Strengthening Career and Technical Education in the 21st Century

(aka Perkins V) JSPAC Update

November 30, 2018

FEDERAL LEVEL ACTIONS

This new law represents an important opportunity to advance the Department’s vision for our nation’s CTE system: Expand opportunities for every student to explore, choose, and follow career pathways to earn credentials of value.

Key provisions in the new law include:

* Requiring extensive collaboration among State- and local-level secondary, postsecondary, and business and industry partners to develop and implement high-quality CTE programs and programs of study;
* Introducing a needs assessment to align CTE programs to locally identified in-demand, high-growth, and high-wage career fields;
* Strengthening the CTE teacher and faculty pipeline, especially in hard-to-fill program areas, including STEM;
* Promoting innovative practices to reshape where, how, and to whom CTE is delivered;
* Expanding the reach and scope of career guidance and academic counseling; and
* Shifting responsibility to States to determine their performance measures, including new program quality measures, and related levels of performance to optimize outcomes for students.

Transition Process

The federal Office of Career Technical and Adult Education (OCTAE) has released a guidance document for states to review and give feedback on the transition and implementation of Perkins V.

The document is a guide for the submission of State Plans and contains the proposed requirements for both a *2019-20 Transition Plan* as well as the *full plan* that will become effective July 1, 2020. The transition plan asks for information on program of study, **addressing the needs of special populations**, assurances, fiscal responsibility and oversight of local applications and budget. CDE Staff will review and submit comments to OCTAE by December 27th.

STATE LEVEL ACTIONS

The new California Perkins V State Plan will be developed by the CDE and the CCCCO through collaboration with the California Workforce Pathways Joint Advisory Committee (WPJAC).

The WPJAC committee plans to address systems alignment policies specific to career pathways within the context of recent and future state and federal investments. In this way, California will be well positioned to take advantage of the federal Perkins reauthorization and determine how those federal funds may complement and further California’s policy objectives regarding workforce pathways in the state’s regional economies.

Alignment of Guiding Principal Metrics

The WPJAC Committee wants the Guiding Policy Principal Metrics closely connected to the funding available through the Career Technical Education Incentive Grant (CTEIG); the Kindergarten through Twelve Grade Strong Workforce Program (K-12 SWP) and Perkins V. At their upcoming meeting they will consider survey feedback that was received on the Guiding Policy Principals.

Next Steps

The Committee will consider the following essential questions at their November 26th meeting:

* What policies and/or principles should the joint committee recommend the state agencies to adopt in order to support the improvement or development of high quality college and career pathways?
* How well are we serving our students with transitions from one system/institution to another, and providing high quality college and career pathways?
* What longitudinal data sharing infrastructure is needed to support and understand trends within student progress, transitions, and the workforce?