

## Senate Bill No. 1070

### CHAPTER 433

An act to add and repeal Part 52 (commencing with Section 88530) of Division 7 of Title 3 of the Education Code, relating to community colleges.

[Approved by Governor September 21, 2012. Filed with  
Secretary of State September 21, 2012.]

#### LEGISLATIVE COUNSEL'S DIGEST

SB 1070, Steinberg. Career Technical Education Pathways Program.

Existing law, until January 1, 2013, establishes the California Community Colleges Economic and Workforce Development Program. Existing law requires the Board of Governors of the California Community Colleges, as part of the program, to assist economic and workforce regional development centers and consortia to improve, among other things, career-technical education pathways between high schools and community colleges, as specified.

This bill would establish the Career Technical Education Pathways Program until June 30, 2015, which would require the Chancellor of the California Community Colleges and the Superintendent of Public Instruction to assist economic and workforce regional development centers and consortia, community colleges, middle schools, high schools, and regional occupational centers and programs to improve linkages and career technical education pathways between high schools and community colleges to accomplish specified objectives. This assistance would be required to be provided in the form of contracts and competitive grants administered jointly by the chancellor and the Superintendent for programs and initiatives that demonstrate a plan for close collaboration among regional institutions and entities to jointly accomplish specified goals.

The bill would require the chancellor and the Superintendent to grant first and 2nd priority for contracts and grants to specified applicants. The bill would require the chancellor and the Superintendent to agree upon an outcome-based evaluation for specified programs and initiatives, and to require applicants granted a contract or grant to submit annual outcome-based data, as specified, and report that data to the Governor and specified committees of the Legislature by March 1 of each year.

The bill would reauthorize a community college district to enroll a high school pupil who is not a resident of that community college district in a program that is developed and implemented by the community college district pursuant to the Career Technical Education Pathways Program, as specified.

The bill would require the chancellor and the Superintendent to develop an implementation strategy for the objectives of the Career Technical

Education Pathways Program as a part of an annual expenditure plan, and to submit that strategy and plan to specified committees of the Legislature and the Department of Finance at least 30 days before taking an action to implement the expenditure plan.

The bill would require and authorize the chancellor and the Superintendent to perform other specified functions relating to the administration of the Career Technical Education Pathways Program, and would make specified findings and declarations.

The bill would require its provisions to be operative only in fiscal years for which funds have been appropriated by the Legislature expressly for purposes of the Career Technical Education Pathways Program.

*The people of the State of California do enact as follows:*

SECTION 1. (a) The Legislature finds and declares all of the following:

(1) Nearly 100,000 California pupils dropped out of middle school and high school in the 2008–09 school year, a number equivalent in size to the population of the City of San Mateo or the City of Compton. Gainful employment prospects for dropouts are shrinking, given the changing nature of the California economy.

(2) The Public Policy Institute of California projects that by 2025, two of every five, or 41 percent of, jobs will require a college degree, an increase from less than one-third of all jobs in 2005. Increasing articulation between elementary and secondary education and postsecondary education systems will help meet this challenge.

(3) The Center on Education and the Workforce at Georgetown University reports that nationally nearly two-thirds of job openings in the next decade will require some postsecondary education, such as a certificate or a degree. For most young people, high school completion should be a foundational accomplishment, not an end goal.

(4) Large majorities of California high school pupils surveyed say they would be more motivated to work hard and do well if they attended schools where they could take courses needed for college and, at the same time, have a chance to acquire skills and knowledge relevant to future careers.

(5) Studies show that programs that bring together strong academics, demanding technical education, and real world experience are more likely to engage pupils, raise high school graduation rates, and better prepare pupils for lasting success in postsecondary education and careers.

(6) Through close collaboration and careful articulation, California's public middle schools, high schools, institutions of postsecondary education, and regional business and labor organizations have a unique opportunity to reduce the state's unacceptably high rate of school dropouts, increase student success in postsecondary education and training, and contribute to the state's job growth and economic vitality.

(7) By aligning curricula to the needs of growing and emerging economic sectors, and by creating seamless pathways that connect middle and high

school pupils to related community college programs, regional economies can be supported, and young people can realize their goals of further education and gainful employment in fields of interest and promise.

(8) Investments in delivering pupils the skills and knowledge needed for further education and employment in California's high-growth, high-demand industries are investments in the growth of a knowledge-intensive, innovation economy.

(9) Since its inception in 2005, the Career Technical Education Pathways Initiative has served thousands of California pupils and college students through a variety of investments designed to increase student success in postsecondary education and career. The initiative has focused on enhanced articulation and collaboration among the education segments that serve these students.

(b) It is the intent of the Legislature in enacting these provisions to reauthorize the Career Technical Education Pathways Initiative, build upon the initiative's strengths, further investments that enhance student success in postsecondary education and career, and contribute to California's economic vitality.

(c) It is further the intent of the Legislature to more clearly delineate program objectives, enhance accountability of the initiative, and promote institutional collaboration and articulation that will enable more high school pupils and college students to succeed in college and career.

SEC. 2. Part 52 (commencing with Section 88530) is added to Division 7 of Title 3 of the Education Code, to read:

PART 52. CAREER TECHNICAL EDUCATION PATHWAYS PROGRAM

CHAPTER 1. GENERAL PROVISIONS

88530. This part shall be known and may be cited as the Career Technical Education Pathways Program.

88532. (a) The chancellor and the Superintendent shall assist economic and workforce regional development centers and consortia, community colleges, middle schools, high schools, and regional occupational centers and programs to improve linkages and career technical education pathways between high schools and community colleges to accomplish both of the following objectives:

(1) Increase the readiness of middle school and high school pupils for, and their access to, postsecondary education and careers in high-need, high-growth, or emerging regional economic sectors.

(2) Increase student success in postsecondary education and training for careers in high-need, high-growth, or emerging regional economic sectors.

(b) The assistance provided in subdivision (a) shall be provided in the form of contracts and competitive grants administered jointly by the chancellor and the Superintendent for programs and initiatives that

demonstrate a plan for close collaboration among regional institutions and entities, including, but not limited to, school districts, public postsecondary educational institutions, regional occupational centers and programs, local workforce investment boards, and business or industry to jointly accomplish the following:

(1) Align existing postsecondary technical preparation programs with high school career technical education curriculum to ensure seamless transitions for pupils.

(2) Increase attainment of industry-recognized certificates through community college and high school career technical education programs in high-need, high-growth, or emerging regional economic sectors.

(3) Promote productive partnerships, such as those described in Article 5 (commencing with Section 54690) and Article 5.5 (commencing with Section 54698) of Chapter 9 of Part 29 of Division 4 of Title 2, between high school career technical education programs, postsecondary educational institutions, and emerging or growing regional businesses and industries, and labor organizations connected to those businesses and industries, preferably by building upon existing regional structures. These partnerships may include, but shall not be limited to, the provision of employee expertise, in-kind and other resources, equipment, and opportunities for pupil internships and teacher externships.

(4) Promote and track the participation of middle school and high school pupils and college students in articulated courses, such as those described in Section 66205.6, between high schools, community colleges, and, where appropriate, four-year postsecondary educational institutions, including a plan to disseminate or make available any new courses to interested schools and public postsecondary educational institutions statewide.

(5) Provide professional development to middle and high school teachers and community college faculty to improve their delivery of career-oriented academic and technical education, such as the method described in paragraph (8) of subdivision (a) of Section 99200, earning a recognition of study in linked learning, as defined in Section 44257.3, or other assistance to teachers and faculty that prepares them to deliver the curriculum described in paragraph (4).

(6) Expand middle and high school pupil and college student opportunities for paid work opportunities, paid or unpaid internships, and participation in career technical student organizations, and expand teacher and faculty opportunities for externships in high-need, high-growth, or emerging regional job sectors.

(7) Support a districtwide linked learning program pursuant to Section 52372.7.

(8) Validate, or establish and validate, reliable and stable measures of pupil readiness for postsecondary education and career.

(c) The chancellor and the Superintendent shall award first priority for contracts and grants to applicants that can demonstrate comprehensive regional collaboration to create new pathways or course sequences that begin with foundational preparation or exploration in middle school, continue

with high school level courses that combine rigorous academics with career education, and are articulated with local community colleges and four-year public postsecondary educational institutions, with meaningful involvement, where appropriate, from regional industry and labor organizations, professional trade associations, and local workforce investment boards. Where practicable, these applicants shall demonstrate that they can leverage additional financial and in-kind public and private resources to support their efforts.

(d) The chancellor and the Superintendent shall grant second priority for contracts and grants to applicants that can display statewide benefit, through dissemination of courses, best practices, or other means.

(e) It is the intent of the Legislature that applicants from rural regions of the state, where traditional articulation and collaboration among segments and public postsecondary educational institutions may not be practicable due to geography, also be considered for contracts and grants.

(f) (1) For the programs and initiatives described in paragraphs (2), (3), (4), (6), and (7) of subdivision (b), the chancellor and the Superintendent shall require applicants granted a contract or grant, pursuant to this article, to submit annual outcome-based data for evaluation, including, but not limited to, research-based indicators and measurable pupil and student outcomes for academic performance, attendance, graduation, certificates or other credentials earned, direct transitions from high school to postsecondary education and training, college eligibility, college preparedness, wages of graduates or certificate recipients, and other indicators as appropriate. The outcome-based data shall specifically identify the impact of the Career Technical Education Pathways Program on the success of participants in achieving the goals described in paragraphs (1) and (2) of subdivision (a).

(2) For the programs and initiatives described in paragraphs (1), (5), and (8) of subdivision (b), the chancellor and the Superintendent shall agree upon an outcome-based evaluation that assesses the systemic impact of the specific assistance provided pursuant to this article, and require applicants granted a contract or grant, pursuant to this article, to submit annual data for that outcome-based evaluation.

(3) The chancellor and the Superintendent shall do both of the following:

(A) Develop standardized procedures and tools to collect the outcome-based data submitted pursuant to paragraphs (1) and (2), and share that data, as appropriate, for the purposes of this article in compliance with applicable state and federal law.

(B) Submit a report to the Governor and the appropriate policy and fiscal committees of the Legislature on or before March 1 of each year. The report shall include the outcome-based data submitted pursuant to paragraphs (1) and (2). The report shall include the number of pupils and students served by the Career Technical Education Pathways Program and sufficient information to ensure an understanding of the expenditure of funding by type, industry, and region.

(g) (1) The chancellor and the Superintendent shall consider the outcome-based data submitted pursuant to paragraphs (1) and (2) of subdivision (f) when determining eligibility for contract and grant renewal.

(2) The chancellor and the Superintendent may terminate or rescind contracts and grants from grantees that fail to provide outcome-based data pursuant to paragraphs (1) and (2) of subdivision (f).

(3) The chancellor and the Superintendent shall consider past performance of grantees prior to awarding additional funds to those reapplying for contracts and grants, and shall deny applications from grantees that exhibited unsatisfactory performance.

(h) The chancellor and the Superintendent shall provide notice to economic and workforce regional development centers and consortia, community colleges and other public postsecondary educational institutions, county offices of education, local educational agencies, middle schools, high schools, and regional occupational centers and programs eligible for contracts and grants under this section of the availability of contracts and grants and the process for submitting an application.

(i) Notwithstanding any other law, a community college district may enroll a high school pupil who is not a resident of that community college district in a program that is developed and implemented by the community college district pursuant to this section, and the district shall not be subject to any other geographic limitations for these purposes if the program is designed to serve high school pupils or involves multiple school districts or community college districts, or both, and the program is not offered at the pupil's high school.

(j) The chancellor and the Superintendent shall develop an implementation strategy for the program objectives listed in subdivision (a) as a part of an annual expenditure plan. The chancellor and the Superintendent shall provide the implementation strategy and annual expenditure plan to the appropriate policy and fiscal committees of the Legislature and to the Department of Finance at least 30 days before taking an action to implement the expenditure plan.

(k) This section shall be operative only in fiscal years for which funds have been appropriated by the Legislature expressly for purposes of this section.

88540. This part shall remain in effect only until June 30, 2015, and as of that date is repealed, unless a later enacted statute, that is enacted before June 30, 2015, deletes or extends that date.