

K-12 Strong Workforce Program

Section 88821 of the Education Code is amended to read:

88821. (a) The Legislature finds and declares all of the following:

(1) California's economic competitiveness is fueled, in part, by the strength of its regional economies and its skilled workforce.

(2) Upward social and economic mobility helps keep the state's economy diversified and vibrant.

(3) The attainment of industry-valued "middle skill credentials" serves as a gateway for a large and diverse number of careers in the state's economy.

(4) California's local educational agencies, community college districts, interested public four-year universities, local workforce development boards, economic development and industry leaders, and local civic representatives should collaboratively work together to inform the offerings of courses, programs, pathways, and workforce development opportunities that enable students to access the current and future job market and further social and economic mobility.

(b) The Strong Workforce Program is hereby established as a K-14 state education, economic, and workforce development initiative for the purpose of expanding the availability of ~~quality community college~~ high-quality, industry-valued career technical education and workforce development courses, programs, pathways, credentials, certificates, and degrees.

(c) To facilitate program coordination and alignment with other workforce training, education, and employment services in the state, the Strong Workforce Program shall operate in a manner that complies with the California Strategic Workforce Development Plan, required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128), and expand upon existing consortia infrastructure.

(d) To avoid duplication of effort, activities funded under the Strong Workforce Program shall be informed by, aligned with, and expand upon the activities of existing workforce and education regional partnerships, including those partnership activities that pertain to regional planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128), adult education block grant consortia, and other K-12 career technical education programs.

(e) All of the following guiding principles shall apply to each consortium participating in the Strong Workforce Program:

(1) ~~Any~~ Any community college district and local educational agency participating in the consortium shall ensure that its ~~community college~~ career technical education and workforce development courses, credentials, certificates, degrees, programs, and pathway offerings, as applicable, are responsive to the needs of employers, workers, civic leaders, and students.

(2) The consortium shall collaborate with other public institutions, including, but not limited to, ~~local educational agencies~~, adult education consortia, local workforce development boards, and interested California State University and University of California institutions.

(3) The consortium shall collaborate with civic representatives, representatives from the labor community, and economic development and industry sector leaders within the region.

(4) The consortium shall include collaborating entities and persons identified in this subdivision in planning meetings, provide them with adequate notice of the consortium's proposed decisions, and solicit, consider, and respond to comments from them regarding the consortium's proposed decisions.

(5) Collaborative efforts shall focus upon evidence-based decisionmaking and student success with workforce outcomes aligned with the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128), and closing labor market and employment gaps. Each consortium shall strive to align programmatic offerings in the most effective and efficient manner to avoid duplication of effort and streamline access to services, and education and training opportunities.

(6) ~~Community college districts~~ Community college districts, local educational agencies, and other entities participating in a consortium are encouraged to develop long-term partnerships with private sector employers and labor partners to provide coordinated courses, programs, and pathways with employer involvement in the assessment, planning, and development of ~~community college~~ career technical education courses, programs, and pathways. To the extent practicable, employer partnerships should build upon regional partnerships formed pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128) and other state or federal programs.

(7) ~~Community college districts~~ districts, local educational agencies, and other entities participating in a consortium are encouraged to develop and work closely with public and private organizations that offer workforce development programs and pathways to ~~young adults~~ individuals with autism and other developmental disabilities to provide a comprehensive approach to address workforce readiness and employment.

(f) The chancellor's office shall, in consultation with the California Workforce Development Board, the Academic Senate for California Community Colleges, and its partners formed pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128), as applicable, develop and implement policies and guidance necessary to implement the **Community College component of the** Strong Workforce Program, including policies and guidance necessary for consortia, including community college districts and their regional partners, to increase the number of aligned middle skill and career technical education courses, programs, pathways, credentials, certificates, and degrees. No later than June 30, 2017, the chancellor's office shall develop and implement policies and guidance pursuant to this subdivision and bring before the Board of Governors of the California Community Colleges any policies, regulations, and guidance necessary to accomplish all of the following:

(1) Facilitate the development, implementation, and sharing of career technical education effective practices, curriculum models and courses, and community college credentials, certificates, degrees, and programs across regions and among community college districts.

(2) Enable community college districts to develop career technical education and workforce outcomes, and applicable associate degrees and certificates as appropriate.

(3) Provide accessible performance and labor market data that can be used flexibly by participating community college districts and their regional partners to support the implementation of the Strong Workforce Program and related efforts to align regional workforce and education programming with regional labor market needs.

(4) Encourage local efficiency through coordinated and collaborative regional workforce efforts in which community college districts are partners.

(5) Support curriculum processes to ensure that students are able to efficiently transfer college-level career technical education credits across community college districts and to the California State University and the University of California.

(6) Improve sector-based engagement with employers within a region.

(7) Provide, in partnership with employers, work-based learning opportunities for students that increase their employability and earning potential.

(8) Enable community college districts to facilitate and optimize their resources to support the Strong Workforce Program and other related regional workforce development efforts.

(9) Ensure that community college district Strong Workforce Program expenditures are focused on improving student success with workforce outcomes for all students enrolled in community college career technical education courses, programs, and pathways.

(10) (A) **For the Community College component only, notwithstanding** ~~Notwithstanding~~ the ~~June, June~~ June 30, 2017, implementation date specified in this subdivision, develop and implement a plan to streamline the course and curriculum approval process, both at the state and local levels. The plan shall reflect an expedited state approval process for career technical education

courses, programs, and certificates, and may include the elimination of an existing state course and program approval process. The plan shall reflect one of the following two options:

(i) A process of course and curriculum approval that enables community college districts to develop a course or program within one academic year and to offer that course or program the subsequent academic year.

(ii) A process of course and curriculum approval that enables community college districts to develop a course or program within one academic semester and to offer that course or program the subsequent academic semester.

(B) The plan described in subparagraph (A) shall also reflect the creation of a process that enables career technical education courses and programs to be portable among community college districts. This process shall enable a community college district to adapt, adopt, or adapt and adopt another community college district's approved career technical education courses, programs, and curriculum within one academic semester and to offer that course or program, or utilize that curriculum, the subsequent academic semester.

(C) The chancellor's office shall consult with the Legislature and the Governor prior to implementing the plan. The plan shall be developed no later than July 1, 2017, and implemented no later than January 1, 2018.

(11) Eliminate barriers to hiring qualified instructors for career technical education courses, including reevaluating the required minimum qualifications for career technical education instructors.

(g) After June 30, 2017, and only as necessary, the chancellor's office may develop and implement revised policies and guidance **for the Community College component only**, and bring regulations before the Board of Governors of the California Community Colleges as necessary for a community college district and its regional partners to accomplish both of the following:

(1) Implement and expand the amount of aligned middle skill and career technical education credentials, certificates, degrees, courses, programs, and pathways in accordance with paragraphs (1) to (11), inclusive, of subdivision (f).

(2) Implement the recommendations of the Strong Workforce Task Force.

(h) (1) For purposes of this section, the chancellor's office shall consider input provided by relevant stakeholders, including the Academic Senate of the California Community Colleges, ~~the State Department of Education, the State Board of Education,~~ the California Workforce Pathways Joint Advisory Committee, and the California Workforce Development Board, ~~prior to~~ before implementing revised guidance, policies, or regulatory changes **for the Community College component**.

(2) For purposes of ~~the Community College component this article~~ **the Community College component** and in compliance with the consultation requirements in Sections 70901 and 70902, the Academic Senate of the California Community Colleges shall establish a career technical education subcommittee to provide recommendations on career technical education issues. No less than 70 percent of the subcommittee shall consist of career technical education faculty. The subcommittee's charter shall require it to provide assistance to community college districts to ensure that career technical education and its instruction is responsive and aligned to current and emergent industry trends, and ensure that similar courses, programs, and degrees are portable among community college districts.

Section 88822 of the Education Code is amended to read:

88822. For purposes of this part, the following terms have the following meanings:

(a) "Career pathways" means an identified series of positions, work experiences, or educational benchmarks or credentials that offer occupational and financial advancement within a specified career field or related fields over time.

(b) “Career technical education credential” means a workforce certificate, degree, or industry-recognized credential.

(c) “Career Technical Education Regional Consortium,” or “consortium,” means an administrative grouping of community college districts and local educational agencies by the Division of Workforce and Economic Development of the chancellor’s office for the purpose of coordination and joint planning within regions, as defined in subdivision (i). **Local educational agencies shall be grouped based on their association with community college districts. In the event that a local educational agency does not fall within the geographical boundaries of any community college district, the local educational agency shall be grouped with the nearest community college district.**

(d) “Chancellor’s office” means the Office of the Chancellor of the California Community Colleges.

(e) “Community College component” means the funding allocated pursuant to Section 88825.

(f) “Deputy Sector Navigator” means an individual serving as an in-region contact for an industry or occupational cluster, working with the region’s colleges and employers to create alignment around and deliver on workforce training and career pathways.

~~(e)~~**(g) “Industry” or “industry sectors” means trade associations or those firms that produce similar products or provide similar services using somewhat similar business processes.**

~~(f)~~**(h) “Joint powers authority” means an entity established in accordance with Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code for purposes of providing instruction to pupils enrolled in grades 9 to 12, inclusive.**

(i) “K-12 component” means funding allocated pursuant to Section 88827.

(j) “K-12 Workforce Pathway Coordinator” means an individual serving as an in-region contact to provide technical assistance and support to K-12 local educational agencies pursuant to Section 88833 (a) .

(k) “K-14 Technical Assistance Provider” (TAP) means an individual serving as the in-region contact pursuant to Section 88833 (b) to provide leadership and technical assistance regionwide on K-14 career technical education programs or pathways.

~~(g)~~**(l) “Local educational agency” means a school district, county office of education, or charter school.**

~~(f)~~

~~(h)~~**(m) “Middle skill credential” means a certificate, associate’s degree, or industry-recognized credential that is less than a bachelor’s degree but more than a high school diploma and facilitates student success with workforce outcomes.**

~~(g)~~

~~(i)~~**(n) “Plan” means the regional plan established under this part.**

~~(h)~~

~~(j)~~**(o) “Program” means both components of the Strong Workforce Program established under this part. The California Community Colleges component includes funding allocated pursuant to Section 88825. The K-12 component includes funding allocated pursuant to Section 88825.1.**

~~(i)~~

~~(k)~~**(p) “Region” means a geographic area of the state defined by economic and labor market factors containing at least one industry cluster and the cities, counties, or community college districts, and local educational agencies, or all of them, in the industry cluster’s geographic area. To the extent possible, for the purposes of this part, collaborative regions should align with federal Workforce Innovation and Opportunity Act (Public Law 113-128) regional planning unit boundaries specified in the California Strategic Workforce and Development Plan and expand upon existing consortium infrastructure established by the chancellor’s office.**

~~(i)~~

~~(A)(a)~~ “Strong Workforce Task Force” means the Task Force on Workforce, Job Creation and a Strong Economy commissioned by the Board of Governors of the California Community Colleges.

Section 88823 of the Education Code is amended to read:

88823. (a) **This section applies to the Community College component.** Commencing July 1, 2017, as a condition of receipt of funds **allocated pursuant to Section 88825**~~from this program~~ for a fiscal year, each consortium, in consultation with collaborating entities identified in paragraph (2) of subdivision (e) of Section 88821, shall submit a plan to the chancellor’s office that has been updated for that fiscal year.

(b) The plan pursuant to subdivision (a) shall include all of the following requirements:

(1) The names of the community college districts ~~and local educational agencies~~ participating in the consortium, ~~including~~**including** the name of the community college identified as the consortium’s fiscal agent, and the names of ~~other~~ entities collaborating pursuant to paragraph (2) of subdivision (e) of Section 88821.

(2) The governance model for the consortium. Decisions governing, or relating to, the distribution of fiscal resources **for the K-12 component shall be made by the subcommittee formed pursuant to Section 88825.3, in consultation with the consortium. Decisions governing, or relating to, the distribution of fiscal resources for the California Community Colleges component** shall be determined exclusively by the community college districts participating in the consortium.

(3) An analysis of regional labor market needs informed by a federal Workforce Innovation and Opportunity Act (Public Law 113-128) economic analysis and other sources as applicable. This analysis shall also include wage data for each industry sector or labor market need identified.

(4) An inventory of regionally prioritized and locally prioritized projects and programs that close relevant labor market and employment gaps.

(5) Measurable regional goals that align with the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128).

(6) For regionally prioritized projects and ~~programs,~~ **programs under the California Community Colleges component,** a work plan, spending plan, and budget. The work plan, spending plan, and budget shall identify the amount of funding allocated for one-time and ongoing expenditures.

(7) A description of the alignment of work plans, spending plans, and other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those plans required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).

(c) Each consortium shall submit a plan by January 31 once every four years and shall annually update the plan by January 31 of each year until the next new plan is submitted. **The annual update of the plan required to be submitted by January 31, 2019, shall reflect the addition of the K-12 component.**

(d) The chancellor’s office shall review the plans on a four-year cycle and ensure that annual updates are made by each consortium. The chancellor’s office shall determine if each consortium has made significant progress in meeting the goals and measures outlined in its plan, and provide technical assistance to a consortium that has not met its goals. The chancellor’s office is encouraged to provide technical assistance pursuant to this subdivision through the Institutional Effectiveness Partnership Initiative.

(e) To avoid duplication of effort, plans developed pursuant to this section shall be informed by, aligned with, and expand upon regional plans and planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).

(f) Community college districts ~~and local educational agencies~~ participating in a consortium shall utilize their region's plan to inform local-campus ~~campus~~ planning efforts to implement career technical education courses, programs, and pathways and integrate available local, regional, state, and nonpublic resources to ensure that students will achieve successful workforce outcomes.

(g) Community college districts shall meet with the members of their consortium not less than annually to inform on the delivery of career technical education and workforce development courses, programs, and pathways within the region.

(h) Each region's plan shall be for the primary purpose of informing the development of strategies related to career technical education and workforce development courses, programs, and pathways. Each region's plan shall reflect strategies to efficiently and effectively utilize any available public and private resources, including funds for the Career Technical Education Pathways Program established in Part 52 (commencing with Section 88530), in a manner that better aligns career technical education courses, programs, and pathways with the needs of their regional economies.

(i) It is the intent of the Legislature to align community college career technical education programs within the Strong Workforce Program. Staff from the chancellor's office, the Legislative Analyst's Office, and the Department of Finance are requested to investigate the potential consolidation of community college career technical education programs within the Strong Workforce Program.

Section 88825 of the Education Code is amended to read:

88825. (a) This section applies to the ~~California~~ California Community Colleges component, commencing with the 2017–18 fiscal year.

(b) To promote the success of community college students and the career technical education programs that serve them, up to 5 percent of the funds appropriated for the program California Community Colleges component may be allocated by the Board of Governors of the California Community Colleges to a community college district for statewide activities to improve and administer the program, including the facilitation of system, program, and data alignment at the state and regional levels and the implementation of the 25 recommendations presented to the board of governors on January 19 and 20, 2016, by the Strong Workforce Task Force. The chancellor's office shall consult with the California Workforce Development Board and other appropriate state agencies on the development of all statewide activities that would be implemented by the selected district to facilitate broader workforce and education system alignment. Statewide coordination activities funded out of this allocation may include, but are not limited to, the following activities:

(1) State-level coordination for the development of labor market analyses pertaining to economic and industry trends and jobs projections for the purpose of supporting common regional planning efforts and the alignment of career technical education program offerings with regional labor market dynamics.

(2) Research, evaluation, and technical assistance on the use of effective local and regional policies, best practices, and model partnerships.

(3) Development and prototyping of innovative policies, practices, and coordinated services with local workforce and education partners.

(4) Participation of community college districts in existing regional coalitions and planning efforts.

(5) Cross-training local program staff.

(6) Development and maintenance of a state-level cross-system data reporting mechanism with partners formed pursuant to the federal Workforce Innovation and Opportunity Act (Public Law

113-128) for the purpose of monitoring workforce program outcomes and performance accountability.

(7) Leveraging allocated funds with state and local partners through interagency agreements, memorandums of understanding, or other appropriate mechanisms.

(c) (1) Forty percent of the funds apportioned for the **Community College component of the** program shall be apportioned directly to the fiscal agent of the consortium for the purpose of funding regionally prioritized projects and programs that meet the needs of local and regional economies, as identified in regional plans and Workforce Innovation and Opportunity Act (Public Law 113-128) regional plans.

(2) Sixty percent of the funds apportioned for the **Community College component of the** program shall be apportioned directly to community college districts in the consortium. Funds apportioned directly to a community college district shall be expended for the purpose of funding regionally prioritized projects and programs within the community college district that meet the needs of local and regional economies, as identified in regional plans and Workforce Innovation and Opportunity Act (Public Law 113-128) regional plans. As a condition of receiving direct funding, each community college district shall actively participate in its consortium.

(d) The allocation of funds to a consortium shall be based on a schedule determined by the chancellor's office and is effective for the four years of each plan cycle. Within the four-year plan cycle, this schedule may be altered to reflect changes in the statewide allocation for the program as appropriated in the annual Budget Act.

(e) The chancellor's office shall provide to the Department of Finance and the Legislative Analyst's Office its recommendations for the allocation of funds available for each consortium no later than August 30 of each year. The department shall approve the allocation plan before the release of funding.

(f) (1) For each four-year plan cycle, the chancellor's office shall determine the amount of funds to be allocated to each consortium based on the following weighted factors in each region:

(A) The unemployment rate. This factor shall comprise 33 percent of the allocation formula.

(B) The proportion of career technical education full-time equivalent students. This factor shall comprise 33 percent of the allocation formula.

(C) The proportion of projected job openings. This factor shall comprise 17 percent of the allocation formula.

(D) The proportion of successful workforce outcomes as evidenced by the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128). This factor shall comprise 17 percent of the allocation formula.

(2) For each four-year plan cycle, the chancellor's office shall determine the amount of funds to be allocated directly to each community college district within a consortium based on the weighted factors, specified in subparagraphs (A) to (D), inclusive, of paragraph (1), in each district within the region.

(g) A consortium shall allocate funds in accordance with its plan and only to community college districts. Decisions governing, or relating to, the distribution of the consortium's fiscal resources shall be determined exclusively by the community college districts participating in the consortium.

(h) As a condition of receipt of funds under this section, a participating community college district shall comply with all of the following:

(1) Be a member of a consortium.

(2) Participate in regional planning efforts formed pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128) and other efforts that align workforce, employment, and education services.

(3) Work with other consortium members to create and submit a plan to the chancellor's office by January 31 of every fourth year of a four-year plan cycle.

(4) Provide accessible performance and labor market data that can be used by community college districts and their regional partners to support the implementation of the program and any related efforts to align regional workforce and education programming with regional labor market needs, including, but not limited to, regional planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).

(5) Include interested public universities and local educational agencies in regional planning.

(6) Certify that the use of funds will meet the intent of the program to accomplish all of the following:

(A) Increase the number of students in quality career technical education courses, programs, and pathways that will achieve successful workforce outcomes.

(B) Increase the number of quality career technical education courses, programs, and pathways that lead to successful workforce outcomes, or invest in new or emerging career technical education courses, programs, and pathways that may become operative in subsequent years and are likely to lead to successful workforce outcomes.

(C) Address recommendations from the Strong Workforce Task Force, including the recommended provision of student services related to career exploration, job readiness and job placement, and work-based learning.

(i) Funds appropriated to community college districts for the program shall supplement, not supplant, existing funding of community college career technical education programs. This subdivision shall not be interpreted to mean that a participating community college district is prohibited from eliminating or altering existing programs, but the percentage of that community college district's total full-time equivalent students enrolled in career technical education courses relative to the total full-time equivalent students enrolled in the district shall not be reduced from the percentage computed for the 2015–16 fiscal year.

(j) Programs, courses, or instructional materials developed using funding from the program may be made available to all community college districts, as appropriate, through the online clearinghouse of information created as part of the Institutional Effectiveness Partnership Initiative.

Section 88825.1 of the Education Code is withdrawn:

~~88825.1. (a) Commencing with the 2018–19 fiscal year, the amount appropriated in the annual Budget Act for the K-12 component of the Strong Workforce Program is provided to create, support, or expand career technical education programs at the K-12 level that are aligned with the workforce development efforts occurring through the Strong Workforce Program.~~

~~(b) (1) Funding pursuant to subdivision (a) shall be apportioned by the chancellor's office to the fiscal agent of each consortium based on the following weighted factors in each region:~~

~~(A) The unemployment rate. This factor shall comprise 33 percent of the allocation formula.~~

~~(B) The region's total average daily attendance for pupils in grades 7 to 12, inclusive. This factor shall comprise 33 percent of the allocation formula. For purposes of this section, average daily attendance shall be those figures that are reported at the time of the second principal apportionment for the previous fiscal year for pupils in grades 7 to 12, inclusive.~~

~~(C) The proportion of projected job openings. This factor shall comprise 34 percent of the allocation formula.~~

~~(2) Of the amounts apportioned to each consortium pursuant to paragraph (1), 4 percent is designated for applicants with average daily attendance of less than or equal to 140, 8 percent is designated for applicants with average daily attendance of more than 140 and~~

~~less than or equal to 550, and 88 percent is designated for applicants with average daily attendance of more than 550, unless otherwise determined by the subcommittee formed pursuant to Section 88825.3, in consultation with the consortium. For any applicant consisting of more than one school district, county office of education, charter school, or regional occupational center or program operated by a joint powers authority, or of any combination of those entities, the sum of the average daily attendance for each of the constituent entities shall be used for purposes of this subdivision.~~

~~(3) The chancellor's office shall provide to the Department of Finance and the Legislative Analyst a schedule of proposed allocations, as determined by paragraph (1) of subdivision (b), for each consortium no later than August 30 of each year. The Department of Finance shall approve the allocation plan before the release of funding.~~

~~(4) Funding apportioned in subdivision (a) shall be available for encumbrance for three years following the fiscal year of appropriation.~~

Section 88825.2 of the Education Code is withdrawn:

~~88825.2. Each consortium shall administer a competitive grant program to allocate the funding provided pursuant to subdivision (b) of Section 88825.1 to eligible grant recipients. An applicant shall comply with all of the following to be considered for a grant award:~~

~~(a) Be a member of the consortium, and participate in regional efforts to align workforce, employment, and education services.~~

~~(b) Utilize its region's plan developed pursuant to Section 88823 to inform its efforts to implement or expand upon career technical education courses, programs, and pathways and to the extent possible, integrate available local, regional, state, and nonpublic resources to ensure that pupils will achieve successful workforce outcomes. To the extent an applicant's career technical education programs do not align to the region's plan in the 2018-19 fiscal year, the applicant shall be deemed to have met this requirement by including in its grant application the steps that it will take during the 2018-19 fiscal year to align its programs with its region's plan.~~

~~(c) (1) Provide a proportional dollar-for-dollar match for any funding received from this program as follows, which shall be used to support the program or programs for which the grant was awarded:~~

~~(A) For regional occupational centers or programs operated by joint powers authorities, one dollar (\$1) for every one dollar (\$1) received from this program.~~

~~(B) For local educational agencies, two dollars (\$2) for every one dollar (\$1) received from this program.~~

~~(2) The local match may include funding from school district and charter school local control funding formula apportionments pursuant to Section 42238.02, the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 (20 U.S.C. Sec. 2301 et seq.) or its successor, the partnership academies program pursuant to Article 5 (commencing with Section 54690) of Chapter 9 of Part 29 of Division 4 of Title 2, the agricultural career technical education incentive program pursuant to Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28 of Division 4 of Title 2, or any other source, except as provided in paragraph (3).~~

~~(3) That local match shall not include funding from the California Career Pathways Trust established pursuant to Section 53010, or the California Career Technical Education Incentive Grant Program established pursuant to Section 53070.~~

~~(d) The applicant, or the applicant's career technical education program, as applicable, shall meet all of the following minimum eligibility standards:~~

~~(1) Is informed by, aligned with, and expands upon regional plans and planning~~

~~efforts occurring through the Strong Workforce Program.~~

~~(2) Offers high-quality curriculum and instruction aligned with the California career technical education model curriculum standards, including, but not limited to, providing a coherent sequence of career technical education courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school.~~

~~(3) Provides pupils with quality career exploration and guidance.~~

~~(4) Provides pupil support services, including counseling and student leadership development.~~

~~(5) Provides opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, and other work-based learning opportunities.~~

~~(6) Leads to an industry-recognized credential or certificate, or appropriate postsecondary training or employment.~~

~~(7) Is staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.~~

~~(8) (A) Reports data, as a program participation requirement, that can be used by local educational agencies, community college districts, and their regional partners to support and evaluate the program.~~

~~(B) Data reported pursuant to this paragraph shall include, but is not limited to, metrics aligned with the core metrics required by the federal Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and the quality indicators described in the California State Plan for Career Technical Education required by the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 (20 U.S.C. Sec. 2301 et seq.) or its successor, and the following metrics:~~

~~(i) The number of pupils completing high school.~~

~~(ii) The number of pupils completing career technical education coursework.~~

~~(iii) The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment.~~

~~(iv) The number of former pupils employed and the types of businesses in which they are employed.~~

~~(v) The number of former pupils enrolled in a postsecondary educational institution, a state apprenticeship program, or another form of job training.~~

~~(C) Data collected pursuant to this section by program participants shall be reported to the State Department of Education by a date to be determined by the department each fiscal year. The department shall make the data reported available to the chancellor's office on a date determined by the chancellor's office to ensure the information is included in the data on the California Community Colleges LaunchBoard data system and in the annual report pursuant to Section 88826.~~

Section 88825.3 of the Education Code is withdrawn:

~~**88825.3. For purposes of awarding grants under the K-12 component of the Strong Workforce Program, each consortium shall form a subcommittee made up of individuals with expertise in K-12 education and workforce development. All individuals selected for the subcommittee shall be participants in the consortium. The subcommittee shall determine, in consultation with the consortium, the grant recipients and the specific funding amount for each grant.**~~

Section 88825.4 of the Education Code is withdrawn:

~~88825.4. A grant recipient for purposes of the K-12 component of the Strong Workforce Program may consist of one or more, or any combination, of the following:~~

- ~~(a) School districts.~~
- ~~(b) County offices of education.~~
- ~~(c) Charter schools.~~
- ~~(d) Regional occupational centers or programs operated by a joint powers authority, provided that the application has the written consent of each participating local educational agency.~~

Section 88825.5 of the Education Code is withdrawn:

~~88825.5. (a) When determining grant recipients under the K-12 component of the Strong Workforce Program, the subcommittee formed pursuant to Section 88825.3, in consultation with the consortium, shall do both of the following:~~

~~(1) Give positive consideration to each of the following characteristics in an applicant:~~

~~(A) Aligned programs serving unduplicated pupils as defined in Section 42238.02.~~

~~(B) Programs that the subcommittee, in consultation with the consortium, determines most effectively meet the needs of the local and regional economies.~~

~~(C) Programs serving pupil subgroups that have higher than average dropout rates as identified by the Superintendent of Public Instruction.~~

~~(D) Programs located in an area of the state with a high unemployment rate.~~

~~(2) Give positive consideration to programs to the extent they do any of the following:~~

~~(A) Successfully leverage one or both of the following:~~

~~(i) Existing structures, requirements, and resources of the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 (20 U.S.C. Sec. 2301 et seq.) or its successor, the partnership academies program pursuant to Article 5 (commencing with Section 54690) of Chapter 9 of Part 29 of Division 4 of Title 2, or the agricultural career technical education incentive program pursuant to Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28 of Division 4 of Title 2.~~

~~(ii) Contributions from industry, labor, and philanthropic sources.~~

~~(B) Make significant investments in career technical education infrastructure and equipment.~~

~~(C) Operate within rural school districts.~~

~~(b) When determining grant recipients, the subcommittee, in consultation with the consortium, shall give greatest weight to the applicant characteristics included in paragraph (1) of subdivision (a).~~

Section 88825.6 of the Education Code is withdrawn:

~~88825.6. As a condition of receiving funds, grant recipients shall make expenditure data on career technical education programs available for purposes of determining if the grant recipients have met the dollar-for-dollar match requirement specified in subdivision (c) of Section 88825.2, and for monitoring the use of funds provided pursuant to Section 88825.1.~~

Section 88826 of the Education Code is amended to read:

88826. This section applies to the Community College component.

(a) The The chancellor's office shall post on its Internet Web site, for ease of access, all regional plans and their subsequent progress plans, and solicit feedback from each consortium on recommendations they have for overall program improvement.

~~(b) For the California Community Colleges component and K-12 component, the The~~ chancellor's office shall implement performance accountability outcome measures for the **Community College component of** the program that provide the Governor, the Legislature, and the general public with information that quantifies employer and student ~~and pupil~~ outcomes for those participating in the program. These performance accountability measures shall, to the extent possible, align with the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128). Outcome measures shall include, to the extent possible, demographic data, to allow policymakers and the general public to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

~~(b) The chancellor's office shall post on its Internet Web site, for ease of access, all regional plans and their subsequent progress plans, and solicit feedback from each consortium on recommendations they have for overall program improvement.~~

(c) (1) Commencing in 2018, the chancellor's office shall submit a report on the **Community College component of the** program to the Governor and the Legislature on or before the January 1 immediately subsequent to the fiscal year which the report addresses. This report shall include, but is not limited to, all of the following:

(A) Data summarizing outcome accountability performance measures ~~for the California Community Colleges component~~ collected by the chancellor's office pursuant to subdivision ~~(a).~~ **(b).**

(B) A summary of recommendations for program improvement collected by the chancellor's office pursuant to subdivision ~~(b).~~ **(a).**

(C) Recommendations **For the California Community Colleges component, recommendations Recommendations** for future allocations to consortiums based upon program outcomes, including, at a minimum, the number of certificates granted to, and wage increases of, students who have completed a career technical education program.

~~(2) Commencing in 2020, the report required pursuant to paragraph (1) shall also include both of the following:~~

~~(A) Data summarizing outcome accountability performance measures for the K-12 component collected by the chancellor's office pursuant to subparagraph (C) of paragraph (8) of subdivision (d) of Section 88825.2.~~

~~(B) A summary of recommendations for program improvement collected by the chancellor's office pursuant to subdivision (a).~~

~~(2)~~

~~(3)(2) A report to be submitted pursuant to paragraph (1) this subdivision shall be submitted in compliance with Section 9795 of the Government Code.~~

Section 88827 of the Education Code is amended to read:

~~88827. (a) Commencing with the 2018–19 fiscal year, the amount appropriated in Provision 2 of Item 6870-203-0001 of Section 2.0 of the annual Budget Act for the K-12 Strong Workforce Pathway Coordinators shall support the establishment of a K-12 Strong Workforce Pathway Coordinator in each community college district. K-12 Strong Workforce Pathway Coordinators shall be selected through a competitive process jointly administered by the chancellor's office and the Superintendent of Public Instruction, and shall perform duties, including, but not limited to, all of the following:~~

~~(1) Provide technical assistance and support to local educational agencies in utilizing their region's plan to inform local planning efforts to implement career technical education courses, programs, and pathways and integrate available local, regional, state, and nonpublic resources to ensure that pupils will achieve successful workforce outcomes.~~

- ~~(2) Collaborate on behalf of the local educational agencies within the regional consortium, including identifying and advocating for K-12 programmatic priorities. As part of this duty, each K-12 Strong Workforce Pathway Coordinator shall stay current with K-12 career technical education program needs in order to provide guidance, in collaboration with local educational agencies participating in the regional consortium, to the chancellor's office, the regional consortium, and industry.~~
- ~~(3) Act as first point of contact for local educational agencies, industry organizations, and employers with the intent of assisting local educational agencies respond to industry needs and facilitating industry connection with K-12 career technical education programs.~~
- ~~(4) Cultivate collaborative communities so that local educational agencies and industry can collaborate and provide peer-to-peer knowledge exchange in areas of common interest.~~

88827. This section applies to the K-12 component. (a) Commencing with the 2018–19 fiscal year, the amount appropriated in the annual Budget Act for the K-12 Strong Workforce Program is provided to create, support, or expand high-quality career technical education programs at the K-12 level that are aligned with the workforce development efforts occurring through the Strong Workforce Program.

(b) (1) Pursuant to subdivision (a), two hundred million dollars (\$200,000,000) shall be apportioned by the chancellor's office to the fiscal agent of each consortium based on the following weighted factors in each region:

(A) The unemployment rate. This factor shall comprise 33 percent of the allocation formula.

(B) The region's total average daily attendance for pupils in grades 7 to 12, inclusive. This factor shall comprise 33 percent of the allocation formula. For purposes of this section, average daily attendance shall be those figures that are reported at the time of the second principal apportionment for the previous fiscal year.

(C) The proportion of projected job openings. This factor shall comprise 34 percent of the allocation formula.

(2) Of the amounts apportioned to each consortium pursuant to paragraph (1), 4 percent is designated for applicants with total average daily attendance of less than or equal to 140, 8 percent is designated for applicants with total average daily attendance of more than 140 and less than or equal to 550, and 88 percent is designated for applicants with total average daily attendance of more than 550, unless otherwise determined by the K-12 Selection Committee formed pursuant to Section 88829, in consultation with the consortium. For any applicant consisting of more than one school district, county office of education, charter school, or regional occupational center or program operated by a joint powers authority, or of any combination of those entities, the sum of the average daily attendance for each of the constituent entities shall be used for purposes of this subdivision.

(3) The chancellor's office shall provide to the Superintendent of Public Instruction, the Department of Finance and the Legislative Analyst a schedule of proposed allocations, as determined by paragraph (1) of subdivision (b), for each consortium no later than August 30 of each year. The Department of Finance shall approve the allocation plan before the release of funding.

(c) Funds appropriated in the annual Budget Act to support consortia administrative costs shall be apportioned by the chancellor's office in an amount equal to one percent of each consortium's K-12 allocation pursuant to this section to support the costs to administer the regional grant process and to support the duties of the K-12 Selection Committee.

Section 88828 is added to the Education Code, to read:

88828. This section applies to the K-12 component. Each consortium shall administer a competitive grant program to distribute funding allocated pursuant to subdivision (b) of Section 88827 to eligible grant recipients. Consortia are encouraged to collaboratively develop a uniform grant application process that includes a process for grant renewals and for a grant applicant to appeal a grant award decision of the K-12 Selection Committee. Local educational agencies applying to receive a grant from a consortium shall comply with all of the following:

(a) Be located within the geographical boundaries of the consortium, and engage in regional efforts to align workforce, employment, and education services.

(b) Use their consortium's plan developed pursuant to Section 88823 to inform their efforts to create, support, implement or expand upon career technical education courses, course sequences, programs, and pathways, and to the extent possible, integrate available local, regional, state, and nonpublic resources to improve the successful outcomes of pupils enrolled in career technical education courses, course sequences, programs, and pathways. To the extent an applicant's career technical education program, or programs, offered in fiscal year 2018-19 do not align with their consortium's plan developed pursuant to Section 88823, the applicant shall be deemed to meet this requirement by including in its grant application the steps that it will take during the 2018-19 fiscal year to align its career technical education program, or programs, with its consortium's plan.

(c) (1) Provide matching funds for any grant funding received from this program as follows:

(A) For regional occupational centers or programs operated by joint powers authorities, one dollar (\$1) for every one dollar (\$1) received from this program.

(B) For local educational agencies, two dollars (\$2) for every one dollar (\$1) received from this program.

(2) The local match may include funding from school district and charter school local control funding formula apportionments pursuant to Section 42238.02, the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 (20 U.S.C. Sec. 2301 et seq.) or its successor, the partnership academies program pursuant to Article 5 (commencing with Section 54690) of Chapter 9 of Part 29 of Division 4 of Title 2, the agricultural career technical education incentive program pursuant to Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28 of Division 4 of Title 2, or any other source, except as provided in paragraph (3).

(3) That local match shall not include any funding received by the applicant from the California Career Pathways Trust established pursuant to Section 53010, or the California Career Technical Education Incentive Grant Program established pursuant to Section 53070.

(4) An applicant's matching funds shall be used to support the program, or programs, for which the applicant was awarded a grant.

(d) The applicant, or the applicant's career technical education program, as applicable, shall meet all of the following minimum eligibility standards:

(1) Is informed by, aligned with, and expands upon regional plans and planning efforts occurring through the Strong Workforce Program.

(2) Offers high-quality curriculum and instruction aligned with the California career technical education model curriculum standards, including, but not limited to, providing a coherent sequence of career technical education courses that enable pupils to transition to postsecondary education or training programs that lead to a career pathway or attain employment upon graduation from high school.

(3) Provides pupils with quality career exploration and guidance.

(4) Provides pupil support services, including, but not limited to, counseling and student leadership development.

(5) Provides opportunities for pupils to participate in after school, extended day, and out of-school internships, competitions, and other work-based learning opportunities.

(6) Leads to an industry-recognized credential or certificate, or appropriate postsecondary training or employment.

(7) Is staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

(8) (A) Reports data that can be used by policymakers, local educational agencies, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

(B) Data reported pursuant to this paragraph shall include, but is not limited to, metrics aligned with the core metrics required by the federal Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the College/Career Indicator included in the California School Dashboard, and the quality indicators described in the California State Plan for Career Technical Education required by the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 (20 U.S.C. Sec. 2301 et seq.) or its successor, and the following metrics:

(i) The number of pupils completing high school.

(ii) The number of pupils completing career technical education coursework.

(iii) The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment.

(iv) The number of former pupils employed and the types of businesses in which they are employed.

(v) The number of former pupils enrolled in:

(I) A postsecondary educational institution, disaggregated by public, private nonprofit, and private for profit institutions.

(II) A state apprenticeship program

(III) Another form of job training.

(C) No later than November 30 of each fiscal year, the California Workforce Pathways Joint Advisory Committee established pursuant to Section 12053 shall review the data metrics specified in paragraph (B) and make recommendations to the Legislature and the Department of Finance as to whether: (1) they are the most appropriate metrics to measure and evaluate program outcomes for both new and renewal applicants, and (2) other metrics should be included.

(D) Data collected pursuant to this section shall be reported by the grant recipient to the State Department of Education and their K-14 Technical Assistance Provider by November 1 immediately subsequent to the fiscal year for which the data is being reported. The K-14 Technical Assistance Provider shall annually notify the K-12 Selection Committee in each region of any grant recipient that fails to provide the required outcome data. The K-12 Selection Committee, in consultation with the consortium, may terminate or rescind contracts and grants from grantees that fail to provide the required outcome-based data pursuant to this paragraph.

(E) The State Department of Education shall make the data reported pursuant to paragraph (D) available to the chancellor's office on a date to be determined by the chancellor's office, to ensure the data is included on the California Community Colleges LaunchBoard data platform.

(F) No later than January 31, 2023, the State Department of Education shall submit a report to the Governor and the Legislature evaluating the progress that local educational agencies have made in expanding the availability of high-quality, industry-valued career technical education and workforce development opportunities, and improving coordination and alignment with other workforce training, education, and employment services in the state.

Section 88829 is added to the Education Code, to read:

88829. (a) For purposes of awarding grants under the K-12 component of the Strong Workforce Program, each consortium shall form a K-12 Selection Committee made up of individuals with expertise in K-12 career technical education and workforce development. The K-12 Selection Committee membership shall be comprised of the following:

(1) Current or former K-12 career technical education teachers and administrators.

(2) Charter school representatives, including representatives of charters operating pursuant to Education Code Section 47612.1(a).

(3) Career guidance counselors.

(4) Representatives of industries that are prioritized by the consortium.

(5) At least one community college faculty or administrator.

(6) Other K-12 education or other stakeholders as determined by the consortium.

(b) The K-14 Technical Assistance Provider in each consortium shall serve as a consultant to the K-12 Selection Committee.

(c) Decisions governing, or relating to, the distribution of fiscal resources for the K-12 component shall be made exclusively by the K-12 Selection Committee, including selection of grant recipients and specific funding amounts for each grant.

(1) The K-12 Selection Committee shall annually notify the Superintendent of Public Instruction, the State Board of Education, the Department of Finance and the Legislature of the amount awarded to each grant recipient and the activities to be supported by the grant.

(d) To be eligible to receive a grant, a local educational agency with a representative on the K-12 Selection Committee shall maintain appropriate and transparent internal controls and processes to ensure that the local educational agency representative's duties and responsibilities are clearly delineated, identified, and distinguished from the duties and responsibilities conferred upon the local educational agency as a grant applicant and recipient.

Section 88830 is added to the Education Code, to read:

88830. (a) When determining grant recipients under the K-12 component of the Strong Workforce Program, the K-12 Selection Committee shall consider past performance of grantees prior to awarding additional funds to those reapplying for grants, and do all of the following:

(1) Give positive consideration to each of the following characteristics in an applicant:

(A) Aligned programs serving unduplicated pupils as defined in Section 42238.02.

(B) Programs that the K-12 Selection Committee, in consultation with the consortium, determines most effectively meet the needs of the local and regional economies.

(C) Programs serving pupil subgroups that have higher than average dropout rates as identified by the Superintendent of Public Instruction.

(D) Programs located in an area of the state with a high unemployment rate.

(2) Give positive consideration to programs to the extent they do any of the following:

(A) Successfully leverage one or both of the following:

(i) Existing structures, requirements, and resources of the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 (20 U.S.C. Sec. 2301 et seq.) or its successor, the partnership academies program pursuant to Article 5 (commencing with Section 54690) of Chapter 9 of Part 29 of Division 4 of Title 2, or the agricultural career technical education incentive program pursuant to Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28 of Division 4 of Title 2.

(ii) Contributions from industry, labor, and philanthropic sources.

(B) Make significant investments in career technical education infrastructure and equipment.

(C) Operate within rural school districts.

(b) When determining grant recipients, the K-12 Selection Committee shall give greatest weight to the applicant characteristics included in paragraph (1) of subdivision (a).

Section 88831 is added to the Education Code, to read:

88831. (a) A grant recipient for purposes of the K-12 component of the Strong Workforce Program may consist of one or more, or any combination, of the following:

(1) School districts.

(2) County offices of education.

(3) Charter schools.

(4) Regional occupational centers or programs operated by a joint powers authority, provided that the application has the written consent of each participating local educational agency.

(b) Each consortium shall work with their K-14 Technical Assistance Provider to provide notice to county offices of education, local educational agencies, middle schools, high schools, and regional occupational centers and programs eligible for grants under this section of the availability of contracts and grants and the process for submitting an application.

Section 88832 is added to the Education Code, to read:

88832. (a) As a condition of receiving funds, grant recipients shall do the following:

(1) Certify to the K-12 Selection Committee that grant funds received and the matching funds contributed by each local educational agency shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.

(2) Make expenditure data on career technical education programs available for purposes of determining if the grant recipients have met the dollar-for-dollar match requirement specified in subdivision (c) of Section 88828, and for monitoring the use of funds provided pursuant to Section 88827.

(b) The Controller shall include the instructions necessary to enforce the requirements pertaining to the K-12 component of the Strong Workforce Program in the audit guide required by Section 14502.1.

Section 88833 is added to the Education Code, to read:

88833. (a)(1) Commencing with the 2018–19 fiscal year, the amount appropriated in the annual Budget Act for support of the K-12 Workforce Pathway Coordinators and the K-14 Technical Assistance Providers shall be used to establish a K-12 Workforce Pathway Coordinator within the geographical boundaries of each community college district, unless otherwise determined by the Superintendent of Public Instruction and the

Chancellor. K-12 Workforce Pathway Coordinators shall be selected through a competitive process jointly administered by the Superintendent of Public Instruction and the Chancellor, and shall perform duties, including, but not limited to, all of the following:

(A) Provide technical assistance and support to local educational agencies in utilizing their region's plan developed pursuant to Section 88823 to inform local planning efforts to implement career technical education courses, programs, and pathways and integrate available local, regional, state, and nonpublic resources to ensure that pupils will achieve successful workforce outcomes.

(B) Collaborate on behalf of the local educational agencies within the consortium, including identifying and advocating for K-12 programmatic priorities. As part of this duty, each K-12 Strong Workforce Pathway Coordinator shall stay current with the needs of K-12 career technical education programs and their regional and local labor markets in order to provide guidance, in collaboration with local educational agencies participating in the consortium, to the chancellor's office, the consortium, and industry representatives.

(C) Act as first point of contact for local educational agencies, industry representatives, and employers with the intent of assisting local educational agencies respond to industry needs and facilitating industry connection with K-12 career technical education programs.

(D) Cultivate collaborative communities so that local educational agencies, and industry representatives can collaborate and provide peer-to-peer knowledge exchange in areas of common interest to inform the development of high-quality education programs.

(E) Work in conjunction with the Deputy Sector Navigators to improve linkages and alignment of career education pathways between middle schools, high schools, public postsecondary institutions, and the workforce.

(2) Any individual associated with any of the following may apply to serve as a K-12 Workforce Pathway Coordinator, or subcontract with an individual with expertise in K-12 education and workforce development to serve as a K-12 Workforce Pathway Coordinator:

(A) School districts.

(B) County offices of education.

(C) Charter schools.

(D) Regional occupational centers or programs operated by a joint powers authority.

(3) The Superintendent of Public Instruction and the Chancellor shall agree upon an outcome-based assessment that allows for an evaluation of the K-12 Workforce Pathway Coordinators' ability to perform the duties identified in paragraph (1) of subdivision (a) of this section. Data required for purposes of this evaluation shall be submitted by the K-12 Workforce Pathway Coordinators to the Superintendent of Public Instruction and the Chancellor at least annually, commencing in the 2019-20 fiscal year.

(b)(1) Commencing with the 2018-19 fiscal year, the amount appropriated in the annual Budget Act for support of the K-12 Workforce Pathway Coordinators and the K-14 Technical Assistance Providers shall be used to support the activities of the K-14 Technical Assistance Providers established under the California Career Pathways Trust Program (Chapter 433, Statutes of 2012). One K-14 Technical Assistance Provider shall be selected for each consortium through a competitive process jointly administered by the Superintendent of Public Instruction and the Chancellor, and shall perform duties, including, but not limited to, all of the following:

(A) Provide leadership, guidance, and technical assistance to create, support, expand and improve career technical education opportunities for local educational agencies.

(B) Act as a liaison between the consortium and the State Department of Education, and serve as a consultant to the K-12 Selection Committee.

(C) Interact with the K-12 Workforce Pathway Coordinators and the Deputy Sector Navigators to improve linkages and career education pathways between middle schools, high schools, public postsecondary institutions, and the workforce.

(D) Identify professional development opportunities for the K-12 Workforce Pathway Coordinators and educational entities, including educational leaders and counselors.

(E) Regularly facilitate convenings of K-12 Strong Workforce Program grantees to develop a network of educators to share best practices and cultivate state resources that can be used by agencies charged with providing assistance within the Statewide System of Support authorized pursuant to Section 52059.5 of the Education Code.

(2) Any of the following may apply to serve as a K-14 Technical Assistance Provider, or subcontract with an individual with expertise in K-12 education and workforce development to serve as a K-14 Technical Assistance Provider:

(A) School districts.

(B) County offices of education.

(C) Charter schools.

(D) Regional occupational centers or programs operated by a joint powers authority.

(E) Community college districts.

(3) The Superintendent of Public Instruction and the Chancellor shall agree upon an outcome-based assessment that allows for an evaluation of the K-14 Technical Assistance Providers' ability to perform the duties identified in paragraph (1) of subdivision (b) of this section. Data required for purposes of this evaluation shall be submitted by the K-14 Technical Assistance Providers to the Superintendent of Public Instruction and the Chancellor at least annually, commencing in the 2019-20 fiscal year.

(4) In selecting the K-14 Technical Assistance Providers, the Superintendent of Public Instruction and the Chancellor shall give priority to applicants who served as a K-14 Technical Assistance Provider under the California Career Pathways Trust Program.

(c) To promote the successful transition to the K-12 Strong Workforce Program, notwithstanding subdivisions (a) and (b), for the 2018–19 fiscal year only, the amount appropriated in the annual Budget Act for support of the K-12 Workforce Pathway Coordinators and the K-14 Technical Assistance Providers shall also be available for the purposes of integrating the K-12 component into the regional consortia and hiring and developing the K-12 Workforce Pathway Coordinators and K-14 Technical Assistance Providers.

(d) Any funds not utilized for the purposes of subdivision (a), (b), or (c) shall be added to the amount appropriated in the annual Budget Act for the K-12 component of the Strong Workforce Program, and provided to each consortium to create, support, or expand career technical education programs at the K-12 level that are aligned with the workforce development efforts occurring through the Strong Workforce Program.