

# California Workforce Investment Board (State Board)

## Career Pathways and Education Committee (CPEC)

### Proposed Action Plans

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#### Purpose

The Career Pathways and Education Committee's (CPEC) stated purpose is as follows:

*Identify and implement comprehensive strategies to align education with career preparation in regional growth and demand occupations to successfully compete within the 21<sup>st</sup> Century global marketplace.*

Towards this end, the CPEC identified the following three key objectives:

**Objective 1.** Expand Career-Based Education Opportunities for All Learners

**Objective 2.** Create Opportunities for All Students to Receive Nationally-Recognized, Industry-Valued Certifications/Credentials

**Objective 3.** Build Regional Linkages Between Public Education and Growth/Demand Industry Sectors

The CPEC's adopted *framework* entailed a comprehensive list of strategies and approaches to achieve these objectives. The following near-term Action Plans were derived from these strategies along with existing opportunities in our state to achieve the stated purpose above.

#### **Action Plan 1 – California Career Pathways Trust**

The state budget that took effect July 1, 2013 includes \$250 million to form the California Career Pathways Trust (CCPT) to fund grants for career technical education in K-12 districts, charter schools and community colleges. Funds will be dispensed through competitive grants for up to three years, with a priority given to those districts that have matching contributions from industry partners, especially for high-need, high-growth sectors of the economy.

The grants will advance several of the projects that are included in the 2013 Governor's Career Technical Education Pathways Program Joint California Community College Chancellor's Office (CCCCO) and the California Department of Education (CDE) Expenditure Plan. Among these programs is the district-wide Linked Learning program that builds on the successful Career Advance Academies (CAA), and California Partnership Academies (CPA) academy. These programs focus on work-based learning, career pathways, and provide an opportunity to leverage other state and local funding and programs. Also, the new money can bolster existing programs (e.g., California Partnership Academies and the Regional Occupational Centers and Programs) by incentivizing the utilization of work-based learning; industry recognized credentialing, and linking to existing regional collaborations that have existing partnerships with

businesses.

### Approach

CPEC propose that the Department of Education create a CCPT funding strategy that is implemented through guidelines and a Request for Applications (RFA) developed in partnership with State Board through the CPEC. The strategy will bolster existing K-14 career pathway programs and create new programs by targeting key regional industry sectors through regional collaborations and strong partnerships with employers to align public education and instruction with employer-valued skills and proficiencies.

### Next Steps

- CPEC members will develop recommendations that will help formulate RFA criteria and program guidelines to compliment CDE's existing RFA process and guidelines.
- Implementation will occur in accordance to a schedule established by CDE.

## **Action Plan 2 – College and Career Readiness Certification**

State Board staff will research the current national trend to incorporate Career Readiness standards, work experience components and certifications as a high school graduation requirement. This trend was furthered by President Obama's *Race to the Top* initiative. Staff will provide recommendations that may be piloted at representative local school district(s).

The incorporation of a career readiness credential and work experience as a high school graduation requirement was a strategy identified by the CPEC as part of a broader recommendation to incorporate nationally-recognized, industry-valued credentials as an essential component of training programs. Today, 23 states; accounting for nearly half of students in the U.S., include this standard in their high school diploma requirements.

### Approach

Staff will present its findings to the CPEC during its November 2013 meeting. CPEC members will form next steps; such as, identify school district(s) that may pilot aspects of the recommendations and share its findings with policy makers. The San Bernardino City Unified School District (SBCUSD), the 8<sup>th</sup> largest school district in California, has expressed interest in participating.

### Next Steps

- Staff will conduct its research and develop a report based on its findings and present recommendations to the CPEC between September 2013 and October 2013.
- CPEC will discuss the report and formulate next steps to include a pilot program implementation plan, evaluation criteria and potential funding partners, among others.

### **Action Plan 3 – Linking K-12 with Post-Secondary High-Technology Industry-Valued Credentialing**

The CPEC members will facilitate the linkage between existing advanced manufacturing training programs credentialed by the National Institute of Metalworking Skills (NIMS) and Information Technology programs credentialed by Cisco to provide to K-12 Career Technical Education (CTE) programs. This effort will bolster existing CTE programs by providing technical input on existing curriculum and ways to better align curriculum to industry-validated standards. The primary goal is to seamlessly integrate and embed CTE as an essential component of all academic instruction. As a near-term implementation strategy, the CPEC would facilitate the development of articulation agreements between educational institutions and partnership agreements with industry and employers to incorporate CTE within selected Science Technology Engineering and Mathematics (STEM) curriculum.

#### **Approach**

CPEC members and staff will identify candidate CTE programs and appropriate members will reach out to those programs to begin a dialogue on program effectiveness and impact. Participants will form an expert network, to include participants from both education and industry, to discuss common issues, effective solutions, replication and scaling strategies with the goal of developing an implementation plan for defined pilot/demonstration projects.

#### **Next Steps**

- By its November 2013 meeting the CPEC members will identify and engage potential CTE programs, educational partners and industry representatives to assemble a network of experts.
- CTE programs and prospective education and industry participants will be contacted during October 2013 and coordinate a partnership meeting to define near-term pilot/demonstration projects.

### **Action Plan 4 – Disseminate Regional Industries of Focus to the CTE Community**

The CPEC in collaboration with the CDE will share information with the K-12 CTE community regarding the regional demand and growth industries included in the State and Local WIB Strategic Plans and ensure alignment with the California Community Colleges and Local Community College Boards regional industries of focus. The objective will be to encourage the alignment of K-12 CTE programs with industries and demand occupations that are driving the regional economies and that offer career pathways into high-paying jobs.

#### **Approach**

Staff will work with the Chancellors Office of California's Community Colleges to ensure alignment with WIB data at the State and local level. The aligned growth and demand

industries and occupations along with essential requirements for the various career pathways will be assembled and provided to the CDE for dissemination to the K-12 system.

*Next Steps*

- Staff will develop materials during September/October 2013 timeframe.
- CDE will provide the information dissemination strategy by October 2013.
- Information will be disseminated during the first two weeks of October 2013.