# California Department of Education

## Memorandum

**Date:** November 5, 2018

**To:** Members, California Workforce Pathways Joint Advisory Committee

**From:** Donna Wyatt, Director, Career & College Transition Division

 Matthew Roberts, Dean, California Community College Chancellor’s Office

**Subject:** Career Technical Education (CTE) in California**:** Career Technical Education Incentive Grant (CTEIG), Kindergarten through Twelve Grade Strong Workforce Program (K–12 SWP), and Strengthening Career and Technical Education for the 21st Century Act.

## Executive Summary: September 2018 California Workforce Pathways Joint Advisory Committee Meeting Minutes

Members present: Ting Sun, Patricia Rucker, Felicia Ortiz-Licon, Pamela Haynes, Man Phan. Absent: Valarie Shaw

Ex-Officio members present: David Rattray

* The California Workforce Pathways Joint Advisory Committee (Committee) members shared a few concerns around the proposed timeline of both CTEIG and K–12 SWP initiatives and requested that the timelines align more closely with the Local Control Accountability Plan development timeline (October–March).
* Committee members wanted to see metrics more closely connected to the Committee’s *Guiding Policy Principles to Support K–14+ Pathways.*
* Committee members requested that staff be prepared to make a formal recommendation on the inclusion of the metrics into the Request for Applications (RFA) for both CTEIG and the K–12 SWP at the next committee meeting on November 26, 2018.

The September 19, 2018, meeting opened with an update from Michael Brustein of Brustein & Manasevit, PLLC, Attorneys at Law, and federal liaison to the California Department of Education (CDE). On July 31, 2018, Congress authorized the *Strengthening Career and Technical Education for the 21st Century Act,* also known as Perkins V. Mr. Brustein spoke to the key changes under the new Perkins V legislation and highlighted important elements relevant to California in the development of a new state CTE plan, and the transition timeline from Perkins IV to Perkins V.

Following the update on Perkins V, the remainder of the meeting focused on CTEIG, and the K–12 SWP. Donna Wyatt, Division Director, CDE, and Matthew Roberts, Dean, Workforce and Economic Development Division, California Community Colleges Chancellor’s Office (CCCCO) co-presented on the background and key elements of the CTEIG and K–12 SWP legislation. The presentation provided a compare and contrast of both pieces of the legislation; CDE and CCCCO staff spoke of their work to ensure that both pieces of legislation served to maintain and improve kindergarten through grade twelve (K–12) CTE programs. A review of the proposed timelines included an update on the development of the application process as well as the release of allocations and funds to eligible local educational agencies (LEAs). Kathy Booth from WestEd continued the conversation focusing on proposed metrics.

Members also raised questions about aligning the metrics between the two initiatives and informing the field about the metrics in a clear way, preferring to solidify the metrics before the publication of the RFA. State Board of Education (SBE) members also expressed concern with regards to changing the metrics in subsequent years and questioned how those changes would be messaged to LEAs.

## Review of Draft Timelines for CTEIG and K–12 SWP

The current version of the proposed CTEIG timelines below take into account the feedback provided by the Committee at the September 19, 2018 meeting and feedback from CTE leaders from statewide education leaders. The current CTEIG timeline moves up the dates for notification of allocations to March from the original May date with grant award notifications (GANs) going out in May and release of funds in mid-June 2019 rather than the previously proposed July 2019.

### Table One: AB 1808 CTEIG DRAFT Timeline

| Year | Month | Action |
| --- | --- | --- |
| 2018 | November | Committee to review and make recommendations regarding the metrics per *Education Code* (*EC*) Section 53071(c) |
| 2018 | December | Mid-December CTEIG RFA to be released to field. RFA will include a CTE Program Self-Evaluation Tool |
| 2019 | January | January 25th CTEIG RFA is due to CDE |
| 2019 | March | SBE Board Item – Publicize allocations, include review of allocation formula, specific funding amounts, purposes for which grant funds may be used, allowable and non-allowable expenditures, and the number or grants to be awarded |
| 2019 | May | LEAs to receive GANs |
| 2019 | June | Mid-June first release of 2018–19 funds to the field |

The timeline for the K–12 SWP outlines the notification of allocations using the average daily attendance and labor market data formula outlined in legislation as well as the release of applications, notification of project award, and release of funds.

### Table Two: K–12 Strong Workforce Program DRAFT Timeline

| Year | Month | Action |
| --- | --- | --- |
| 2018  | October | Regional allocations posted  |
| 2018 | October–December | Guidance document and regional information sessions  |
| 2018 | November | The Committee to review and make recommendations regarding the metrics per *EC* |
| 2019 | January | Release of RFA to field |
| 2019 | March | Project submission deadlines |
| 2019 | April | Allocation notification |
| 2019 | June | Allocations released to funded projects  |

The timeline below outlines the process for implementation of the kindergarten through grade fourteen (K–14) Pathway Coordinators, K–14 Technical Assistance Providers (TAPS) and the K–12 Selection Committee. On October 19, 2018, at the request of and set up by Debra Brown, CDE Government Affairs Division Director, Donna Wyatt and Matthew Roberts, participated in a meeting with representatives from various state educational organizations. The purpose of the meeting was to provide an update on CTEIG and K–12 SWP and offer an opportunity for educational agency representatives to ask questions. Most questions revolved around the timelines and implementation process for the K–14 TAPS, the K–12 Selection Committees, and the Pathway Coordinators under the K–12 SWP. Given the focus of the questions, we are including information on the timeline for implementation of these committees and coordinators for the K–12 SWP. The CDE and CCCCO staff will provide regular updates through ongoing phone and in-person meetings.

### Table Three: K–14 Pathway Coordinators and K–14 Regional TAPS and K–12 Selection Committees DRAFT Timeline under K–12 SWP

| Year | Month | Action |
| --- | --- | --- |
| 2018 | September–December | CCCCO/CDE collaborate to provide pathway coordinator job description guidance on K–12 Selection Committee roles and responsibilities |
| 2019 | January | Solicitation of interest and RFA released for K–14 TAPS K–12 Selection committees in place  |
| 2019 | February–June | Applicant interviews for K–14 TAPS and pathway coordinators training for K–12 selection committees  |
| 2019 | March | Notification of applicants for pathway coordinators and K–14 TAPS  |
| 2019–2020 | July – June  | Work year for K–14 TAPS and pathway coordinators  |

## Update on Alignment of Metrics to the Guiding Policy Principles

The Guiding Policy Principles are designed to be the foundation for the work of the Committee. The principles build upon existing practices across systems, and focus on key pressure points of supporting cross-system collaboration in support of high quality college and career pathways. These principles are intentionally designed to be inter-related because individually they are narrow in scope and therefore should be viewed as a complementary whole.

Staff from the CDE and the CCCCO, with support from WestEd, continue to collaborate on a document which examines the current metrics in the CTEIG and K–12 SWP legislation against the Guiding Policy Principles. The *Workforce Pathways Joint Advisory Committee Guiding Policy Principles and Metrics* uses the Guiding Policy Principles as the key to the examination and discussion of metrics. This documentapplies indicators to measure the degree to which there is alignment between the Guiding Policy Principles and the metrics, as currently written in the legislation. The document also looks at the feasibility of collecting specific metrics and examines proposed metrics for future implementation as well as the proposed timeline for implementation. This document will be the foundation for the continuing discussion of metrics as the Committee examines and considers additional metrics or changes to the current metrics as written in legislation. Given the 2019 calendar of Committee meetings has been established, the CDE and CCCO staff will begin to timeline the work of examining future potential metrics in order to allow for a robust conversation prior to the Committee making recommendations in November 2019 for the 2019–20 cycle of CTEIG and K–12 SWP.

## Essential Elements of a High-Quality College and Career Pathway and Metrics

The document *Essential Elements of a High-Quality College and Career* Pathway uses the Guiding Policy Principles as the foundation for determining what constitutes a high-quality college and career pathway. This document attempts to further refine and define the essential elements by providing evidence of practice that educational leaders can use to build and improve their college and career pathways. Metrics are assigned to each element and divided into state level metrics and local metrics. Examples of state level metrics are those metrics that are included in the CTEIG and K–12 SWP legislation as well as additional metrics that are included in the statewide College/Career Indicator and K–12 SWP. The local metrics identified in the document are metrics that have been discussed at previous Committee meetings. The document also identifies metrics that cannot currently be collected at this point in time. This document will also be used as a foundational document for a CTE program evaluation tool to be used in CTEIG applications.

## Strengthening Career Technical Education for the 21st Century Act (Perkins V)

Between October 22–24, 2018, a team composed of representatives from the CDE, CCCCO and the California Workforce Association attended the annual Advance CTE fall conference, the national organization of state CTE Directors. Advance CTE advocates for CTE legislation and funding, and provides professional development and resources for CTE leaders from all 50 states, in addition to American Samoa, the US Virgin Islands, Guam, and Puerto Rico. Donna Wyatt serves as a member of the Board of Directors of Advance CTE, representing Region E which includes the States of Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Washington, and Guam. More information on the mission and vision of Advance CTE can be found at their website [https://careertech.org](https://careertech.org/).

During the conference attendees had the opportunity to hear CTE leaders present on a variety of topics including Making a Case for Equity in CTE which looked at equity via information gathered through Geographic Information System mapping; the Life Cycle of a Program: Transforming and Phasing Out; Driving Quality in Postsecondary CTE; and Engaging Policymakers to create CTE Champions. In the closing session, Scott Stump, Assistant Secretary, from the Office of Career Technical and Adult Education (OCTAE), highlighted plans for Perkins V implementation and called for CTE leaders to be innovative and to ensure that state plans serve their state’s vision for CTE and that state’s use of Perkins V to support that vision. In addition to a call for vision and innovation, Assistant Secretary Stump highlighted areas of Perkins V that called for states to provide definition. He pointed out that while Perkins V defined what a concentrator is, it will be up to the state to provide further definition as to what is meant by a program and a course.

On the last day of the conference, the OCTAE released a draft Perkins V State Plan guidance document. The draft document has a 60 day review period, which ends on December 27, 2018. Currently, the CDE staff is reviewing the document and will provide feedback to OCTAE and updates to the Committee, if desired.

## November 26, 2018, Committee Agenda development

The CDE and CCCCO staff will be presenting a recommendation for metrics for the 2018–19 cycles of CTEIG and K–12 SWP. In addition to this recommendation, staff will also be presenting a recommendation for the examination of the future metrics to the Committee members.

An update on Perkins V will be presented that will include items for the Committee to consider and discuss in anticipation of engaging stakeholder feedback. Some of the items for discussion include the use of reserve funds for promoting innovation, providing definitions in the state plan where applicable, and the role of the Guiding Policy Principles when engaging stakeholders.