



May 21, 2024

Mr. Ben Chida
Chief Deputy Cabinet Secretary
Office of Governor Gavin Newsom
1021 O Street
Sacramento CA

RE: Recommendations for Master Plan for Career Education

Dear Chief Deputy Cabinet Secretary Chida:

I am writing to share recommendations for inclusion in the Master Plan on Career Education. EdTrust-West applauds the goals of Executive Order N-11-23 and we are optimistic about this opportunity to address longstanding challenges and inequities in career preparation. EdTrust-West appreciated the opportunity to meet with Kathy Booth during the initial phase of interviews. Additionally, Brian Rivas, EdTrust-West's Senior Director of Policy and Government Relations, attended the regional meeting in Sacramento. We look forward to staying engaged and welcome the opportunity to discuss our recommendations with members of the team drafting the Master Plan.

EdTrust-West sees alignment between many of our strategic priorities and the Core Concepts that have been shared. Across all Core Concepts, we urge the Council to craft recommendations that prioritize the most marginalized students and communities and address systemic barriers to equitable access and outcomes, including the following:

Core Concept: Create state and regional coordinating bodies that are informed by statewide data systems and supported through technical assistance networks

Leverage the operational tools under C2C Data System to ensure families have relevant data to make informed decisions about college and career pathways, including data about debt by institution and career earnings.

- With the expansion of California College Guidance Initiative (CCGI), the state should ensure that it includes information students and families should know about labor market outcomes by institution and program and about financial aid options and how to apply.



Recommend that relevant state agencies share data with the C2C Data System that would give stakeholders insight into whether state investments into interventions, including in education and training programs, have been effective in closing racial and socioeconomic disparities and filling labor shortages through the following:

- Ensure that the Office of C2C has the support necessary (e.g. infrastructure and staffing) to integrate state as well as regional labor information into its P20W data set and encourage the data to be integrated into future dashboards related to workforce outcomes, training pathways, and career education
- Encourage both the Office of C2C and C2C Board Members to participate in the state career coordination body to represent the C2C Data System in the Master Plan’s ongoing development and implementation
- Ensure that the list of common and standardized data points and definitions to be developed for the C2C Data System include both regional and state data related to career education and training programs
 - Encourage the Office of C2C to add disaggregation options by county and city to the options they have already identified for the Employment Outcomes dashboard.

Core Concept: Align regional and state K12, postsecondary, and workforce pathways using a skills framework

Create accessible pathways into teaching that prioritize service in high-needs positions¹, including TK, bilingual programs, STEM courses, and in low-income communities through the following:

- Incentivize the development of high-quality P-3 credential programs, especially those that include bilingual authorization
- Create pathways for early childhood educators to receive credit for years of early childhood teaching to count towards the P-3 credential to be eligible to teach TK
- Develop more pathways in education that guide students through the entire pathway from high school to teaching including CTE programs, dual enrollment, paid internships, teacher residencies, placement in schools, induction, and new teacher support.
 - High school students earning the State Seal of Biliteracy are particularly positioned to pursue a pathway towards becoming bilingual teachers.
- Remove financial barriers to entering the teaching workforce by expanding teacher residency programs, increasing stipends for participation, and providing compensation to student teachers.



Through all of these initiatives, emphasize the recruitment and retention of educators of color and bilingual educators.

Expand dual enrollment to advance students' attainment of college certificates and degrees

- Ed Trust-West and partners have developed a suite of resources, called [Jumpstart](#) -- focused on expanding dual enrollment in ways that increase access and quality for Black, Latinx, and Native American students who are underrepresented in dual enrollment courses in CA. We recommend that the Master Plan on Career Education include these recommendations for state policies and actions:
- Define a vision that guides the strategic and equitable expansion of dual enrollment.
 - Require all high schools to offer dual enrollment, as 23 other states have done.
 - Establish state goals for dual enrollment, engage in data collection, and evaluate the data to inform planning. Create cohesion and clarity by building upon and coordinating across goals in various initiatives including:
 - [Governor's Roadmap](#): Increase the percentage of TK-12 students who graduate with 12 or more units earned through dual enrollment by 15%;
 - [CCCCO Vision 2030](#): The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit.
 - [AB 359 \(Holden\)](#): By 2030, every elementary and secondary pupil who graduates in California shall have the opportunity to have earned 12 or more college units
 - Establish statewide equity goals for access and participation, namely race-conscious goals that draw attention and resources to outreach to specific student subgroups/families (particularly Black, Latinx, and Native American students as cited in EdTrust-West's Jumpstart report).
 - Establish and strengthen partnerships between colleges and school districts and direct resources to ensure equitable program expansion.
 - Ensure students are enrolled in college-level coursework (aligned with AB 705/1705) and that dual enrollment pathways articulate to a degree or credential pathway.
 - Engage in focused recruitment strategies to drive participation and success of students underrepresented in dual enrollment and higher education.



- Incentivize outreach/marketing to underrepresented students/families (in multiple languages) to ensure families understand the value of dual enrollment and how to access it.

Leverage eTranscript to support students' transitions between institutions, with alignment to career pathways

Include the following recommendations being discussed by the eTranscript Taskforce:

- Ensure data integration between K-12 and community colleges to assist in removing barriers that dually enrolled students encounter and facilitate a process for dual crediting of dual enrollment courses so that students receive both high school and college credits that count toward high school graduation, meet A-G subject-matter requirements, and count towards satisfying a certificate or degree at a Community College and CSU or UC system and is a transfer-level credit.

Core Concept: Accelerate the use of public benefit programs to make education and training affordable and improve universal access

Expand Financial Aid to cover the full cost of college attendance, especially for students with the greatest need, including parenting students

- Encourage the Legislature & Governor to prioritize full funding, or at minimum, a down-payment to implement Cal Grant Equity Framework.
 - Indexing the Cal Grant access award to CCPI (inflation index) would be a great first step/down-payment for Cal Grant Reform. This would ensure that the access award, which covers students' non-tuition costs (and mostly benefits low-income CCC students) grows annually with inflation. [For more information, see this [Equity Alert](#)]
- Require/encourage segments of higher education to develop and implement a policy whereby financial aid offices can estimate and automatically adjust the total cost of attendance (COA) - which determines how much aid a student can receive – for students with dependents to better account for their child care expenses (inclusive of additional food, housing, and transportation costs), thereby leveraging the federal “dependent care allowance” and ensuring that student parents obtain the financial aid they are eligible to receive [AB 2458 (Berman)].
- Maximize student parents' receipt of all available financial aid, such as the Cal Grant Access Awards for Students with Dependent Children, by requiring financial aid offices to share information about available programs with student parents and support them as they navigate the entire financial aid application process. (For more information, see [The California Alliance for Student Parent Success's Policy Agenda](#).)



- Expand student parents’ access to financial aid programs by removing eligibility barriers that disproportionately impact them, such as requirements that exclude students who are older or attend part time. This is also a part of the Cal Grant Equity Framework.
- Increase the amount of need-based financial aid available to sufficiently cover non-tuition college costs, which include child care and living expenses.
- Increase FAFSA/CADAA completion rates for high school and community college students to ensure they maximize all available financial aid, such as Pell Grant and Cal Grants.

Overarching Recommendation

- Commit the state career coordination body to release quarterly reports on its progress on implementing the Master Plan’s recommendations.

The EdTrust-West team is happy to provide additional information about any of the above recommendations. We believe that it is imperative that the Master Plan for Career Education be intentional about centering the students and communities who are most marginalized in our systems in order the address systemic inequities. We look forward to continuing the conversation with members of the team drafting the Master Plan.

Thank you for your consideration of our recommendations.

Sincerely,

Christopher J. Nellum, Ph.D.
Executive Director

cc: Members of the Governor’s Council for Career Education
Kathy Booth, Project Director, Economic Mobility, Postsecondary, and Workforce Systems
Michael Wiafe, Assistant Deputy Cabinet Secretary, Governor’s Office
Cindy Quiralte, Program Associate II for the Center for Economic Mobility, WestEd