**California Department of Education**

**ITEM ADDENDUM**

**DATE:** November 19, 2019

**TO:** MEMBERS, California Workforce Pathways Joint Advisory Committee

**FROM:** Pradeep Kotamraju, Division Director, Career and College Transition Division, California Department of Education

# **SUBJECT:** Item 1 – Update on the Development of the draft California Perkins V State Plan.

## Summary of Key Issues

This Item Addendum provides proposed revised language for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan that the California Workforce Pathways Joint Advisory Committee (CWPJAC) will consider for approval at the November 25, 2019 meeting.

Due to the timing of posting this Item Addendum, the week of the CWPJAC meeting, the CDE will modify the recommendation included in the Item. Specifically, the CDE will recommend that the CWPJAC approve including this language into the Perkins V State Plan before it is opened for public comment.

## Overview of Items

The CDE proposes the following revisions to the draft California Perkins V State Plan.

### **Replacement of current language**

**Current language on page 148–149 (Attachment 1), or page 104 (Attachment 2):**

“Program monitoring visits and scheduled program reviews are used by the California Department of Education (CDE) and the California Community Colleges Chancellor’s Office (CCCCO) to determine eligible recipients’ compliance with all Strengthening Career and technical Education for the 21st Century Act (Perkins V) Section 135 requirements, including offering programs of study (POS) that are of sufficient size, scope, and quality to move the needle, as reported by the state-determined performance levels.”

**Replace with:**

“Program monitoring visits and scheduled program reviews are used by the CDE and the CCCCO to determine eligible recipients’ compliance with all Perkins V Section 135 requirements, including offering programs of sufficient size, scope, and quality to be effective.”

Federal Program Monitoring (FPM) for Perkins V is done in concurrence with other federally monitored programs. The CDE has an FPM Office which works with all other federal program offices to ensure that FPMs are being done on a consistent and compliant basis. The Career Technical Education (CTE) Leadership Office (CTELO), within the Career and College Transition Division (CCTD), specifically works with the FPM office with regard to Perkins V monitoring.

The FPM Office divides all local educational agencies (LEAs) into one of four cohorts: A, B, C, and D. Each year one cohort is used to select on-site reviews, and another is used to select online reviews. The cohorts that are chosen cycle in turn from year to year. LEAs are selected by the CTELO administrator based on a variety of risk factors, including size of the program, performance on state assessments, rates of poverty and high needs students, unspent funds, late spending, findings in past FPMs, and time since their last FPM.

The FPM Office notifies LEAs of their selection for FPM and coordinates an annual training for all selected FPMs to help them prepare for their review. In addition, CTELO consultants contact LEAs and begin to work with them to prepare for the visit including a review of their local application plan as evidence in preparation for the on-site visit by a CTELO consultant. An FPM visit is typically a week long, with the first day as an overview of strength and weakness garnered thus far from the online review of evidence and a preview of the upcoming site visitations. The CTELO consultant will then visit one or two sites per day in order to further investigate and communicate those strengths and weaknesses, the difference between minimum requirements, best practices, and possible findings. The last day is spent reviewing and clarifying actual findings, and the timeline for resolutions. While it is anticipated the FPMs will not markedly change under Perkins V, CTELO consultants will have to include the comprehensive local needs assessment (CLNA), and how it feeds into the local application plan as part of their federal monitoring review process.

### **Inclusion of Additional Language**

**Insert the following on page 169 (Attachment 1), or page 116 (Attachment 2) after the paragraph that begins with “Finally, both state and federal funds have been used to provide…”**

The lack of CTE credentialed teachers in the state of California has been a growing concern among policymakers, Kindergarten through Grade Twelve (K–12) administrators, business and industry experts, and the general public. In June 2018, the California Commission on Teacher Credentialing (CTC) authorized an independent work group to be formed for the purpose of providing recommendations to the CTC. The work group was a joint effort led by the CTC and the CCTD within the CDE, with assistance of the WestEd Comprehensive Center. Consisting of stakeholders from the field, the work group came together for four meetings during the spring of 2019. Stakeholders included current CTE practitioners including administrators, credentialing analysts, teachers, faculty, industry, and CTC members. The workgroup provided to the CTC a report on the effort for moving CTE teacher credentialing in California forward at its September 27, 2019 meeting[[1]](#footnote-1).

The following recommendations, on behalf of the work group, were presented to the full CTC:

1. The CTC and the CDE would work together to create and promote clear and consistent statewide guidance on allowable industry work experience toward the current 3000-hour requirement.
2. The CTC will collaborate with industry partners and veteran CTE educators to develop industry-informed competencies deemed necessary to effective teaching in a CTE context. The work group recommended that this work begin with four of the fifteen industry sectors closely related to the career areas of Science, Technology, Engineering and Math (STEM):

* Engineering and Architecture,
* Health Science and Medical Technology,
* Information and Communication Technologies,
* Energy, Environment and Utilities.

These two recommendations were being proposed to the Commission because they were within the purview of the Commission and include efforts that staff could begin work on shortly. Further information on both recommendations is provided on the CTC’s webpage at, **[INSERT LINK]**.

## Attachment(s)

None.

1. The full agenda item, along with report is available at <https://www.ctc.ca.gov/docs/default-source/commission/agendas/2019-09/2019-09-5g.pdf?sfvrsn=2> [↑](#footnote-ref-1)