

Workforce Readiness Excerpts from the 2020 Perkins State Plan

The U.S. Department of Education has approved California’s Federal *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) State Plan. The 2020–23 Perkins V State Plan is posted on the California Workforce Pathways Joint Advisory Committee’s web page at <https://www.cde.ca.gov/ci/ct/gj/workpathjac.asp>.

Page	Language
21	<p>Students in continuation education, opportunity education, county community and court schools, district community day schools, and those incarcerated by the California Division of Juvenile Justice may be overcoming attendance and/or behavioral challenges. It is important to have a framework of supportive interventions that are designed to be educational and developmental, rather than be punitive, particularly when these supportive interventions are considered within the larger context of workforce readiness.</p>
22	<p>The school-to-prison pipeline could be significantly reduced if students who had repeatedly presented attendance or other behavioral challenges were supported even more strongly through a combination of an educational framework that integrates CTE into the basic curriculum framework along with co-requisite supporting interventions. In particular, such students could successfully develop workforce readiness skills that would minimize attendance or other behavioral challenges and prepare these students for success and to make greater contributions to the workforce than likely without these skills.</p> <p>More broadly, in a tight labor market, framing chronic absenteeism rates and incidences of behavioral challenges as showing a lack of development in workforce readiness skills can have a significant impact on reducing the likelihood that a student will drop out of school. Continuing education, opportunity education, district community day schools, and county court and community schools have also shown promise as effective educational options that incorporate a focus on CTE.</p>
121-122	<p>Stakeholders noted the lack of awareness and underutilization of existing resources, the lack of funding for students before they become “at-promise,” and the lack of partnering between agencies as obstacles. They identified educator mindsets and approaches to special populations as a barrier. They also noted lack of training and lack of a way to assess students in small subgroups as obstacles. It is crucial that, instead of seeing these challenges as obstacles, educators see them as yet-to-be-developed workforce readiness skills, and see themselves as responsible for and capable of teaching these skills to the students presenting these challenges. There are instances where this is becoming a better-understood practice, but much PD is needed to expand the prevalence of this approach. Stakeholders suggested that PD is also needed to</p>

	<p>address overall issues of bias and equity.</p> <p>Stakeholders focused primarily on how to access services that support student success. Comments described both supports that are currently provided and supports that are needed, including case management, tutorials, and counselors, as well as better understanding of resources available for student supports and of students’ learning preferences. Stakeholders offered a wide range of suggestions to improve supports for students, including academic supports, coaching and mentoring, scheduling flexibility to accommodate work and school, and skills certification. They also noted the need to understand individual student strengths and to improve access to workplace experiences.</p>
122	<p>Some specific recommended strategies for preparing special populations for further learning include partnering with community-based organizations and other public agencies to address such issues as homelessness and probation and to create “academic bridge programs” that would include both academic support and career exploration opportunities, as well as support with navigating educational and employment systems. Stakeholders also suggested creating “safe zones” for lesbian, gay, bisexual, transgender, and queer (or questioning) students; addressing the needs of homeless students; and increasing engagement with parents and families. To fund these efforts, stakeholders recommended braiding funds and improving alignment across State agencies and programs, including the Department of Rehabilitation, the Health and Human Services Agency, and Student Attendance Review Boards.</p>
127-128	<p>Pupil Personnel Services (PPS) Credentialing for School Counseling, School Psychology, School Social Work, and Child Welfare and Attendance: School counselors also play a role in supporting student access to CTE coursework. The CCTC issues a PPS credential to individuals to work as school counselors, among other support personnel. While this credential is not specific to CTE, PPS candidates are prepared to work both individually and collectively to:</p> <ul style="list-style-type: none"> • Develop and support successful learning and promote the healthy development and resilience of all students. • Advance the academic, social/emotional, and career/transitional learning of students in the pre-K–12 school system. • Identify factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.