federal 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 CWPJAC’s 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 Draft Federal Perkins V State Plan. The first group included 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. The CDE and CCCCO staff presented sessions on the Perkins V legislation to raise awareness 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 was comprised of secondary teachers from across the state during a virtual meeting held on October 17, 2019.

The following two themes emerged from stakeholder input: 1) equity and access, and 2) teacher and faculty preparation and development. Stakeholders recommended holding deeper conversations on accountability to encourage an equity mindset, including resource allocation based on data. Recognizing that CTE teacher and faculty preparation and development is a critical challenge for the state, stakeholders suggested working with industry partners to build out the CTE teacher and faculty ranks. To strengthen teacher preparation, stakeholders asked that content focus on cultural competency, particularly when working with students from special population groups. Taking the two themes together, it became apparent to stakeholders that if the state wants to attract, train, and retain teachers and faculty, they should themselves reflect the different special population sub-groups.

## Fiscal Analysis (as allocated)

In 2018–19 the Perkins IV allocation was $120,196,084; for 2019–20, the Perkins V allocation is $127,058,834.

## Attachment(s)

* Attachment 1: Draft Federal Perkins V State Plan <https://www.cde.ca.gov/ci/ct/gi/documents/mar2item01attach2.docx> (206 pages)
* Attachment 2: Draft Federal Perkins V State Plan Page References (3 pages)
* Attachment 3: Updated California State Plan for CTE Working Timeline (3 pages)