

California Department of Education

Executive Office

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# California State Board of Education May 2023 Agenda Item #12

## Subject

Presentation of the California State Plan for Career Technical Education.

## Type of Action

Information

## Summary of the Issue(s)

The California State Team (CAST), consisting of core leadership of the State Board of Education (SBE), the California Department of Education (CDE), and the California Community Colleges Chancellor’s Office (CCCCO) was formed in October 2019 to oversee the development of the comprehensive California State Plan for Career Technical Education (CTE). The California Workforce Pathways Joint Advisory Committee (CWPJAC) consists of three members from the California State Board of Education (SBE) and three members from the California Community College Board of Governors. The CWPJAC addresses systems alignment policies specific to career pathways within the context of recent and future state and federal investments and oversees the work of the CAST.

The California State Plan for CTE was developed to encompass all CTE programs (federal and state funded) across the State to offer CTE program and pathway guidance on a regional basis that supports their regional market needs. The CAST was developed as a higher-level management team to oversee the work of the Joint Management Team (JMT). Current CDE and CCCCO staff decided that there was not a need for two levels of leadership and merged both groups into the CAST to work more efficiently with Jobs for the Future (JFF) on the California State Plan for CTE.

The development of the California State Plan for CTE was completed in two phases. The first phase focused on engaging with various interest holders to gain an understanding of the context of the development process, which included a planning session and two study sessions with the California Workforce Pathways Joint Advisory Committee (CWPJAC). Also included in phase one were focus group sessions to gather feedback from various interest holders and practitioners.

The second phase was actual State Plan development work, including drafting and updating of the plan, along with a 45-day Public Comment period, the CDE received 315 comments from 84 individuals.

The California State Plan for CTE was approved by the CWPJAC at the March 10, 2023 meeting. The California State Plan for CTE is presented as an informational item to the State Board of Education and will be presented as an informational item to the California Community College Board of Governors at their May 22, 2023 meeting.

## Recommendation

This item is information only, there are no recommendations at this time.

## Brief History of Key Issues

At the July 2020 CWPJAC meeting, the CAST presented a recommended approach to create a Strategic Plan/Call to Action in the development of the California State Plan for CTE. At the September 2020 CWPJAC meeting, the CAST provided an update regarding the framing of the State Plan using a Call to Action approach, as outlined in the Brief History of Key Issues below.

The CAST discussions centered on developing: (a) specific strategic areas of focus; (b) expertise required to assist with providing necessary bandwidth to accomplish the work; and (c) a detailed scope of work.

Upon advice and guidance from CWPJAC members on the more detailed scope of work, the CAST team began the process of developing a draft outline of a forward-looking document that has become California’s Strategic Plan/Call to Action for CTE. A fully executed contract with Jobs for the Future (JFF) was secured in July 2021 to work on the first and second phase of the development of the plan. The first phase was focused on engaging with various interest holders to gain an understanding of the context of the development process. The first phase included a planning session with the CWPJAC at its August 6, 2021, meeting to receive guidance and recommendations on JFF’s recommended approach of hosting study sessions, as well as focus group sessions to gather input from various interest holders and practitioners, both of which were conducted virtually. A survey of parents and students was administered to ensure that their input was gathered at the outset of the development phase. The key themes that arose from the focus groups included:

* Mainstreaming Career Education
* Aligning to Employer Needs
* Using Data for Continuous Improvement
* Expanding the CTE Teacher and Faculty Pipeline
* Creating a Common Definition and Understanding of Equity

The second phase was the actual State Plan development work, including the drafting and updating of the plan, and the public comments that were collected during a 45-day Public Comment period that began on October 3, 2022, and ended on November 17, 2022. The CDE received 315 comments from 84 individuals. The key themes from the public comments included:

* Teacher Shortages
* Funding
* Data Collection
* Barriers to Work-Based Learning
* CTE Teacher Credentialing
* Dual Enrollment Program build out
* Supports for all student populations
* Student Leadership Program Development (CTSOs)
* Opportunities for Career and College

**Approach and Areas of Focus**

The broad intent of the Strategic Plan/Call to Action approach for the California State Plan for CTE is to provide cohesion and direction to the current state, regional, and local level work through visionary and innovative approaches that are relevant for interest holders, and particularly for students and employers as the system’s ultimate benefactors. The goal of the Strategic Plan/Call to Action is to lay out the state’s future vision for CTE, both in the short-term (i.e., in the next five years) and long-term (i.e., in ten years), using creative strategies while preserving intentionality of California’s student-centered approach and the California Way.

In the immediate term, the Strategic Plan/Call to Action will also address lessons learned from the COVID-19 pandemic in order to build from our collective experiences and knowledge for the benefit of student learning and skills obtainment, and to tie them into efforts shared from the Future of Work initiative and future employability. During this time, college and career pathway programs have become more critical for helping to stabilize the economy and enable employers to hire workers with skills they need.

The State Plan for CTE is organized into four key areas with equity and access being foundational threads throughout:

* Workforce supply that meets demand (industry interactions and partnerships, in-demand skills and clusters, etc.)
* Delivery (competency-based education, CTE online, experiential/work-based learning, apprenticeship, adult education, curriculum, etc.)
* Data that informs the investments (common outcomes, aligned data systems that captures cradle to career, etc.)
* Systems alignment (dual enrollment, teacher and faculty preparation, teacher credentialing, career pathways, etc.)

The following cross cutting themes further support the key areas above:

* Career Pathways
* Dual Enrollment
* Regional Partnership Development
* CTE Teacher and Faculty Preparation Pipeline
* Work-based Learning

**Sources of Inspiration**

The CWPJAC’s *Guiding Policy Principles to Support Student-Centered K–14+ Pathways* and the 12 Essential Elements of a High-Quality College and Career Pathway are foundational to guide a student-centered approach. They feature topics such as online education; competency-based education; credential transparency; and facilitation of education and workforce transitions (from elementary to middle to high school to all segments of postsecondary education and training). Because students come with a diverse set of knowledge, skills, and abilities, the system must be ready to meet them at their level. Exploring these and other topics set the stage for a forward-looking Strategic Plan/Call to Action that becomes the California State Plan for CTE.

The comprehensive California State Plan for CTE is grounded within the larger context of state education and workforce development priorities and initiatives, as exemplified in the work surrounding the Future of Work and its focus on high road employment and training opportunities to create high quality jobs, use a job quality index as a way to intentionally address economic inequities and lift communities up, and to build on worker demands. More information on the Future of Work Commission is available on their web page at <https://www.labor.ca.gov/labor-and-workforce-development-agency/fowc/>.

Additional important resources are the citations within the Federal Strengthening Career and Technical Education for the 21st Century Act(Perkins V) State Plan, as well as input provided by stakeholders and public comment that were considered in the development of a California State Plan for CTE. These include:

* Continuing to align Perkins V accountability indicators to current state measures, and data collection methodology.
* Refining the definition of size, scope, and quality to consider the many variations that exist within kindergarten through grade twelve local educational agencies and community colleges across California.
* Strengthening inter-segmental and inter-sectoral connections.
* Exploring options for teacher and faculty preparation, including considering how industry experience can support and strengthen college and career pathways, in partnership with staff of the California Commission on Teacher Credentialing as the options relate to preparing kindergarten through grade twelve educators.
* Addressing barriers and strategies to increase dual/concurrent enrollment opportunities.
* Considering ways to promote work-based learning within high-quality college and career pathways across diverse communities in California.

Even before the development of the federal Perkins V State Plan, the above list had been under discussion for several years through the development of high-quality CTE programming, and funded through state and federal funding sources. A goal of the Strategic Plan/Call to Action for CTE was to signal priority areas and efforts to achieve greater alignment and outcomes to the field.

**Scope of Work Outline in Developing the California State Plan for CTE**

The CAST centered on how best to focus the scope of work in a manner that is both innovative and practical, where action can be taken in the field through an implementation plan to advance the goals of transforming CTE programs. The CCCCO executed a contract with JFF, entered into June 2021 and ending October 2023, to assist with conducting all phases of the work to be completed, including project management.

### Next Steps

**Regional Implementation of the State Plan**

**Regional Implementation Plans:** The goal is to develop a process that builds awareness of the plan among key interest holders across the state and paves the way for successful regional implementation. Key elements of the regional implementation strategy include:

* Creating resources and tools to support implementation.
* Facilitating a series of regional town halls designed to introduce leaders across the state to the plan and lay the groundwork for regional implementation.
* Development of state and regional implementation plans: The state-level plan focuses on steps that state leaders can take to support regional implementation and ensure its sustainability over the long term, while the regional-level plan is designed to guide regional-level teams of cross-sector pathways partners and be adaptable to specific regional contexts.
* Coordinating a statewide virtual convening to support regional implementation.

**Regional Implementation Convenings (RICs) Letter of Interest (LOI):** The LOI was distributed in April 2023 to invite local educational agencies (LEAs) and community colleges (regional and cross-sector collaboratives) to submit a letter to signal their interest in bringing a cross-sector team to participate in RICs.

**Regional Implementation Convenings:** The RICs will take place between late-August through September 2023. The regional and cross-sector collaboratives will participate in a series of half-day Regional Implementation Convenings across the State to advance the goals of the California State Plan for Career Technical Education. They will be encouraged to include on their teams a wide range of sectors – for example, kindergarten through grade twelve, postsecondary, workforce, business, and community-based organizations – and key representatives from organizations that are critical to the region’s success. The convenings will assist with the support of the implementation of the California State Plan for CTE. The objectives of the RICs are to:

* Build understanding and spur action on the California State Plan of Career Technical Education
* Support regional teams in implementation planning to strengthen and build on current efforts and strategically align programs and funding streams across sectors and institutions
* Engage in peer learning, idea sharing, and knowledge exchange

**Measuring Outcomes:**

* Develop outcome metrics
* Align key metrics and benchmarks to priorities in the State Plan

## Summary of Previous State Board of Education Discussion and Action

**March 2020:** The SBE approved the Perkins V State Plan: 2020–23 California State Plan for Career Technical Education (Item 4). The agenda item for the March 2020 SBE meeting may be on the SBE web page at <https://www.cde.ca.gov/be/ag/ag/main202003.asp>.

**January 2020:** The CDE Presented to the SBE the final DRAFT of the Federal Perkins V State Plan, and requested input (Item 10). The agenda item for the January 2020 meeting may be found on the SBE web page at <https://www.cde.ca.gov/be/ag/ag/yr20/agenda202001.asp>.

**December 2019:** The CDE presented to the SBE the development of the Federal Perkins V State Plan. The memorandum can be found on the SBE website at <https://www.cde.ca.gov/be/pn/im/infomemodec2019.asp>.

**May 2019:** The 2019–20 Federal Perkins V Transition Plan was approved by the SBE. To view the l agenda item, please visit the SBE website at <https://www.cde.ca.gov/be/ag/ag/yr19/agenda201905.asp>.

**April 2019:** The CDE presented the SBE with an informational Memorandum on Federal Perkins V Transition Plan for California. The memorandum can be found on the CDE SBE website at <https://www.cde.ca.gov/be/pn/im/infomemoapr2019.asp>.

**August 2018:** The CDE presented the SBE with an Information Memorandum on the Authorization of the Federal Perkins V. The memorandum can be found on the SBE website at <https://www.cde.ca.gov/be/pn/im/infomemoaug2018.asp>.

## Fiscal Analysis (as appropriate)

N/A

## Attachment(s)

* **Attachment 1:** Summary of the California Workforce Pathways Joint Advisory Committee Discussions and Actions (3 pages)
* **Attachment 2:** California State Plan for Career Technical Education (26 pages)