**DRAFT**

**2019–20**

**California State Transition Plan**

**for**

**Career Technical Education**

In Fulfillment of the Requirements of the

**Strengthening Career and Technical Education**

**for the 21st Century Act**

Public Law115–224

**California State Board of Education Board of Governors of the**

 **California Community Colleges**

Posted by California Department of Education

April 12, 2019

This document includes feedback provided by the California Workforce Pathways Joint Advisory Committee (CWPJAC). The new additions are highlighted in yellow and deletions are highlighted in blue.

**The following abbreviations are used throughout this document, in accordance with state and federal accessibility guidelines:**

* <byh> = yellow highlighted text begins
* <eyh> = yellow highlighted text ends
* <bbh> = blue highlighted text begins
* <ebh> = blue highlighted text ends

**California State Transition Plan for Career Technical Education**

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**US Department of Education**

**Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century Act**

**(Perkins V) State Plan**

# COVER PAGE

1. State Name: California
2. Eligible Agency (State Board of Education) Submitting Plan on Behalf of State:

California Department of Education

1. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency:
2. Name: <bbh>Tom Adams<ebh><byh>Catalina Cifuentes<eyh>
3. Official Position Title: Deputy Superintendent of Public Instruction
4. Agency: California Department of Education
5. Telephone: 916-319-0900 5. Email: <bbh>tadams<ebh><byh>ccifuentes<eyh>@cde.ca.gov
6. Individual serving as the State Director for Career and Technical Education:

**□** Check here if this individual is the same person identified in Item C above, and then proceed to Item E below.

1. Name:
2. Official Position Title:
3. Agency:
4. Telephone: 5. Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type of Perkins V State Plan Submission – Fiscal Year (FY) 2019 (*Check one*):

🗹 Year One Transition Plan (FY 2019 only) – *if an eligible agency selects this option, it will need only complete Items G and J.*

**□** State Plan (FY 2019–23) *– if an eligible agency selects this option, it will complete Items G, I, and J.*

1. Type of Perkins V State Plan Submission - *Subsequent Years* (C*heck one*):[[1]](#footnote-1)

🗹 State Plan (FY 2020–23)

**□** State Plan Revisions (Please indicate year of *submission):*

1. Submitting Perkins V State Plan as part of the Workforce Innovation and Opportunities Act (WIOA) combined State Plan – FY 2019 (*Check one*):

**□** Yes

🗹 No

1. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years* (*Check one*):[[2]](#footnote-2)

**□** Yes (*If yes, please indicate year of submission):*

🗹 No

1. Governor’s Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below):[[3]](#footnote-3)*

**Date Governor was sent State Plan for signature:**

**NOT REQUIRED IN THE TRANSITION PLAN**

* The Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department.
* The Governor has not provided a letter that he or she is jointly signing the State Plan for submission to the Department.
1. By signing this document, the eligible entity, through its authorized representative, agrees:
2. To the assurances, certifications, and other forms enclosed in its State Plan submission; and
3. That, to the best of my knowledge and belief, all information and data included in this State Plan submission are true, and correct.

| **Authorized Representative Identified in Item C Above (Printed Name)** | Telephone: |
| --- | --- |
| **Signature of Authorized Representative** | Date: |

# NARRATIVE DESCRIPTIONS

## Plan Development and Consultation

**Response:** This section is not required in the transition plan.

1. Describe how the State Plan was developed in consultation with the stakeholders, and in accordance with the procedures in Section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State Plan consultation under section 122(c)(1) of Perkins V.
2. Consistent with Section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in Section 122(e)(1)(A)-(C) of the Perkins V Act. If a State agency, other than the eligible agency, finds a portion of the final State Plan objectionable, the eligible agency must provide a copy of such objections, and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)
3. Describe opportunities for the public to comment in person and in writing on the State Plan. (Section 122(d)(14) of Perkins V)

## Program Administration and Implementation

### **State’s Vision for Education, and Workforce Development**

**Response:** This section is not required in the transition plan.

1. Provide a summary of State-supported workforce development activities (including education, and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education, and skill needs of the employers in the State identified by the State workforce development board, (Section 122(d)(1) of Perkins V)
2. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations), and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)
3. Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under Section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)
4. Describe how the eligible agency will use State leadership funds made available under Section 112(a)(2) of the Act for purposes under section 124 of the Act. (Section 122(d)(7) of Perkins V)

## 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:**

<byh>Considering California’s vast physical size, geographic variances, population variables, and economic differences, it is important to design and implement a wide variety of high quality programs of study throughout the state that meet the educational and technical skill needs of a diverse student population, many of whom are not proficient in English, have special needs, or may be the first in their families to attend college or postsecondary training. California believes it is imperative to provide eligible recipients with the appropriate structure and guidance along with suitable flexibility to develop high quality programs of study in order to ensure that California’s system is student-centered, demand-driven, continuously responsive to the diversity of California, and the ever-changing needs of a complex global workplace.<eyh>

<byh>Implicit in the concept of programs of study development is the issue of division of responsibility among state, regional, and local agencies. Given that<eyh> California, historically and by design, is a “local control state” <byh>in all of the areas of CTE activity there exists a dichotomy between the need for local control and the need for state involvement and regional structures.<eyh> Local control allows eligible recipients flexibility, promotes fiscal responsibility, fosters timely responsiveness <byh>to<eyh> regional needs and local communities, promotes innovative practices, and supports the vision for <byh>collaborative<eyh> regional work. <bbh>While<ebh><byh>Concurrently<eyh>, State involvement is needed to provide a State-wide vision, develop a policy framework, provide oversight, monitor the attainment of statewide goals and program effectiveness, and at the same time <byh>can<eyh> promote economies of scale, the sharing of effective practices, and <bbh>incentivizes<ebh><byh>incentivize<eyh> cooperative relationships at all levels to maximize student outcomes. Additionally, <bbh>in large part<ebh>because of the size <byh>and diversity<eyh> of California, a regional approach is often the most appropriate; it addresses the need for responsiveness, on the one hand, and coordination, on the other.

California’s secondary agencies, postsecondary educational institutions, and workforce development partners continue to invest in career technical education (CTE) system development to ensure the most effective, equitable, and efficient use of both State and federal resources in the development of strong programs of study (referred to as career pathways in California). This investment is supported with the evolution of the State’s system of accountability and continuous improvement following enactment of the 2014 Local Control Funding Formula (LCFF), the development of the Local Control Accountability Plan (LCAP), the new accountability and continuous improvement system <bbh>(Dashboard)<ebh>, the <byh>Career Technical Educaiton Incentive Grant Program, the<eyh> Kindergarten through grade twelve (K–12) Strong Workforce Program, Guided Pathways <bbh>Initiative<ebh> Framework, and new <bbh>funding formula<ebh><byh>Student-Centered Funding Formula (SCFF)<eyh> for community colleges in California. <byh>All these initiatives are intended to provide additional funding and flexibility to help expand access and focus on equity in educational opportunities for all students. Furthermore, a common theme among all new State funding systems are weighted formulae for supporting disadvantaged students. All of<eyh> California’s efforts are further supported through the federal WIOA, Every Student Succeeds Act (ESSA) and Perkins V.

California’s aspirations for vibrant career pathways are best expressed in the California Workforce Pathways Joint Advisory Committee’s (CWPJAC) Guiding Policy Principles to Support K–14+ Pathways (Guiding Principles) document:

* Focus on student-centered delivery of services
* Promote equity, and access
* Achieve system alignment
* Support the continuous improvement, and capacity building at all levels
* Ensure that State priorities and direction lead the State Plan with opportunities in Perkins leveraged to assist in accomplishing the State goals and objectives.

These Guiding Principles are reflective of the vision for the development, operation, and improvement of career pathways in California and build upon California policy changes which have transpired in recent years. To realize the Guiding Principles outlined above, California recognizes the importance of the following essential elements of high-quality college and career pathways:

* Student-centered delivery of services
* Equity
* Access
* Leadership at all levels
* High-quality, integrated curriculum, and instruction
* Skilled instruction, and educational leadership, informed by professional learning
* Career exploration and student supports
* Appropriate use of data, and continuous improvement
* Cross-system alignment
* Intentional recruitment, and marketing (promotion, outreach, and communication)
* Sustained investments, and funding through mutual agreements

All these elements must be present to ensure that California can realize its goals of preparing all students for their future as productive participants of California’s workforce while ensuring a strong, growing economy. In addition, these components define high-quality CTE pathways at the regional, and local level and are further mirrored in the “programs of study” language as defined in Section <bbh>122(d)(4<ebh><byh>3(41)<eyh> of Perkins V. In other words, CTE is a system that requires leadership, high-quality practice grounded in standards and enriching work-based learning opportunities, alignment across educational and workforce partners, skilled practitioners, accountability at all levels based on multiple measures and promotes continuous improvement, and emphasizes a strong commitment to a student-centered approach.

For the 2019–20 program year, all eligible recipients will be required to provide at least one program of study, as they have during Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), which:

* Incorporates secondary education, and postsecondary education elements;
* Includes academic, and CTE content aligned with approve State CTE Model Curriculum Standards (CTEMCS) in a coordinated, non-duplicative progression of courses;
* Provides relevant early college credit opportunities, including dual credit, statewide and locally-articulated credit, advanced placement and/or international baccalaureate credit;
* Makes available work-based learning activities, and capstone experiences for each program of study<bbh>, and<ebh><byh>;<eyh>
* <byh>Has multiple entry and exit points, and<eyh>
* Leads to an industry-recognized credential or certificate at the postsecondary level, an associate, or bachelor’s degree.

California will continue to work with <byh>other state, regional and local agencies and<eyh> CTE stakeholders in developing <byh>criteria for<eyh> a range of career pathways aligned with State policies and initiatives, ESSA, WIOA, and Perkins. Approved career pathways offered at the local or regional levels will be identified by the California Department of Education (CDE) and California Community Colleges Chancellor’s Office (CCCCO) staff through reviews of local plans and applications, and on-site monitoring visits. Information on these pathways and strategies for their implementation will be disseminated 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;

**Response:**

As noted in the response to B(2)(a), each eligible recipient receiving 2019–20 Perkins V funds will be responsible for submitting a minimum of one CTE program of study that meets Perkins IV requirements, and the requirements as set forth in the current State Plan for CTE with the application for 2019–20 funding. To be approved, a program of study must demonstrate integration of general academic courses, incorporate a full sequence of CTE courses from introductory to capstone, and include at least one locally approved early college credit course, or align with an industry recognized credential or certificate of achievement.

All career pathways are required to demonstrate alignment to the CTEMCS, as well as the State Career Ready Practices to support the attainment of employability, technical, and academic knowledge and skills. State law ensures that all eligible recipients provide support systems, including differentiated instruction, for students who are members of special populations. This ensures special population students have access to CTE programs, including all CTE related activities <byh>and supports<eyh> like work-based learning and Career Technical Student Organizations (CTSOs).

To facilitate the discussions at local institutions and assist with the process of developing strong career pathways, templates are made available to secondary and postsecondary agencies <bbh>through out<ebh><byh>throughout<eyh> the State. These templates represent CTE pathways typically offered at high schools, Regional Occupation Centers and Programs (ROCPs), adult schools, and community colleges and include the approved Transfer Model Curriculum in <bbh>that<ebh><byh>each<eyh> pathway. The templates were developed by groups comprised of CTE and academic faculty from high schools, ROCPs, adult schools, and community colleges, with input from business and industry. <byh>Agencies developing local or regionally defined programs of study must include a completed POS template along with the annual application for approval.<eyh>

The University of California Curriculum Integration (UCCI) project provides opportunities for California teachers to design UCCI's innovative courses, which integrate “a–g” academic work with CTE, to help students prepare for college while they explore potential career paths. The UCCI courses meet “a–g” course requirements for freshman admission to University of California (UC) and California State University campuses, making them valuable components of schools' CTE programs.

<byh>All of these processes and criteria begin to define a framework for developing high-quality career pathways in California. With a focus on California’s Guiding Principles and through consultation with stakeholders this Framework will be refined during this transition year. The Framework will account for necessary differences between secondary and postsecondary programming, encourage local eligible recipients to align local and regional pathway programs, be responsive to local and regional workforce development and educational needs, provide the basis for the state to certify programs of study, and allow state agencies to measure student outcomes. This State established Framework will provide the criteria for developing strong local and regional pathways as ways to promote continuous improvement in academic achievement and technical skill attainment for all students.<eyh>

During 2019–20, the State will utilize the Perkins V State Plan development process to identify the most viable options for approving locally developed career pathways or any additional criteria for approval in subsequent years. Options to be considered include: (1) requiring each eligible recipient to develop <byh>and implement<eyh> its own career pathways based on State-established criteria; (2) developing <byh>and implementing<eyh> the programs at the local <byh>and/or regional<eyh> level through <byh>State funded<eyh> competitive grants or other incentives; or (3) developing <byh>and implementing<eyh> the programs through collaborative efforts, supported at the State level, that could be adopted by local agencies or regional collaboratives.

* + 1. expand access to career and technical education for special populations; and

**Response:**

California is dedicated to expanding access to CTE pathways, especially for special student populations. The CWPJAC has defined access as an essential element of a high-quality CTE pathway, and believes all students should be provided ample opportunities to attain the necessary knowledge and skills required to maximize their individual goals. The State also believes that high-quality CTE pathways that integrate CTE and academics provide a way to increase readiness, attainment of postsecondary credentials, career advancement, and economic stability for all genders, races, socioeconomic backgrounds, and ability levels. Eligible recipients are encouraged to design career pathways that are inclusive of special student populations, driven by labor market demand, combine an academic core with a challenging sequence of technical courses, aligned across secondary and postsecondary levels, provide ongoing guidance and support systems, and lead to postsecondary credentials and degrees.

As California begins work on the development of the new CTE State Plan through collaboration with stakeholders, the State aims to further address equity and access barriers in CTE programs enrollment, participation and completion <byh>through the identification of criteria and a state framework. The new State Plan will provide the foundation for state expectations, and will be further supported by monitoring reviews and technical assistance to provide concrete examples of how to expand access to career and technical education for special populations as well as reviewing student outcome data as a way to verify that access permeates throughout funded programs of study to address any inequities.<eyh> High-quality career pathways can help to eliminate achievement gaps by providing information on how to access programs, services, and rigorous course work for all California students regardless of region, gender, socioeconomic status, special needs, and/or English proficiency.

The State will continue to invest in providing access to high-quality CTE programs and welcomes the new provision in Perkins V of requiring States to utilize a portion of the State’s allocation in the recruitment of special populations to enroll in CTE programs.

* + 1. support the inclusion of employability skills in programs of study and career pathways (Section 122[d][4][B] of Perkins V)

**Response:**

As stated in the response to B(2)(b)(i), all eligible recipients are required to integrate employability skills in career pathways offered at the local and regional level, and will be expected to provide evidence of this in their local application for funds. California provides a variety of resources to encourage and support the teaching of employability skills. These include the state adopted Standards of Career Ready Practice, numerous professional development activities, a variety of online resources, frequent trainings and conferences, and funding incentives. California looks forward during the transition year to consult with stakeholders to expand and refine existing resources as the state’s commitment to continuous improvement.

1. Describe how the eligible agency will—
	* 1. 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, teachers, parents, counselors and other CTE stakeholders through a variety of resources provided by the State, county offices of education, Local Educational Agencies (LEAs), adult schools, postsecondary institutions, and regional partnerships. A few of the State level resources include:

* **CTE Online**: A free online resource devoted to connecting CTE and academic educators to quality CTEMCS, shared communities of practice and professional development tools. The site includes thousands of lesson plans aligned to CTE, Common Core and Next Generation Science Standards, as well as Integrated STEAM/STEM projects, model course outlines, and sample programs of study. CTE Online also provides tools for users to create their own curriculum and collaborate in groups. To view the full resources available, please visit the CTE Online website at: [https://www.cteonline.org](https://www.cteonline.org/).
* **CTE Teach**: Supports the unique needs of new CTE teachers transitioning from industry into the classroom, as well as veteran CTE teachers. CTE TEACH provides training and professional development through an online early orientation program, an online professional development program, and a two-year teacher induction program. To view the training and professional development resources, please visit the CTE Teach website at: <https://cryrop.org/Educators/CTE-Teach/index.html>.
* **CalCRN**: The California Career Readiness Network (CalCRN), is a free online source for teachers, students, and parents, and provides career development information and resources to support development of critical career self-management skills. The site includes career and college readiness lesson plans and curriculum, career awareness and exploration activities as well as tools for supporting students in the preparation of four-year plans and portfolios. CalCRN is available in English, as well as Spanish. To view CalCRN online resources, please visit the CalCRN website at: [https://www.californiacareers.info](https://www.californiacareers.info/).
* **Strong Workforce Program**: A free online resource available to all CTE stakeholders, includes career and labor market information as well as information and support for pursuing high wage, high skill, high need labor market driven CTE programs available in the State’s 115 community colleges. To view career and labor market information, please visit the CCCCO’s website at: [https://doingwhatmatters.cccco.edu](https://doingwhatmatters.cccco.edu/).
* **Guided Pathways** <ayh>**Framework**<eyh>: A program designed to improve student outcomes and attainment of postsecondary degrees, and credentials. Guided Pathways focuses on counseling, and student support to ensure that students stay on-track for course completion and graduation from <byh>a<eyh> community college. To view the guided pathways program, please visit the CCCCO’s website at: [https://cccgp.cccco.edu](https://cccgp.cccco.edu/).
* <byh>**Dual Enrollment Opportunities:** The state has purposefully created multiple options for dual enrollment through several new initiatives in order to expand the access of special populations and targeted student groups specifically to ensure these students have access to dual enrollment opportunities.<eyh>

Beyond these <bbh>online<ebh>sources, CTE stakeholders including students, parents, representatives of secondary and postsecondary education, and special populations, are informed about programs of study through an assortment of State, regional, and local, sources including, email notifications, <bbh>list serves<ebh><byh>mailing lists<eyh>, professional development activities, and assistance provided by many CTE partner organizations. Additionally, eligible recipients provide counseling services, informational documents, career fairs, college nights, and other opportunities for students, parents and other interested individuals. The <bbh>State<ebh><byh>California Department of Education<eyh> requires eligible recipients<bbh>, to the extent practicable<ebh> to provide information and services in the students and parents primary language <byh>if 15 percent or more of the pupils enrolled in that agency, speak a primary language other than English.<eyh>

California will use the 2019–20 transition year to receive feedback on available resources, and consider ways to improve how information about approved programs of study is shared with and accessed by students, parents, representatives of secondary and postsecondary institutions and special student populations.

* + 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:** This section is not required in transition plan

* + 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:** This section is not required in transition plan

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

**Response:** This section is not required in transition plan

* + 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:** This section is not required in transition plan

* + 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; and

**Response:** This section is not required in transition plan

* + 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:** This section is not required in transition plan

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:**

<byh>As stated in the Guiding Policy Principles, the goal of the CWPJAC is to build connected, equitable, accessible, and high-quality K-14+ college and career pathways by: 1) signaling the infrastructure needs, 2) promoting regional and local educational agency efforts for alignment, and 3) reinforcing student supports during critical transitions leading into high school, community college, and beyond.

Pathway alignment requires the sequencing of courses across segments to enable students to proceed smoothly into postsecondary pathways after high school. More importantly, course articulations and dual enrollment opportunities offer benefits to students often conferring postsecondary course credits prior to high school graduation.

Recent state initiatives including the California Career Pathways Trust (CCPT), the CTE Incentive Grant (CTEIG), and the Strong Workforce Program (SWP) demonstrate the commitment and intentionality of state investments to improve cross system collaboration and program alignment. Each of these efforts encourages and in fact, incentivizes K-14+ collaboration and articulation. Evidence of just one of these initiatives is demonstrated by a study conducted in 2016 by WestEd. Seventy-six percent of consortium directors (25 out of 33 directors reporting) reported that their consortia had established new dual enrollment or course-to-course articulation agreements through CCPT efforts. Twenty-four out of 33 CTE directors reported that a total of 236 new articulation agreements or dual-enrollment courses were created in Year 1 of CCPT.

Courses and programs may be designed to use cross-system strategies like dual enrollment and/or dual credit with community colleges and universities or other articulations to create a seamless student experience, and avoid unnecessary repeating of courses or other inefficient practices to facilitate “on-time” postsecondary graduation, where appropriate. Stackable badging and credentials can ensure frequency of assessment and a value-added outcome.<eyh>

The CDE’s new accountability, and continuous improvement system provides information about how LEAs and schools are meeting the needs of California’s diverse student population. As part of this system, the College<bbh>and<ebh><byh>/<eyh>Career Indicator (CCI) identifies <bbh>eight<ebh><byh>multiple<eyh> measures as indications of college or career readiness. <bbh>Completing<ebh><byh>The CDE continues to explore viable options to accurately measure CCI however completing<eyh> a CTE pathway and earning credit in a college course are <bbh>two of these eight<ebh><byh>currently two established measures.<eyh> While accountability systems may not directly provide additional opportunities for students, these two measures were purposefully included to encourage local education agencies to develop strong coordinated career pathways and credit transfer agreements which include more opportunities for students to participate in dual enrollment courses and earn college credits prior to transitioning from high school. <byh>The CCI measure shows how well local educational agencies and schools are preparing students for likely success after high school graduation.<eyh>

The CCCCO Statewide Career Pathways Project improves the linkages of career technical pathways among high schools, ROCPs, and the community colleges, and has developed a standardized articulation process across these educational institutions to provide the opportunity for secondary students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. 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.

California law (*Education Code* <byh>(*EC*)<eyh> Section 76004) authorizes a 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 for the purpose of offering or expanding dual enrollment opportunities for pupils who may not already be college bound or who are underrepresented in higher education, 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. This law requires the partnership agreement to outline the terms of the partnership, as specified, and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses.

<byh>Additionally, the law requires the Community College and school district involved in the partnership to annually report demographic data to the Chancellor of the California Community Colleges including:

* + The total number of high school pupils by schoolsite enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
	+ The total number of community college courses by course category and type and by schoolsite enrolled in by CCAP partnership participants.
	+ The total number and percentage of successful course completions, by course category and type and by schoolsite, of CCAP partnership participants.
	+ The total number of full-time equivalent students generated by CCAP partnership community college district participants.

California Education Code (EC), Section 48800 provides that the governing board of a school district may determine which students may benefit from advanced scholastic or vocational work. The governing board may authorize those students, upon recommendation from their principal and with parental consent, to attend a community college as a special part-time student and to enroll in one or more courses offered at the community college level. The purpose of the code is to provide educational enrichment for a limited number of eligible pupils. The educational enrichment opportunity will typically result in a request for concurrent enrollment in courses not currently offered by the approving school.

Students enrolled in Early College High Schools (ECHS) and Middle College High Schools (MCHS) can earn college credit through dual enrollment and concurrent enrollment strategies. ECHS are innovative partnerships between public or charter secondary schools and local community colleges that allow high school students to earn both their high school diplomas and Associates Degree with typically minor cost to the student. MCHS are secondary schools located on a college campus offering challenging academic programs and designed to serve high-potential, high-risk students. MCHS offer effective support services, small class sizes and the opportunity for students to concurrently take some college classes. All of these state initiatives encourage and provide various options for implementing dual enrollment are intended to promote system alignment while at the same time, specifically designed to broaden access for disadvantaged students. The State recognizes the local and regional differences school districts, community colleges, and local workforce development boards face when developing cross-agency agreements. These cross-system agreements have not been uniformly implemented statewide because they are often based on local or regional personalities. As a result, these agreements are frequently created through individual arrangements, based on local relationships and do not become institutionalized. The State is aware of the differences in access for students, variances in regional programs and the varied levels of success with these agreements which have been individually driven.

Nonetheless, California has made efforts to systematize and institutionalize dual enrollment by providing funding to promote system alignment across secondary and postsecondary institutions. Across the state, high school and postsecondary leaders are connecting in communities of practice to map and align career pathways, develop Programs of Study, identify courses for articulation and dual enrollment, develop agreements, and build bridges to support students’ transitions, such as through data sharing, counseling, student supports and multiple placement measures. California will consult with stakeholders during the transition year to identify criteria and provide a forum for local and regional thought partners to share innovative ways to sustain articulation agreements across educational segments.<eyh>

Information and implementation strategies on dual enrollment are disseminated to eligible recipients electronically, and through a variety of <bbh>statewide<ebh><byh>state-wide<eyh> professional development activities. Many opportunities are provided by the CDE, the CCCCO, and other organizations that host sessions on the development of articulation agreements, dual and concurrent enrollment and the development of UC “a-g” approved CTE courses.

<byh>California recognizes the complexity of developing articulation agreements across different education levels, and will take the opportunity during the transition year to consult with stakeholders on identifying and sharing best practices to include in the state’s framework for the State Plan.<eyh> The State continues to endorse and encourage eligible recipients <bbh>to develop<ebh><byh>in developing<eyh> opportunities for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. <bbh>California looks forward to engaging with stakeholders during the 2019–20 transition year to explore ways to improve and expand existing efforts.<ebh>

<byh>As California moves forward in developing a new State Plan, the state will consider how regional and local entities may further realize the purposeful integration of the student experience across systems and into college and career while addressing industry needs. As noted in the Guiding Policy Principles, the State has the vision to create career pathways with multiple entry and exit points, bring about system cohesion, and establish a well-defined system of articulation of high quality K-14+ career pathways. California has committed considerable resources, and looks forward to engaging with stakeholders during the 2019–20 transition year to explore ways to further improve, expand, and sustain existing efforts to institutionalize and create sustainability in providing dual enrollment opportunities for all students.<eyh>

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:** This section is not required in transition plan

1. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to Section 134(b) of Perkins V.

**Response:** This section is not required in transition plan.

1. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of Section 134(c) of Perkins V. See Text Box 3 for the requirements of the comprehensive local needs assessment under Section 134(c) of Perkins V.

**Response:** This section is not required in transition plan.

1. Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to Section 135(b) of Perkins V.

**Response:**

<bbh>The CWPJAC’s Guiding Principles help to define size, scope, and quality of CTE programs in California. Taking a student-centered focus, promoting equity and access, achieving system alignment, and supporting continuous improvement all impact the size, scope, and quality of California’s CTE programs.<ebh>

As previously stated, California provides eligible recipients with a vast amount of resources including career pathway templates and examples, robust academic content standards and CTEMCS, countless opportunities for professional development and technical assistance, including a number of websites, and other tools to help in the design and implementation of high-quality career pathways in the State.

The size of CTE programs is as varied as the size of eligible recipients located throughout California, and in proportion to the size of the total student enrollment served by <bbh>the<ebh><byh>their<eyh> local agency or institution. Size of local CTE programs is also determined by local and regional employment data, the needs of the local and regional economies, in consultation with business and workforce partners, and available resources. <byh>In a state like California, it is important to consider the relative nature of scaling CTE programs to match local and regional workforce and economic needs whether they are in rural or metropolitan areas of the state.

As a condition of receiving funds, unified and union high school districts must be actively involved in the delivery of CTE programs, meaning that the districts must provide at least one CTE program of study that includes at least one district-funded course. Additionally, the districts must provide at least one course in each industry sector assisted with the funds. The course may be introductory or advanced, and must be clearly integral to one or more of the sequences of courses offered in the industry sector.

The CWPJAC’s Guiding Principles help to define state expectations for the scope and quality of career pathway programs in California. Taking a student-centered focus, promoting equity and access, achieving system alignment, and supporting continuous improvement all impact the scope and quality of California’s CTE programs. <eyh>

The scope and quality of CTE programs is defined by our State’s focus on continuous improvement and achievement on the performance targets established in our State’s accountability measures and the Perkins V core indicators. Additionally, each CTE program assisted with Section 131 or 132 funds must incorporate the six requirements established in Section 135(b) of Perkins V, including a sequence of courses that provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills, and the following program requirements determined by the State to be critical to high-quality CTE programs:

* Be staffed by qualified CTE teachers, meaning teachers who:
	+ possess a standard secondary, single-subject or designated-subject credential, which authorizes the teaching of the CTE course(s) to which assigned, and
	+ can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency. The minimum qualifications for community college CTE teachers are established in Title 5 of the California <bbh>Administrative<ebh>Code <byh>of Regulations<eyh>.
* Focus on current or emerging high skill, high wage, or high demand occupations.
* Be aligned with the State’s CTEMCS and framework.
* Have extensive business and industry involvement, as evidenced by not less than one annual business and industry advisory committee meeting and planned business and industry involvement in program activities as described in the instructions for the annual application for funds.
* <bbh>The<ebh><byh>Require the<eyh> governing board of each school district participating in a career technical education program <bbh>shall<ebh><byh>to<eyh> appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. <bbh>The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Employment Development Department.<ebh>
* Provide for certification of students who achieve industry-recognized skill and knowledge requirements.
* Be aligned with applicable feeder and advanced-level instruction in the same career pathway.
* Integrate the development of CTE and academic skills in order to prepare students for immediate employment upon graduation and for further education or training.
* Provide practical applications and experiences through actual or simulated work-based learning assignments.
* Provide for equitable access and needed support services of all students, including special populations and those preparing for nontraditional occupations.
* Include planned career awareness and exploration experiences.
* Provide for the development of student leadership skills through an established career technical student organization or an alternate strategy that incorporates this instruction in all of the courses that make up the sequence.
* Use annual evaluation results, including achieved core indicator performance levels, to determine needed program improvements, modifications, and professional development activities for staff.
* Have a systematic plan for promoting the program to all concerned groups, including, but not limited to, students, parents, counselors, site and district administrators, and postsecondary educational agencies.

The quality of CTE programs in California is further enhanced by the CWPJAC’s essential elements of a high-quality college and career pathways listed in response to 2(B)(a).

In addition, key themes are infused throughout the elements:

* Building a demand-driven CTE system by responding to real workforce development needs and State, regional and local labor market realities and priorities.
* Ensuring access for all student to CTE courses, pathways, and programs of interest.
* Realizing the concept of lifelong learning, spanning from early childhood through adulthood’s many transitions.
* Promoting CTE as a means to engage students, instill a passion for learning, and improve student outcomes.
* Viewing CTE systemically in planning for how CTE can contribute to California’s economic future, rather than focusing on discrete secondary or postsecondary programs or specific funding streams.
* Promoting the continuous improvement of CTE services and impact through the alignment of standards, curricula, assessments, and professional development.

Evaluation of CTE program effectiveness occurs at every level of the State’s education system, including classrooms, programs, schools, colleges, and the state.

To assist local recipients in the implementation and evaluation of high quality CTE pathways, the State developed and has made available, a CTE Program Self-Review Tool. This instrument allows eligible recipients to self-assess their CTE programs compared to the State’s high-quality indicators. The tool includes quality criteria recognized in each indicator, as well as a list of possible evidence to help a make determination of high-quality.

The application for funds process administered by the CDE and the CCCCO requires that local and State attention be given to the six requirements of local programs assisted with the funds, which includes developing and implementing evaluation of the CTE programs carried out with Perkins V funds. The application for funds is also used in conjunction with the annual core indicator accountability data reported by eligible recipients to identify CTE programs that need improvement and to prescribe needed improvements. Monitoring processes established by both State agencies help to ensure the <bbh>validity<ebh><byh>cogency<eyh> of the local application, and the <byh>validity of annual core indicator<eyh> accountability data.

Program monitoring visits and scheduled program reviews are used by both State agencies to determine eligible recipients’ compliance with all Section 135 requirements, including offering programs of sufficient size, scope, and quality to be effective.

The Perkins V State Plan development process during the 2019–20 year will help to identify and determine if any further <byh>refinements to the<eyh> definition of size, scope, or quality <bbh>is<ebh><byh>are<eyh> necessary.

## Meeting the Needs of Special Populations

1. Describe the eligible agency’s 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:**

California affirms its strong commitment to promote equity and access to CTE programs by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations, particularly for members of special populations. The State expects all education agencies and institutions to design educational environments that maximize equity and access for all student populations. This commitment is explicitly emphasized in the Guiding Principles and enumerated in the elements defining high-quality CTE programs, established by the CWPJAC.

California is committed to supporting the special student populations as defined in Perkins V, including:

* Individuals with disabilities
* Individuals from economically disadvantaged families
* Individuals preparing for nontraditional fields
* Single parents, including single pregnant women
* Out-of-workforce individuals
* English Learners
* Homeless individuals
* Foster Youth
* Youth with a parent who is a member of the armed forces

State Special Schools provide CTE programs to secondary and adult students, including providing opportunities for work-based learning, at the California Schools for the Deaf in Fremont and Riverside, and the California School for the Blind in Fremont. Each year, these schools receive a portion of the State’s Perkins allocation to help improve their CTE programs.

California is dedicated to the belief that all students can learn and that students with disabilities and English Learners must be guaranteed equal opportunity to access career pathways programs to realize their greatest potential. Through statewide employment first policies combined with efforts to ensure competitive integrated employment, California is ensuring high quality educational programs, and services for students with disabilities are mapped to employment. In addition, through partnerships with other State agencies including the Department of Rehabilitation and the Department of Developmental Services, eligible recipients are better able to plan, implement, and evaluate services to increase opportunities for students to enter into competitive integrated employment.

Existing local supports include a variety of services (e.g., assessment, counseling, matriculation services, English Language Development, basic skills instruction, adult noncredit instruction, learning laboratories, tutorials, assistance with study skills, and recruitment and outreach to special population students). The strong presence of career exploration and student supports is an essential component for establishing a learning plan for all Kindergarten through grade fourteen plus (K–14+) students, especially to meet the needs of special populations. This includes identifying appropriate foundational courses (i.e., using competency-based learning) and information about jobs, determining student progression in a single pathway or along multiple pathways or sequences of learning, or making available in-class and online course offerings and work-based learning opportunities. To complement their learning plan, all students, including those with special needs, should also have access to comprehensive counseling, individualized supports along their journey (including, but not limited to, students who are part-time, face barriers to learning, need academic or cultural supports, transportation, child care, or financial aid), or opportunities through student leadership development organizations to achieve their individual goals and aspirations<bbh>, through a variety of transitions, in an ever-changing workforce<ebh>.

<bbh>CTSOs and other student<ebh><byh>Student<eyh> leadership activities, <byh>including those provide through, Career Technical Student Organizations (CTSOs)<eyh> provide all students, including special populations, additional support regarding specific industry sectors, self-advocacy, and acquiring leadership skills. Other activities include developing and/or disseminating training materials for administrators, faculty, counselors, and student support staff to assist students who are members of special populations gain access to and succeed in quality CTE programs. Supports include work-based learning<bbh>and CTSOs<ebh><byh>opportunities; workability programs;<eyh> providing adaptive equipment and services; and increasing the flexibility of program schedules to accommodate working students, and students with young children.

California looks forward to engaging with stakeholders during the transition year to identify ways to use Perkins V funding to supplement existing efforts, and maximize how students who are members of special populations are afforded equal access to career pathway programs.

California takes its regulatory responsibility seriously and will continue to monitor eligible recipients for compliance with State and federal civil rights requirements.

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

**Response:**

Existing State policies require eligible recipients to comply with State and federal laws and regulations prohibiting discrimination based on race, color, national origin, sex, <byh>sexuality,<eyh> and disability. The 2019–20 application will require applicants to demonstrate how discrimination of any kind is not tolerated. Eligible recipients must provide non-discrimination notifications to students, parents, school employees, and the general public.

California provides continuous oversight and technical assistance to schools and colleges with respect to preserving nondiscrimination of students who are members of special populations. All California community colleges and selected secondary school districts receive annual statistical reviews or audits of programs and enrollments to assure equal access and the upholding of policies related to race, sex, disability, limited English proficiency, salary, hiring practices, harassment, and technology.

Biennial site visit schedules and targeting plans will continue to be developed and submitted to the Office of Civil Rights (OCR) for approval, and both agencies will continue to submit CTE-Civil Rights reports as required by the OCR.

<byh>As California gathers information from stakeholders during the transition year, the state will proactively seek advice on how to improve regional and local practices and processes to uphold all state anti-discrimination policies through intentional training, improved awareness, and targeted technical assistance to all Perkins recipients (such as administrators, faculty/teachers, counselors, and others).<eyh>

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:** This section is not required in the transition plan.

1. will be provided with appropriate accommodations; and

**Response:**

As stated in (3)(a)(i), California provides an abundance of support services for all special student populations in the State. Eligible recipients are expected to design educational environments that are attuned to the needs of special student populations. This includes making appropriate and necessary accommodations for students, as well as 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 succeed in high-quality CTE programs; providing adaptive equipment and services; and increasing the flexibility of program schedules to accommodate working students and students with young children.

As required by Perkins V, eligible recipients must disaggregate and report data for each of the core indicators of performance, and for each special population group. The availability of this information on the special population groups is available to eligible recipients and enables them to objectively develop and provide accommodations for their special student populations to ensure they are delivered the necessary and appropriate support services needed for successful completion of the programs.

<byh>During the transition year,<eyh> California will continue to use its Section 112 (a)(2)(B) funds to support the Joint Special Populations Advisory Committee <byh>(JSPAC)<eyh> which provides the following related activities and services:

* A statewide leadership training conference and regional workshops providing specific information for supporting special populations.
	+ - * Information and policy recommendations to facilitate statewide planning.
			* Training and strategies to educators to assist special population students in meeting or exceeding state-adjusted levels of performance.
			* Linkages and partnerships to support special population students, including the identification of community-based organizations, social service agencies, and workforce development agencies.
			* Collaboration with other programs and service providers to address the specific needs of all special population students.

<byh>Through State-funded programs 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 sectors and to acquire leadership skills is provided through CTSOs, and other student leadership activities.<eyh>

During the 2019–20 transition year, California will consult with stakeholders to determine how best to continue developing and using existing program organization and instructional strategies to motivate and engage all students, including those who are members of special populations in order to enable them 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. <bbh>Through State-funded programs 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 sectors and to acquire leadership skills is provided through CTSOs, and other student leadership activities.<ebh><byh>As part of this due diligence during the transition year, California will also explore ways to provide coherence among different entities providing similar services to avoid duplication of efforts and maximize the best use of public resources for providing appropriate accommodations to students.<eyh>

1. 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:** This section is not required in the transition plan.

## Preparing Teachers and Faculty

1. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

**Response:** This section is not required in transition plan.

## 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;

**Response:**

As stated in the response to B(2)(h), each eligible recipient must integrate the six requirements established in Section 135(b) of Perkins V, as well as state criteria determined to be critical for the delivery of high-quality CTE programs. California will continue with existing efforts to integrate rigorous academics with robust technical knowledge and skills in all career pathways. With the vision of high-quality career pathways established by the CWPJAC and reinforced by the essential elements, California will take time during this transition year to conduct extensive consultation with stakeholders to further refine California’s delivery of career pathway programs that promote academic achievement.

* 1. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

**Response:**

California requires all eligible recipients to promote skill attainment through end-of-course assessments, and/or the awarding of certificates of achievement, when available and where appropriate. The CTEMCS recognize 15 Industry Sectors and 58 Pathways, and are designed to integrate all the essential elements necessary for entry into defined pathways. They integrate 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.

* 1. 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:**

As stated previously in this transition plan, California has recently implemented several State initiatives to encourage LEAs and community colleges to increase the use of data as a basis for aligning their CTE programs with regional economies <byh>and education needs<eyh>. The State has made significant progress with developing education and industry partnerships to ensure a match between the skills needed in local and regional markets, and those possessed by students who complete CTE programs.

In collaboration with the California Workforce Development Board, current and emerging occupational opportunities are identified through the analysis of statewide and regional data provided by the U.S. Department of Labor/Bureau of Labor Statistics and the California Employment Development Department/Labor Market Information Division. This information is made available to local agencies and institutions through the Strong Workforce Program and other websites. Eligible recipients will be expected to access regional labor market projections, workforce development <byh>in<eyh> area targeted occupations, and real time labor data to drive the alignment of the regional <byh>and local<eyh> needs assessment with <bbh>regional<ebh>labor market information.

During the 2019–20 program year, eligible recipients are required to submit a local plan per the Perkins IV process. This is to ensure recipients can seamlessly continue offering CTE programs during the transition to Perkins V.

During the 2019–20 transition year, the CDE and the CCCCO will revise their application processes to reflect the new local application for funding requirements, including a comprehensive needs assessment that will inform the development of the local application for funding. California is planning to provide informational workshops in fall of 2019, to update local eligible recipients on the required comprehensive local needs assessment, consultation requirements, review the timeline to completion, provide guidance, and to answer any questions recipients may have. In the spring of 2020, California anticipates conducting application workshops to train eligible recipients on the revised local application for funding, including the required needs assessment, and ensure local recipients are meeting the consultation requirements.

Eligible recipients will be required to annually submit a local application for funding for Section 131 or 132 funds. Applications will be reviewed by staff at the CDE and the CCCCO to ensure local applicants meet all the required elements of Perkins V.

The Perkins V State Plan development process will be used to identify and determine if any additional elements will be required in future applications. Adding a requirement that eligible recipients provide evidence that they are adhering to the Guiding Principles as set forth by the CWPJAC, is an example of one consideration.

* + - * 1. Describe how funds received by the eligible agency through the allotment made under section 111 of the 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

**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 is 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 2018–19 secondary and postsecondary CTE enrollment data, 46.83 percent ($47,841,495) of the 2018–19 Title I, Part C funds were directed to secondary programs and 53.17 percent ($54,325,178) of the funds were directed to postsecondary programs. From the total Title I, Part C funds directed to postsecondary programs, the CCCCO received 88.88 percent ($48,281,546) and the CDE received 11.12 percent ($6,043,632) to operate adult education CTE programs.

The State Board of Education, in consultation with the Board of Governors, as part of the Perkins V State Plan development process, will determine if any adjustments to the current allocation formula need to be made and if the current method is still appropriate for promoting achievement for all K–14+ students enrolled in CTE programs.

* 1. 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:**

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:

located in a rural, sparsely populated area, or is a public charter school operating secondary CTE programs; and

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, <bbh>an LEA<ebh><byh>a postsecondary recipient<eyh> may join <byh>in<eyh> a consortium with other <bbh>LEAs<ebh><byh>postsecondary partner(s)<eyh> 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 and determining the CTE program(s) to be assisted with the funds, and preparing an annual application, required fiscal claims, and annual accountability report.

The funds calculated for each consortium member agency will be totaled to calculate the total funds allocated to each consortium. Consortiums must meet the minimum grant award limits prescribed in Perkins V in order to receive funding and submit the required annual application.

1. For the upcoming program year, 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:**

Section 131 funds will be distributed among the 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 Act: 30 percent based on the LEA’s proportional share of the State’s total K–12 population, and 70 percent based on the LEA’s proportional share of the State’s total K–12 population, with family incomes below the poverty level established by the Office of Management and Budget. Statistically updated census data will be used in the determination of the allocations. A list of the 2018–19 Section 131 eligible recipients, and allocations is available at CDE web page at: <https://www.cde.ca.gov/ci/ct/pk>. The 2019–20 Section 131 allocations will be posted on the website when available.

1. For the upcoming program year, 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:**

The State will use an alternative formula for Section132 funds distribution formula as defined in the waiver approved for the Perkins II, III, and IV funds. The alternative formula significantly increases the number of economically disadvantaged students and CTE programs the State is able to assist with the funds.

Specifically, the determination of Section 132 allocations 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. A list of the 2018–19 Section 132 eligible recipients and allocations for ROCPs, and adult schools is available at the CDE web page at: <https://www.cde.ca.gov/ci/ct/pk>.

A list of the 2018–19 Section 132 eligible recipients and allocations for community colleges is available at the CCCCO web page at: <https://extranet.cccco.edu/Portals/1/WED/Perkins/District_Preliminary_Allocations_Memo_2018-19.pdf>.

The 2019–20 Section 132 allocations will be posted on the website when available.

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 (BIA) based on updated enrollment information collected and reported by the CDE Financial Accountability and Information Office.

1. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
2. include a proposal for such an alternative formula; and
3. 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 local educational agencies 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 Perkins IV.

**Response:**

California will not be submitting an application for a waiver during the 2019–20 funding year to the secondary allocation formula for distribution of Section 131 funds as described in section 131(a) of Perkins V.

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 Perkins IV.

**Response:**

The State will request a renewal of the Section 132 funds distribution formula waiver approved for the Perkins IV funds. The alternative formula enables the State to more equitably recognize and serve economically disadvantaged adult CTE participants in courses conducted by adult schools and ROCPs, as well as those enrolled in the community colleges. In so doing, it complies with the “more equitable distribution of funds” waiver requirement established in Section 132(b)(1) of Perkins V.

The alternative formula generates an unduplicated count 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, ROCPs, 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 personal or family income below the poverty level:

* <bbh>BOG<ebh><byh>Promise<eyh> Grant;
* Pell Grant;
* California Work Opportunity and Responsibility to Kids;
* Workforce <bbh>Investment<ebh><byh>Innovations and Opportunity<eyh> Act;
* Supplementary Security Income;
* General/Public Assistance;
* <bbh>BIA<ebh><byh>Bureau of Indian Affairs<eyh>;
* Eligibility for economic public assistance or student aid;
* Annual income level below poverty level as determined by county of residence; or self-declaration by adult.

The determination of the Section 132 allocations involves the following steps: (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.

The 2019–20 Section 132 allocations will be based on an unduplicated count of the economically disadvantaged adults enrolled in CTE programs during the 2017–18 program year which began on July 1, 2017, and ended on June 30, 2018. Similar data collection periods will be used for subsequent program year allocations. Third-party verified data is preferred, but an eligible recipient may report those adults who have been identified by self-declaration, as meeting at least one of the listed evidences of economic disadvantage. Reported enrollments will be validated by comparing this data with related data submitted by the eligible recipients for the same time period. Eligible recipients are required to maintain auditable records of student eligibility for five years.

Section 132 allocations are determined through the following process:

* + The CDE collects and validates the eligibility reports and data submitted by the adult school agencies and ROCPs. The CCCCO collects and validates the eligibility data submitted by the community college districts;
	+ The CDE determines the total number of economically disadvantaged adult CTE students by aggregating the validated economically disadvantaged enrollments reported by the adult school agencies, ROCPs, and community college districts;
	+ The CDE computes a per-student allocation amount by dividing the funding available for distribution under Section 132 by the total number of economically disadvantaged adult CTE students determined in #2;
	+ The CDE determines each eligible recipient’s (adult school agency, ROCP, and community college district) allocation by multiplying its validated number of economically disadvantaged adult enrollees by the per-student allocation amount computed in item #3;
	+ The CDE transfers to the CCCCO, by interagency agreement, the total amount of the Section 132 funds to be awarded to community college districts; and
	+ Both agencies, the CDE and CCCCO, distribute the funds for which they are responsible in accordance with the Section 132 guidelines.

This is the same distribution formula the state has been granted under Perkins II, III, and IV. The CWPJAC, the CDE, and the CCCCO, through consultation with the stakeholders identified in section 122(c)(1)(A) of Perkins V, will use the 2019–20 program year to determine if the existing process for the distribution of Section 132 still provides <bbh>a more<ebh><byh>the most<eyh> equitable distribution of funds <bbh>based on<ebh><byh>to maximize<eyh> the <bbh>highest numbers<ebh><byh>number<eyh> of economically disadvantaged individuals <byh>served<eyh>.

1. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

**Response:**

The CDE will not exercise the reserve funds option in the 2019–20 program year.

The CCCCO will utilize the reserve funds option during the 2019–20 program year as it has in the last few years of Perkins IV. From the amounts made available under subsection 132, the CCCCO will allocate not more than 15 percent of Title IC Section 132 to all community colleges for CTE activities with specific focus. Specifically, recipients will be required to use funds on one or more activities in rural areas, areas with high percentages of CTE concentrators, or areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II), in order to foster innovation through the identification and promotion of promising and proven CTE programs. Reserve funds will also be used to promote programs implementing best practices and strategies that prepare individuals for nontraditional fields; or for the development, implementation, and adoption of programs of study or career pathways aligned with State identified high-skill, high-wage, or in-demand occupations or industries based on cluster, sector or regional LMI data. The reserve fund will be awarded by an equal amount to all <bbh>113<ebh><byh>115<eyh> community colleges to provide services to CTE students that meet the above-mentioned criteria. For program year 2018–19, each community colleges received $ 41,377 to carry out specific activities.

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 total investment in state dollars for CTE programs in California used to calculate the state-level maintenance of effort for receipt of the federal Perkins V funds is shown below. This calculation is made annually, in the month of February, by the CDE Fiscal Services Division and the College Finance and Facilities Planning Division at the CCCCO. The aggregated expenditures and per <byh>CTE<eyh> student expenditures are shown in the tables on the next page:

# AGGREGATE EXPENDITURES:

| Funding Source | Fiscal Year 2015–16 | Fiscal Year 2016–17 |
| --- | --- | --- |
| Non-Federal Expenditures from 2016–17 Match Report | $6,314,833 | $6,215,059 |
| CCCCO – Non-Federal Expenditures | $66,790,821 | $433,284,686 |
| CDE - Non-Federal Expenditures | $529,167,353 | $648,069,915 |
| Total | $602,273,007  | $1,087,569,660 |

**Change from Fiscal Year 2015–16 to Fiscal Year 2016-17 is $485,296,653.00.**

# FISCAL EFFORT PER <byh>CTE<eyh> STUDENT:

| Student Counts | Fiscal Year 2015–16 | Fiscal Year 2016–17 |
| --- | --- | --- |
| CCCCO - Postsecondary | 1,170,346 | 1,157,480 |
| CDE - Secondary | 576,708 | Not Yet Calculated |
| CDE - Secondary ROCPs | 80,260 | 24,691 |
| CDE - Adult | 51,232 | 45,660 |
| CDE - Adult ROCPs | 24,052 | 25,996 |
| Total | 1,902,598 | 1,253,827 |
| Per Student Expenditure | $316.55 | $867.40 |

**Change from Fiscal Year 2015–16 to Fiscal Year 2016–17 is $545.89**

## Accountability for Results

**Response:** This section is not required in the transition plan.

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
	* 1. the percentage of CTE concentrators (See Text Box for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
		2. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
		3. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V). Please note that inclusion of “other” program quality measure(s) are optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

1. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)
2. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
3. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance. (See Text Box 5 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);
4. an explanation for the State determined levels of performance; and
5. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

1. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

1. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

# ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

## Statutory Assurances

**□** The eligible agency assures that:

1. It made the State plan publicly available for public comment[[4]](#footnote-4) for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

## EDGAR Certifications

**□** By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.

2. It has authority under State law to perform the functions of the State under the Perkins program(s).

3. It legally may carry out each provision of the plan.

4. All provisions of the plan are consistent with State law.

5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.

6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.

7. The entity has adopted or otherwise formally approved the plan.

8. The plan is the basis for State operation and administration of the Perkins program.

## Other Forms

**□** The eligible agency certifies, and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) can be located on the US Department of Education web page at: <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>.
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013) can be located on the US Department of Education web page at: <https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf>.
3. Certification Regarding Lobbying (ED 80-0013 Form can be located on the US Department of Education website at: <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>.
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005) can be located on the US Department of Education website at: <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

# BUDGET

## B: Budget Form

**State Name:** California\_\_\_\_\_\_\_\_\_\_\_\_

**Fiscal Year:** 2018–19

| **Line Number** | **Budget Item** | **Percent of Funds** | **Amount of Funds** |
| --- | --- | --- | --- |
| 1 | **Total Perkins V Allocation** | **Not applicable** | $ 120,196,084 |
| 2 | **State Administration**  | 5.0 % | $ 6,009,803 |
| 3 | **State Leadership**  | 10.0 % | $ 12,019,607 |
| 4 | * Individuals in State Institutions
 | 0.8 % | $ 950,000 |
| 4a | * Correctional Institutions
 | **Not** <byh>**required**<eyh> | $  |
| 4b | * Juvenile Justice Facilities
 | **Not** <byh>**required**<eyh> | $ |
| 4c | * Institutions that Serve Individuals with Disabilities
 | **Not required** | $ |
| 5 | * Non-traditional Training and Employment
 | <byh>0.12%<eyh> | $<byh>150,000<eyh> |
| 6 | * Special Populations Recruitment
 |  | $ |
| 7 | **Local Formula Distribution** | 85.0 % | $ 102,166,673 |
| 8 | * Reserve
 | 4.0 % | $ 4,828,155 |
| 9 | * Secondary Recipients
 | % | $ |
| 10 | * Postsecondary Recipients
 | 100.0 % | $ 4,828,155 |
| 11 | * Allocation to Eligible Recipients
 | 85.0% | $ 97,338,518 |
| 12 | * Secondary Recipients
 | 49.0 % | $ 47,841,495 |
| 13 | * Postsecondary Recipients
 | 51.0 % | $ 49,497,023 |
| 14 | **State Match *(from non-federal funds)***  | **Not applicable** | $ |

# STATE DETERMINED PERFORMANCE LEVELS <byh>(SDPL)<eyh>

**Response:** This section is not required in transition plan.

1. Item F will only appear to the user in the Perkins V State Plan portal in subsequent years (FY 2020–23). [↑](#footnote-ref-1)
2. Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020–23). [↑](#footnote-ref-2)
3. Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019–23. [↑](#footnote-ref-3)
4. An eligible agency that submits a one-year Transition Plan in fiscal year 2019 is not required to hold a public comment period on the one-year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in fiscal year 2020. [↑](#footnote-ref-4)