



Policy Brief, Vol. 3, Summer 2024

September 16, 2024



Sacramento K-16 Collaborative



About Us



The Sacramento K-16 Collaborative launched in 2022 as part of the California Regional K-16 Education Collaboratives Grant Program. The Collaborative is committed to advancing educational equity and workforce opportunities by strengthening college and career pathways across California's Capital Region through an multi-county partnership between K-12 County Offices of Education and districts, higher education institutions, and employers.



Capitol Impact serves as the backbone convener, providing project management, research, and strategy for the Sacramento K-16 Collaborative. Capitol Impact is a social impact consulting firm that is dedicated to forging a better future for all Californians. To achieve this mission, we partner with visionary leaders across the social sector to advance practical solutions to our state's most pressing challenges.

Previous research products of the Sacramento K-16 Collaborative and Capitol Impact are available at the links below:

- [Previous Policy Briefs](#)
- [Landscape Analysis](#)
- [Best Practices Literature Reviews](#)

For more information about Capitol Impact's services, please contact: research@capitolimpact.org

“You taught me how to walk, and to run, and to climb, and then you threw me into a pool.”

- Student Participant at a Master Plan for Career Education Regional Convening, Imperial Valley

“I think the work that the state has done on C2C since 2019 has been absolutely flawless and phenomenal, and I just cannot say that about any other data effort I’ve ever seen in any state over the last 10 years.”

- Paige Kowalski (Executive VP, Data Quality Campaign), EdSource, June 21, 2024

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I. Executive Summary

This brief outlines key updates in K-12 education, dual enrollment, and system-wide workforce initiatives, with a focus on opportunities for the Collaborative to advance its goals.

I. Key Trends in K-12 Education

- **Academic Achievement:** State testing demonstrates marginal improvements post-pandemic, but achievement still lags behind pre-pandemic levels. Significant opportunity gaps exist for vulnerable populations, including economically disadvantaged, foster youth, English learners, and students with disabilities.
- **Chronic Absenteeism:** Absenteeism remains far above pre-pandemic levels, particularly in schools with high populations of low-income students.
- **Declining Enrollment:** Public school enrollment continues to decline due to lower birth rates, migration, and increased private/homeschooling. "Hold harmless" policies temporarily mitigate financial impacts but could pose long-term challenges for districts when they expire.

II. K-12 Curriculum & Dual Enrollment Legislation

- **Dual Enrollment Legislation (AB 359, SB 1244):** Legislation would create expanded flexibility for K-12 districts to form College and Career Access Pathways (CCAP) agreements with community colleges.
- **Ethnic Studies & Financial Literacy (AB 2918, AB 2927):** Ethnic studies is linked to improved academic outcomes for marginalized students, but controversy surrounding the curriculum content continues. Financial literacy instruction has been mandated in high schools by 2027.
- **Computer Science Legislation (AB 2097):** The failure of AB 2097 leaves underserved students without critical computer science education. The Collaborative can focus on local solutions to provide digital skills training in underserved areas.
- **Career Technical Education Support:** The Collaborative has yet to fully capitalize on funding from the K-12 Strong Workforce Program and Golden State Pathways. Securing additional funding for sustainable career education programs should be prioritized.

III. Systemwide Education and Workforce Initiatives

California Jobs First (CJF) & We Prosper Together

- CJF is moving into the Implementation Phase with \$150 million for regional projects aligned with economic development.
- Barriers to economic opportunity in the Sacramento region include unemployment, lack of career pathways, childcare, and housing.

Master Plan for Career Education

- The Community Input Report identifies challenges in access, affordability, and coordination between education and industry.
- Master Plan presents alignment opportunities with the Collaborative's workforce development goals.

Cradle-to-Career Data System (C2C)

- The launch of eTranscript will streamline the college application process and enhance data-sharing between institutions.
- There is an opportunity for the Collaborative to advocate for dashboards focused on priority student populations to improve equity outcomes.

IV. Governor's 2024-25 State Budget: Impact on Education & Workforce Development

- **Work-Based Learning Cuts:** The elimination of the Learning-Aligned Employment Program (LAEP) removes a key hands-on learning opportunity for low-income students. Apprenticeship programs, including the California Youth Apprenticeship Program, remain intact.
- **Workforce Development Funding:** Cuts to California Jobs First and healthcare workforce programs may require adjustments to the Collaborative's career pathways plans.
- **Cradle-to-Career & eTranscript:** Expansion of eTranscript and the California College Guidance Initiative (CCGI) will improve dual enrollment tracking and student support.

VI. Considerations and Opportunities for the Collaborative

- **To Address Declining Enrollment:** Focus on widening the pool of prospective students by leveraging eTranscript, Credit for Prior Learning, and targeting non-traditional students.
- **To Leverage Dual Enrollment:** Expand dual enrollment through AB 359 and SB 1244 to provide more opportunities for marginalized students to access college courses.
- **To Improve Coordination:** Seek alignment across initiatives (Strong Workforce Program, Golden State Pathways, CJF) to maximize funding and reduce redundancy. Advocate for more coordinated, sustained funding streams to simplify program implementation and reduce the need for continuous grant writing.

Conclusion

The Sacramento K-16 Collaborative is well-positioned to take advantage of emerging state and regional initiatives. By expanding dual enrollment, focusing on equity, and leveraging new funding opportunities, the Collaborative can continue advancing its mission to prepare students for success in high-wage, high-skill careers.

II. Policy Brief Overview

In fall 2023, the Sacramento K-16 Collaborative (Collaborative) expanded Capitol Impact's contract to include research support for the workgroups. As part of this work, Capitol Impact agreed to provide a quarterly policy brief.

The primary objectives of this brief are to increase the capacity and knowledge of the Collaborative to:

- Design Collaborative strategy to be responsive to evolving state legislation and institutional policy; and
- Leverage emerging legislation and policies in support of Collaborative goals and milestones.

Methodology

To prepare this policy brief, Capitol Impact took a three-pronged approach. First, rigorous desk research was conducted using secondary sources. Second, conversations were held with staff of institutions and organizations engaged in the K-16 education and workforce development arenas. Interviewees provided insight on their work, shared opinions about the current ecosystem, and offered thoughts about future policy development pertaining to these two areas. They were told that any of their comments included in the brief would not be directly attributed to them to facilitate candor in the conversations. Third, Capitol Impact curated insights and perspectives shared during K-16 Collaborative meetings with partners and collaborators. Individuals interviewed, consulted, or whose perspectives informed this brief represent the following:

- Cradle-to-Career Advisory Committee
- Sacramento K-16 Collaborative leadership

III. The Current Ecosystem Driving K-12 Education Policy

Among the various aspects of K-12 education, there are three areas dominating the statewide K-12 discussion. All three, not surprisingly, are connected.

Academic Achievement

In October 2023, the Smarter Balanced Summative Assessments (SBAC) scores for school year 2022-23 were released for grades 3 through 8 and grade 11. In its [January 2024 publication](#), PACE summed up its analysis of the results as follows:

- There were marginal improvements from last year's results.
- Students' academics have not yet returned to pre-pandemic levels.
- There are large and growing opportunity gaps for underserved students.

PACE cautions readers about using standardized test scores as the sole measure of student academic success. In addition to biases in the tests themselves, PACE writes that test scores “do not illuminate whether students are motivated to learn, if their coursework aligns with their aspirations or if they are being adequately prepared for success in college, career, and life in general.” PACE also notes that, since 2019, the following changes:

- A 6% decline in the number of students taking the test;
- An increase of 1.3 percentage points, on average, of school districts' economically disadvantaged student population; and
- Changes in either direction of 5 percentage points or more within 44.4% of districts.

By their own admission, these facts may have skewed PACE's analysis.

Nonetheless, standardized test scores can provide easily comparable data about how well California's students are faring in the areas of math and English Language Arts. PACE's analysis uncovered the following:

- **Despite some small improvements in math from 2022-23 to 2023-24, students' academic achievement is still significantly behind pre-pandemic cohorts' levels.**
 - ELA test results in 2023-24 were lower by 4.4 percentage points compared to 2019.
 - In math, students' scores in 2023-24 are behind pre-pandemic cohort levels by 5.1 percentage points.
- **Traditionally vulnerable students continue to be left behind.**
 - In 2023, the ELA statewide average of the percent of students who met or exceeded state standards was 46.7%; yet the percentages of students in subpopulations performing at or exceeding state standards were significantly lower:
 - economically disadvantaged (35.3%);
 - foster youth (19.4%);
 - homeless youth (25.8%);
 - English learners (10.9%);
 - youth with disabilities (15.8%);
 - Latino/a (36.1%); and
 - African American/Black (29.9%).
 - It should be noted that while all subgroups made marginal improvements from 2022 to 2023 in math, the largest gaps of the percentage of students who met or exceed state standards compared to the statewide average (34.6%) were seen among student who were:
 - economically disadvantaged (29.9%);

- foster youth (10.5%);
- homeless youth (16.2%);
- English learners (9.9%);
- students with disabilities (12.3%);
- Latino/a (27.7%), and
- African American/Black (16.9%).

These results are sobering in demonstrating how large of a negative impact the pandemic had on academic achievement. Given the small increases seen in some areas between 2022 and 2023, there may be some hope that the pendulum is beginning to shift in a positive direction. Yet efforts to improve academic achievement across all grades and all student populations should not subside. Quite the opposite – with closing the opportunity gap as a north star, efforts will need redoubling.

Chronic Absenteeism

Across the board, chronic absenteeism has grown to be one of school districts' greatest challenges. There are a variety of reasons for the rise in this problem with the most recent one being parents'/caregivers' misunderstanding of when to send their children to school if they are ill. PACE provides a detailed look at the data around this issue in another [January 2024 publication](#).

- **Chronic absenteeism is well above pre-pandemic rates.**
 - While rates of chronic absenteeism were slightly lower from the 2021-22 school year to the 2022-23 school year (30% and 25% respectively), they are well above pre-pandemic rates (12% in the 2018-19 school year).
 - The percentage of schools with high (defined as rates between 20-29%) or extreme (defined as rates of 30% or higher) rates of chronic absenteeism tripled during the pandemic going from 21% in 2018-19 to 75% in 2021-22.
- **Significantly more schools serving high percentages of economically disadvantaged students had high rates of extreme chronic absenteeism.**
 - Of schools with economically disadvantaged student populations less than 25%, only 2% had an extreme rate of chronic absenteeism in the 2022-23 school year.
 - In comparison, of the schools with 75% or more of their populations economically disadvantaged, 60% had extreme rates of chronic absenteeism in the same school year.
 - In elementary schools, the number of schools with high or extreme rates of chronic absenteeism grew from 662 in 2019 to 3,983 in 2023.
 - The highest rates of chronic absenteeism occurred in kindergarten, which before the pandemic had a rate of 16% (2018-19), but rose to 40% in 2021-22 and slightly decreased to 36% in 2022-23.
 - Students who are homeless, in foster care, and have disabilities have some of the highest rates of chronic absenteeism.

Declining Enrollment

According to a [December 2023 report](#) by the Public Policy Institute of California, lower birthrates, negative net migration, moves to private schools and home schooling, and delayed-

entry to kindergarten (i.e. “red-shirting”) have all contributed towards declining enrollment numbers in the state’s public schools.

- **Lower birthrates and negative net migration are primarily responsible for the declining public school enrollment.**
 - Contrary to public perception, the decline started before the pandemic, but the pandemic accelerated the negative growth.
 - Only 12% of private school enrollment can be attributed to the decline in overall public school enrollment between 2019-20 to 2022-23.
- **Most districts are facing declining enrollment trends.**
 - Over the last five years, 75% of districts witnessed declining enrollment of 10% or more.
 - In the next five years, 73% of districts will see some level of decline.
 - In the Sacramento region, enrollment numbers increased by 4.5% from 2021 to 2022; however, projections show a 2.2% decrease in enrollment over the next decade.
- **Traditionally vulnerable student populations are leaving districts.**
 - Counties serving higher numbers of English learners, Asian American, Black, and Latino students had larger declines in enrollment.
 - These counties are also projected to see larger declines over the next 10 years than counties with lower shares of these student populations.
- **School closure rates do not align with declining enrollment trends nor do school closures occur equitably.**
 - Of districts with a decline in enrollment of 10% or more, only one-third of districts closed schools.
 - Those schools that were closed had 14 percentage points more low-income students and 6 percentage points more English learners than schools that remained open.
 - “Underperforming” schools (i.e. those with low test scores) were also more likely to be closed.

Of note is the impact that transitional kindergarten (TK) implementation is having on enrollment. With expanded age eligibility, TK enrollment increased by 30% from 2021 to 2022. This level of growth could mitigate the impact of some of the other factors underlying the overall decline in enrollment.

The PPIC also raises the concern of “hold harmless” policies. These policies are a temporary mechanism to soften the impact of enrollment declines on districts. Before the pandemic, districts funding was based on the greater of the current or prior year’s Average Daily Attendance (ADA). During the pandemic, districts could use their 2019-20 ADA for funding purposes. Since 2020-21, an additional option was offered by the state for funding purposes by using the greater of the prior year, current year, and prior three-year moving average.

In the short-run, these policies will result in more funds per pupil as enrollment declines (assuming no significant decline in state revenues). Yet, when the hold harmless policies expire

and enrollment continues to decline, the impact on districts' finances and operations will be significant as funding is re-adjusted to present-day enrollment and attendance numbers.

Other Considerations

Equity. Across these three challenges, there is one thread that ties them together: equity. The continued widening of the opportunity gap, high levels of chronic absenteeism, and school closures resulting from declining enrollment all disproportionately impact underrepresented student populations. Without applying an equity lens to address these issues, these challenges will continue to deepen and, like a set of gears, propel each other in the wrong direction.

It is likely that many (if not most) school districts are already approaching the development of strategies to address these three issues through an equity lens. The guiding principle of all initiatives of the Sacramento K-16 Collaborative is equity; thus the existence of the Priority Student Population workgroup to integrate best practices for priority student populations into all initiatives and the Data Sharing Workgroup to enhance the Collaborative's ability to measure impacts and equity regionally. In the context of the K-12 challenges presented here, all workgroups should thus consider how the data gathered under the new pilot data sharing agreement may inform efforts to address challenges and barriers faced by priority student groups. The Data Sharing Workgroup might also consider what data is needed under the secondary data agreement for workgroups to address these issues. Finally, the Collaborative can also look to proven practices in supports for priority student groups led by partners who have had success in this area, such as Improve Your Tomorrow, to inform strategy moving forward.

November election. The upcoming November election also has implications for K-12 education. On the ballot, voters will be determining whether the state will have the authority to issue bonds for public school and community college facilities through Proposition 2. If passed, the state would issue \$10 billion in bonds of which \$8.5 billion would benefit K-12 schools to modernize school facilities. The amount allocated to K-12 schools would be split into the following categories:

- Renovation of existing buildings: \$4 billion
- New construction (including buying land): \$3.3 billion
- Facilities for career technical education programs: \$0.6 billion
- Charter schools: \$0.6 billion

Some of the renovation funding could be used for reducing lead levels in water and for building or updating classrooms for TK. Keeping equity in the forefront, the state would pay a higher percentage of the new construction costs in districts that have lower assessed property values and higher shares of students who are low income, English learners, or foster youth.

Supporters of the measure include:

- State Superintendent of Public Instruction Tony Thurmond
- Association of California School Administrators
- California Builders Alliance
- California Chamber of Commerce
- California Federation of Teachers

- California School Boards Association
- Los Angeles Unified School District
- Small School Districts Association

The only opposition at this point is the Howard Jarvis Taxpayers Association. The opposition has not raised any funds to operate an opposition campaign.

In 2020, the state placed another bond initiative on the ballot for \$15 billion. The measure failed.

III. K-12 CTE & Dual Enrollment: Mandates and Opportunities

Dual Enrollment Updates

Bill	Sponsor	Action	Recent Activity	Status
AB 2019	Vince Fong	Requires that, beginning on or before August 1, 2026, every school district, county office of education, or charter school operating a middle college or early college high school annually prepare and submit a report to the State Department of Education. This bill aims to enhance accountability and evaluate the effectiveness of these programs in preparing students for college and career pathways.	On June 27, 2024, the Senate read the bill a second time, amended it, and re-referred it to the Committee on Appropriations. However, during the hearing on August 15, 2024, the committee held the bill under submission due to opposition from the Department of Finance, which stated that the bill would result in a cost of \$100,000 in non-Proposition 98 general funds for the Department of Education to implement.	Suspended
AB 359	Chris Holden	College and Career Access Pathways (CCAP) partnerships provide dual enrollment opportunities, prioritizing students who are not college-bound or are underrepresented in higher education. The bill mandates course credit for specified classes, shifts reporting to focus on student success, removes some consultation requirements, and requires existing CCAP	On August 23, the bill was read a third time and amended to remove a provision that prohibited community college districts from offering physical education courses to high school students under a CCAP partnership. The amendment now allows these courses if they meet specific requirements. Finally, on August 29, the Senate amendments were	Enrolled and presented to the Governor.

		agreements to be updated by the 2030-31 academic year.	concurrent in by the Assembly. On September 10 th at 4:30 pm, the bill was enrolled and presented to the Governor.	
SB 1244	Josh Newman	A community college district must allow an existing CCAP partnership to be amended or a new agreement to be established with an external community college district if the primary district declines or fails to act within 60 days on a request from a school district, county office of education, or charter school to amend the partnership or approve another district to offer the requested courses.	On August 22, 2024, the bill was amended after its third reading. The amendment allows community college districts to offer physical education courses under CCAP, provided certain criteria are met, and enables districts to form partnerships outside their service area if the primary district has declined a request or failed to act within 60 days. On August 30 th , the Assembly amendments were concurrent in. The bill was enrolled and presented to the Governor on September 10 th at 4 pm.	Enrolled and presented to the Governor.

Legislation Regarding K-12 Curriculum

Ethnic Studies

Background: AB 2918 (Zbur, 2024) was introduced in response to concerns surrounding California's mandated ethnic studies curriculum, established by Assembly Bill 101 (Medina) in 2021, which requires all California high school students, starting with the class of 2029-30, to complete an ethnic studies course for graduation. AB 101 aimed to ensure that students learn about the histories and contributions of marginalized groups, including African Americans, Latinos, Native Americans, and Asian Americans. However, concerns were raised about certain elements of the curriculum, particularly in earlier drafts, that some believed could promote biased content.

Key Concerns with AB 101:

- **Bias and Inflammatory Content:** Some stakeholders, including Jewish families and community groups, expressed concerns about how topics like the Israel-Palestine conflict

were portrayed, which they felt led to instances of antisemitism and bias in the classroom.

- **Lack of Transparency:** Critics argued that the curriculum adoption process lacked transparency, with some school boards approving ethnic studies content without sufficient public notice or community input.
- **Inclusivity:** There were concerns that the curriculum, while focused on marginalized groups, might inadvertently exclude or portray other communities, such as Jewish or other minority groups, in a negative light.

How AB 2918 Changes the Curriculum: AB 2918 introduces additional guardrails to address these concerns while maintaining the core objectives of ethnic studies:

- **Inclusivity Mandate:** The bill explicitly requires ethnic studies content to be inclusive of all races, religions, and nationalities, ensuring that materials do not promote bias, bigotry, or discrimination against any group. This addition aims to ensure that sensitive topics like the Israel-Palestine conflict are presented in a balanced and respectful manner.
- **Curriculum Review Committees:** AB 2918 mandates the formation of curriculum review committees within school districts. These committees will include teachers, parents, and community representatives to review ethnic studies content before it is adopted. This measure seeks to increase transparency and community involvement, addressing the previous issue of insufficient public notice.
- **Focus on U.S. Communities:** The bill also requires the curriculum to prioritize the experiences of U.S. communities over international conflicts, preventing contentious global issues from overshadowing the focus on American history and marginalized communities.

Opposition to AB 2918:

- **Claims of Censorship:** Some supporters of ethnic studies, including the [UC Ethnic Studies Faculty Council](#), argue that the new guardrails may restrict academic freedom. They fear that limiting discussions on global issues like settler colonialism and apartheid could dilute the curriculum and prevent important conversations about power and oppression.
- **Concern Over Dilution:** [Opponents also worry](#) that AB 2918's emphasis on inclusivity might dilute the focus on the four primary groups (African Americans, Latinos, Native Americans, and Asian Americans), which are central to the ethnic studies mandate.

Support for AB 2918:

- **Ensuring Inclusivity and Safety:** Supporters, including the [Legislative Jewish Caucus](#), argue that the additional guardrails are necessary to prevent the inclusion of divisive content that could lead to biased portrayals of certain groups. They view the guardrails as essential for ensuring that ethnic studies fosters a safe, inclusive environment for all students.
- **Transparency and Community Involvement:** During the [August 5th, 2024 Senate hearing](#), advocates of AB 2918 emphasize the importance of transparency and the involvement of

parents and community members in the curriculum review process, ensuring that ethnic studies content reflects the values of the communities it serves.

Timeline of the AB 2918 Legislative Process:

- **2021:** AB 101 passes, establishing ethnic studies as a high school graduation requirement beginning with the class of 2029-30. Concerns arise over potential bias and lack of transparency in the curriculum development process.
- **July 3, 2023:** The latest version of AB 2918 is posted, incorporating recommendations from the Senate Education Committee to add guardrails addressing inclusivity and transparency concerns. The bill mandates the formation of review committees to ensure curriculum compliance with these standards.
- **August 5, 2023:** At a Senate hearing, Assemblymember Rick Zbur defends AB 2918, emphasizing that the new bill does not aim to dilute the curriculum but rather ensures that all content is reviewed for inclusivity and respect.
- **August 2023:** Legal challenges emerge, with the Louis Brandeis Center suing the Santa Ana Unified School Board for adopting an ethnic studies curriculum without proper public notice, highlighting the importance of transparency as outlined in AB 2918.
- **Early 2024:** AB 2918 is postponed to allow further discussions with key stakeholders, including the California Teachers Association and California Faculty Association, to refine the guardrails and ensure the curriculum meets the needs of all students.
- **Mid-2024:** Ongoing negotiations among legislators, educators, and community members focus on balancing the new guardrails with maintaining academic freedom in ethnic studies.

Recent Activity: AB 2918 has seen considerable legislative activity. On July 3, 2024, the bill was amended by the committee to address concerns from its opponents. The amendments aimed to balance academic freedom with the bill's goal of providing guardrails against divisive content in ethnic studies courses. Despite these changes, the bill was held under submission in committee on August 15, 2024, meaning it will not move forward this session, and the authors delayed the bill to make revisions and reintroduce the bill in the next legislative cycle.

Computer Science

Background: AB 2097 (Berman, 2024) was introduced to address the lack of access to computer science education in California's high schools, particularly in underserved, low-income, and rural areas. The bill was part of a broader effort to ensure that all students, regardless of their socioeconomic background, have the opportunity to gain essential digital skills needed for success in an increasingly technology-driven world. As the demand for computer science proficiency grows, AB 2097 aimed to create a more equitable educational landscape by mandating computer science courses across the state's high schools.

Recent Activity: On August 15, 2024, AB 2097 was held under submission in the Senate Committee, effectively stalling the bill for this legislative session. This decision has put the bill on hold without the possibility of it being reconsidered this session.

Financial Literacy

Background: AB 2927 (McCarty, 2024), recently signed into law by Governor Newsom, marks a significant step in ensuring that California high school students receive financial literacy education. This bill makes California the 26th state to mandate personal finance education for high school students. The legislation responds to the growing demand for financial literacy among young people, ensuring they are equipped with the knowledge to manage finances effectively. Starting in the 2027-28 school year, local educational agencies are required to offer a stand-alone one-semester course in personal finance at all high schools, including charter schools. In addition, the personal finance course will be added to the graduation requirements for students graduating in the 2030-31 school year.

Recent Activity: On May 22, 2024, AB 2927 passed in the Assembly and moved to the Senate, where it was read a third time with an urgency clause adopted. It passed in the Senate on June 27, 2024, after the urgency clause was added, suspending Assembly Rule 63 (Daily File) and Rule 77 (Concurrence in Senate Amendments). The bill was enrolled and presented to the Governor on the same day, and by June 29, 2024, it was signed into law. It has now been chaptered by the Secretary of State as Chapter 37. Implementation is required by 2027.

Career Technical Education Support

Strong Workforce Program

Background. In 2016, California launched the [Strong Workforce Program](#) (SWP), a \$248 million annual initiative designed to increase the number of middle-skill workers and enhance workforce opportunities for low-wage earners. The program, a key part of the California Community College system, focuses on expanding and improving Career Technical Education (CTE) across 116 colleges by emphasizing "more and better" CTE. This involves increasing enrollment in high-demand job training programs and improving program quality, as measured by student completion, transfers, and employment outcomes.

The SWP is designed to foster innovation and responsiveness to labor market needs, using a data-driven approach. Funding is divided into a 60% Local Share for community college districts and a 40% Regional Share managed by regional consortia, targeting California's seven macro-economic regions. This structure promotes collaboration among local stakeholders, including industry partners and workforce development boards, to align CTE efforts with regional economic priorities and strengthen partnerships established through federal and state workforce initiatives.

Recent Activity. In 2024, the California Community Colleges Chancellor's Office released the Round 7 K-12 Strong Workforce Program (SWP) [Request for Proposal \(RFP\)](#), with applications due by October 11, 2024. This RFP focuses on distributing funds to K-12 local educational agencies (LEAs) to enhance CTE programs aligned with regional workforce needs. The eligibility criteria include school districts, county offices of education, and charter schools, with an emphasis on collaboration with community colleges and industry partners. Proposals are expected to focus on high-wage, high-skill careers, demonstrating sustainability beyond the grant period, and will be evaluated based on project design, regional alignment, stakeholder collaboration, and potential student outcomes.

Golden State Pathways Grant

Background. The Golden State Pathways Program (GSPP) was established through funding included in the 2022 Budget Act, passed by the Legislature and signed by Governor Newsom. The program aims to promote pathways in high-wage, high-skill, and high-growth areas such as technology, health care, education, and climate-related fields. It encourages collaboration between local educational agencies (LEAs), higher education institutions, employers, and community stakeholders to develop or expand innovative college and career pathways that align with local or regional labor market needs. The GSPP also allows students to earn up to 12 units of early credits, providing a head start on postsecondary education.

Recent Activity. The Golden State Pathways Program offered consortium grants and planning and implementation grants, with the most recent submission deadline on March 19, 2024. Awards were initially scheduled to be announced on April 9, 2024, but the California Department of Education (CDE) decided to re-evaluate the applications. As a result, the announcement of awardees has been delayed, with an [updated timeline](#) for release estimated between August and September 2024.

Analysis and Implications for the Collaborative

Dual Enrollment Legislation:

The fact that AB 2019 was suspended means that there will continue to be a lack of state-level oversight and accountability measuring the outcomes in early and middle college programs at the K-12 level. In this context, the importance of data sharing within the Sacramento K-16 Collaborative partner institutions is redoubled. The data sharing agreement recently signed between Elk Grove Unified School District, Sacramento County Office of Education, and Los Rios Community College District is a promising first step toward tracking the outcomes of students who participate in dual enrollment. Scaling this agreement to other K-12 districts in the region, in particular those who operate early and middle college high schools, will be critical.

With AB 359 and SB 1244, though, there is promising progress that these bills expanding CCAP opportunities to K-12 students will be passed. Both bills aim to provide more flexibility to K-12

districts in how they partner with Community Colleges to form CCAP agreements. This addresses a power imbalance in dual enrollment that some K-12 districts perceive, in that their ability to offer dual enrollment classes and method of delivery is dependent upon the requirements of the community college district whose service area they fall within. By allowing K-12 districts more flexibility with whom they partner, these bills both provide some measure of autonomy K-12 districts statewide are currently lacking. However, as the Dual Enrollment Workgroup considers how it can continue to expand dual enrollment opportunities to students across the region, addressing relationships between K-12 districts and community colleges, and providing opportunities for open dialogue and collaborative problem-solving to improve instruction for students pose critical strategies to be capitalized upon.

K-12 Curriculum Legislation:

Despite the gains in flexibility and autonomy afforded by CCAP dual enrollment bills, legislation regarding curricular and graduation requirements, though well-intentioned, place additional constraints on K-12 districts. When it comes to the master schedule, a thorny puzzle every high school must piece together each year, the more required courses students must factor into their schedules, the more difficult it becomes to prioritize and make accessible both dual enrollment courses and career education classes.

Importantly, though, [evidence suggests](#) that participation in ethnic studies classes leads to improved academic outcomes for students from marginalized backgrounds, such as the priority student populations of the Sacramento K-16 Collaborative. Additionally, financial literacy education addresses a critical barrier to college for first generation college students, navigating the cost of college. While personal finance is not the same as financial assistance, it has the potential to provide the skills and literacy to prepare students in whatever ways possible for the cost of college and completion of the Federal Application for Student Aid (FAFSA), a process that changed and [became more complex in the past year for many mixed status families](#).

The K-16 workgroups should consider the ways in which the Collaborative can leverage ethnic studies and personal finance classes to support students in college and career readiness. Some key questions to consider:

- Where are there opportunities for dual enrollment to address additional curricular requirements? Are there classes at the postsecondary level that could complement or supplant ethnic studies or personal finance high school classes for dual credit?
- Given that a major barrier first generation students face to attending college is the financial cost, can personal finance courses, if designed correctly, assist students and families in navigating the cost of college and preparing financially? How can the Priority Student Population workgroup step in to support this effort?
- The Priority Student Population has already funded the YOLO Ethnic Studies Academy through the sub granting process. Monitoring outcomes of this pilot and considering opportunities for replication and scaling if successful may support implementation of ethnic studies across the region.

Computer Science:

With the failure of AB 2097, the workgroup now has the opportunity to focus on regionally training students in computer science skills to address the ongoing inequities concerning access to computer science education. Without legislative action like AB 2097, students from underserved communities will continue to miss out on essential digital skills, further widening

educational inequities and limiting their future opportunities in a tech-driven job market. The Priority Student Population workgroup can collaborate with the Career Pathways group to provide computer science education to low-income and rural student populations, who are often excluded.

CTE Support:

Thus far, the Collaborative has not yet seized on opportunities to braid or match funding offered by the K-12 Strong Workforce Program or Golden State Pathways grant. As the Collaborative looks to the second half of its state grant term, and sustainability beyond 2026, leveraging additional funding opportunities to the greatest extent poses a strong value proposition to regional collaboration and continued, improved engagement of K-12 partners.

IV. Systemwide Education and Workforce Initiatives Updates

California Jobs First Updates

Background. See [Policy Brief Vol. 2](#) for relevant background on California Jobs First.

Recent Activity. At the state level, California Jobs First (CJF) is wrapping up the Planning Phase, moving through the Catalyst Phase, and shifting into the Implementation Phase. As the outcome for the Planning Phase, CJF Collaboratives must submit their regional economic development plans by September 30, 2024. The Catalyst Phase (pre-development phase) is focused on building capacity of the CJF Collaboratives and hiring sector investment coordinators locally. For the Implementation Phase, a draft Solicitation for Proposals (SFP) was released for public comment in July 2024. Applications for funding will open on September 10, 2024, and will be due on November 1, 2024. The intent of the \$150 million for this phase is to support ready-to-launch projects that align with Regional Economic Development Plans. CJF also intends to offer a tribal funding opportunity of \$25 million to invest in tribal-led planning and implementation projects which must be completed by September 2026.

Locally, We Prosper Together (Sacramento's CJF Collaborative) recently completed 10 months of community engagement across 10 counties with the information gathered informing the regional economic development plan. At the We Prosper Together's Summer Collaborative Gathering on June 25, 2024, highlights from the process were [presented](#).

Barriers to economic access and opportunity found across the We Prosper Together region included the following:

- High unemployment and underemployment
- Lack of accessible career pathways and training opportunities
- Childcare

- Transportation
- Housing

We Prosper Together gathered prospective projects that align with the potential inclusionary pathway strategies through the Valley Vision Inventory Form. To date, 61 projects have been submitted.

With its \$14 million Regional Investment Initiative grant for the Catalyst Fund, We Prosper Together will focus on project pre-development and capacity-building. Regarding the former, \$9 million has been allocated for exploratory and last-mile projects including feasibility studies, equity framework development, market analysis, and environmental assessment. The Request for Proposals will be released in November 2024.

Upcoming Activity. The [California Economic Summit](#) will be held in Sacramento from October 8-10. Leaders in economic development from around the state will attend, and there will be a focus on CJF. The Summit is designed to create a shared economic agenda known as the “[Roadmap to Shared Prosperity](#).” There are five action areas including “Education Cradle to Career.” Additionally, We Prosper Together and the Sacramento K-16 Collaborative will co-host a statewide session for K-16 Collaborative and CJF leaders from across the state to discuss potential partnerships and cross-pollination of the two programs regionally. An invitation will be sent to the leaders and conveners from each Collaborative shortly.

Master Plan for Career Education

Background. See [Policy Brief Vol. 1](#) and [Policy Brief Vol. 2](#) for relevant background on Master Plan for Career Education.

Recent Activity. In July 2024, California for All issued its [report](#) outlining the community input on the Master Plan for Career Education (“Plan”) gathered through written public comment, regional convenings, and supplemental interviews with interest-holders. Four main themes arose from the input:

- Access and affordability
- Career pathways
- Hands-on learning, work-based learning, apprenticeships, and employer partnerships
- State and regional coordination

The following shared “pain points” across all interest-holder groups emerged from community engagement:

- Financial barriers for learning
- Access to support services for learners
- Limited guidance on career planning
- Disconnection between industry and education
- Lack of alignment of goals, accountability, and initiatives at the state level and across educational systems

- Lack of sustained coordinated funding for programs
- Fragmentation of data systems

As part of the community engagement process, eight regional convenings were held with 842 participants. From those sessions, a set of recommended actions to address shared pain points were developed and will be considered during the development of the Plan. The report provides considerations for action and vision directed at the TK-12 system, college pathways, ongoing education and workforce training, and state and regional coordination.

The report was also presented at the Assembly Select Committee on the Master Plan for Higher Education in California on August 13, 2024, at an informal hearing. Assemblymember Muratsuchi shared that he has been hearing the same themes over 10 years and said he will “approach with optimism but with a healthy level of skepticism.” He voiced concern around moving away from regional coordination and collaboration as seen previously through the Regional Occupational Centers into a more “balkanized” system at the district level. The Assemblymember communicated that he is looking for some action and would like to see an approach that starts with what currently exists.

Chairman Berman asked how the vision in the report is differs from current and previous efforts. Randy Tillery, the Co-Director for Economic Mobility at WestEd, responded that the effort is not about creating something new; rather, a restructuring of what is already in place needs to occur that leads toward more of a collective impact model.

Upcoming Activity. Between August and November 2024, the community engagement report will be shared with and discussed by state agencies engaged in the development of the Plan. Input from constituency groups and continued meetings with the public will be ongoing. The Plan will then be completed by the end of 2024.

Cradle-to-Career Data System

Background. See [Policy Brief Vol. 1](#) and [Policy Brief Vol. 2](#) for relevant background on Cradle-to-Career Data System.

Recent Activity. The Cradle-to-Career eTranscript California and Career Passport Task Force finalized its [recommendations](#) and accompanying [infographic](#) and presented them to the Cradle-to-Career Governing Board at its [August 14, 2024 meeting](#). The recommendations in the report fell into the following categories:

- California public postsecondary transcript
- Application integration
- Dual enrollment
- Credit for prior learning
- Career Passport
- Funding and implementation

Through its efforts, the Task Force surfaced the need to clarify the A-G status of college courses taken through dual enrollment to determine freshman admission eligibility at four-year institutions including CSU and UC campuses. A subcommittee was created to recommend where that information should be housed and how existing documentation on transferable courses could be used to streamline the process to establish the A-G status of college courses. Regarding the former, the subcommittee determined ASSIST was the best place to house the information. The subcommittee also focused on making recommendations that would help prevent potential confusion about A-G information in ASSIST, given the system's historical use.

A Transcript Standards Subcommittee was also established to review current postsecondary transcript standards including 1) documenting dual enrollment, credit for prior learning (CPL), and non-traditional learning experiences; and 2) supporting integration with college planning tools and Learning and Employment Record (LER) Programs.

Upcoming Activity. The rollout of the C2C Data System will begin later this year with the launch of a student dashboard that captures various aggregated data points including demographics, English learner status, drop-out rates, and age of entry into school. The data can be disaggregated by region and district but not by individual students. Following that will be a dashboard focused on teacher preparation, credentialing, hiring, retention and educator demographics using data from the California Commission on Teacher Credentialing. Moving forward, March will be the month annually when the 16 partners in the effort will deliver data to the C2C Data system, resulting in more dashboards.

Analysis and Implications for the Collaborative

Both the **California Jobs First** and **Master Plan for Career Education** planning processes have come to a point that could greatly benefit the Collaborative. Regarding the former, there are two potential funding opportunities on the horizon.

1. At the state level, an SFP will be released on September 10, 2024, to fund ready-to-launch projects as part of the state's Implementation Phase.
2. At the local level, We Prosper Together will release an RFP for the Catalyst Fund in November 2024 focused on exploratory and last-mile projects. Various aspects of the Collaborative's work are likely to align with one or more of the priority areas related to these two funding opportunities. The Implementation Phase grants seem particularly ripe for the Collaborative as it enters its third year, and this moment provides the chance for a partnership with We Prosper Together to more closely tie their work to the Collaborative's efforts.

In addition, the recently completed community engagement and input processes to inform the **Master Plan for Career Education** and the **We Prosper Together** regional economic development plan reveal areas that will connect to the Collaborative's work. In the community engagement sessions for the Plan, all four core themes that emerged directly connect to the Collaborative's work. The [report](#) includes opportunities in and recommendations for each area identified through community input. A review of the section called "Considerations for Potential Actions" would provide the Collaborative with insight on elements that may be included in the

Plan and align directly with the Collaborative, possibly leading to additional funding opportunities.

The **Cradle-to-Career Data System** and particularly the work around **eTranscript** will both advance the work of the Collaborative. In the case of the former, the work is still very young and is likely to look quite different in two years. While there has been some struggle in obtaining data in a consistent manner, UC has provided financial aid information recently which will enrich the prospective data dashboards. The Collaborative's work to establish a regional data sharing system will only complement the C2C Data System. That is, the latter will present high-level aggregated data without an ability to drill down to individual student data whereas the Collaborative's system will be nimbler, allowing the Collaborative to identify specific subsets of students and target their specific needs. At the same time, the C2C Data System will include data that the Collaborative will be unable to obtain including employment/career-related information and any data around students in the region who enter and/or leave the region during their K-16 educational journey.

The eTranscript system has the potential to have ripple effects throughout the system as long as the data is collected and is accurate. One aspect could significantly lower barriers for students when they are applying to college through the auto-population of applications with data already in the system. This reduces the likelihood of mistakes made by applicants and makes the application process easier for students, particularly for those who have less consistent digital access. Another aspect that addresses equity is the inclusion of non-standard educational information such as portfolio work and work-based learning. Once added, this kind of information will widen the pool of potential applicants to include potential students who have not followed a traditional pathway such as working adults and apprentices as well as veterans and active-duty military and could mitigate some of the impacts of declining enrollment.

V. Governor's 2024-25 State Budget

Recent Activity. The Governor signed the Budget Act of 2024 (AB 107) on June 29, 2024, and the new budget year began on July 1, 2024. The final version of the budget ultimately did protect education overall, but is also a mixed bag for education, workforce development, and other support services. The following is information from the budget that pertains to the Sacramento K-16 Collaborative.

K-12 and CCC

- A proposal to “accrue” **\$6.2 billion from 2022-23** to future years was adopted. These funds will begin to be “paid back” in 2026-27 over the next 10 years.
- The **Proposition 98 minimum guaranteed funding level was suspended** for the third time since the measure was passed in 1988. This was a result of lower-than-expected revenue in 2022-23 and allowed the Legislature to lower the minimum guaranteed funding level for 2023-24. At the same time, a maintenance factor is required, meaning that the minimum guaranteed funding must be restored to the level it would have been without the suspension. For 2023-24, this amount is \$8.3 billion.

- The Public School System Stabilization Account (PSSSA), also known as the **Prop. 98 Reserve Fund** was tapped to the tune of \$8.4 billion. The Budget Act includes a \$1 billion discretionary deposit in 2024-25.
- **Financial aid programs** were given a one-time increase of \$20 million to support students in completing their FAFSAs.
- Through the **Strong Workforce Program**:
 - Pathways for Learnings of Low-Income Demonstration Project was provided with a one-time increase of \$5 million; and
 - The nursing program was given \$60 million over five years for expansion.
- **Golden State Teacher Grant Program** was cut by \$60.2 million, and the maximum grant amount was reduced to \$10,000 for 2024-25.
- The **Facilities Grant Program** for Preschool, TK, and Full-Day Kindergarten decreased by \$550 million and the **Schools Facilities Program** by \$875 million.

CSU and UC

- Both systems received a **5% increase** as promised in a multiyear compact from 2022 to support enrollment growth of California residents. However, the increases will be deferred from 2025-26 to 2026-27 and from 2026-27 to 2027-28.
- Both systems still received a **one-time reduction**: \$125 million for UC and \$75 million for CSU.
- Reductions are required in the **operations of both systems** by 7.95%, the same required of all state departments.
- No additional funding for **Cal Grant reform** was provided.
- The **Middle Class Scholarship Program** was made whole with a one-time \$289 million increase.

Other Education-Related Programs

- **C2C** funding was maintained, and the California Department of Education (CDE) was given an additional \$1.7 million to hire additional staff given that CDE delivers 70% of the data in C2C.
- The **CCGI** budget was increased by \$2 million to increase capacity.
- A one-time infusion of \$12 million was included in the budget to expand **eTranscript** to all CCCs.
- **Mapping Articulated Pathways (MAP) for Credit for Prior Learning Demonstration Project** received a one-time increase of \$6 million.
- **Learning-Aligned Employment Program's (LAEP)** unspent balance was cut, essentially eliminating the program.

Workforce Development

- The **California Jobs First Program** sustained cuts of \$150 million with a delay of another \$150 million from the General Fund. The budget does, however, provide for \$50 million annually for the next three years.
- The **Apprenticeship Innovation Fund** was cut by \$40 million, but the **California Youth Apprenticeship Program** and the **California Youth Leadership Corps** were protected

from the proposed cuts in the May revise.

- Other workforce development programs that did not receive cuts proposed in the May revise include the **High Road Training Partnerships initiative and the Women in Construction Program**.
- Unfortunately, workforce development programs in the **healthcare workforce sector** overall will see cuts of \$746.1 million over five years and the **Emergency Medical Technician (EMT) Training Program** a cut of \$10 million.

Analysis and Implications for the Sacramento K-16 Collaborative

As stated at the beginning of this section, the 2024-25 budget protects education spending but hurts other programs in the Collaborative's interest. Overall, one of the greatest impacts of the 2024-25 budget is the inclusion of the "accrual" for K-12 and CCC funding. This action puts a great deal of pressure on the non-Proposition-98 General Fund as it will need to be "paid back" to the K-14 system, and those payments will come out of the non-Proposition-98 General Fund. This translates into less funding in the future for other critical programs that support the Collaborative's work, students, and families.

Impacts on Work-Based Learning: Perhaps the biggest blow to the Collaborative is the elimination of the Learning-Aligned Employment Program (LAEP). Not only did the program provide a smoother connection between a student's area of study and on-the-job learning opportunities, but it also supported a high priority student population: those who are low-income including students who completed California Deferred Action for Childhood Arrivals (DACA). Furthermore, having this program housed within each institution of higher learning allowed institutions to tailor the administration of the program to their needs. Collaborative partners should note that there are still options for hands-on learning. The budget kept two work-based learning opportunities whole: California Youth Apprenticeship Program and California Youth Leadership Corps; and while the Apprenticeship Innovation Fund was cut, there are still resources available to this program.

Impacts on Career Pathways: Regarding the Collaborative's career pathways work, California Jobs First sustained cuts for this fiscal year and delayed payment in 2025-26. Staff at We Prosper Together noted these cuts are likely to hit the grantmaking planned for the Implementation Phase. With less resources available, Collaborative members planning to submit a funding proposal during the planned Implementation Phase should pay close attention to whether SFP will be released.

The Collaborative will need to assess how the cuts to the workforce development programs in the healthcare sector and the EMT Training Program will impact the work related to the development of healthcare pathways. It is unlikely that funding will be restored to these programs in future years given the budget outlook. The Collaborative should plan accordingly when designing this career pathway.

Support for Data Sharing: On the flip side, two programs that will receive an infusion of resources are the California College Guidance Initiative (CCGI) and eTranscript. These two are tightly connected as eTranscript will provide data that will populate a student's account in CCGI

including dual enrollment coursework. With eTranscript being expanded to all CCCs, it seems logical that the capacity of CCGI would need to be strengthened to support the increased numbers of students seeking to use the online tool.

VI. Considerations and Opportunities for the Collaborative

There are several areas for the Collaborative to consider given the content of this policy brief: declining enrollment and coordination. The following is a commentary addressing each of these areas and some opportunities to pursue.

Declining Enrollment

While the Collaborative cannot control the decline in birthrates nor the negative net migration in the state that is significantly impacting K-12 enrollment, the Collaborative can implement strategies that would widen the pool of prospective students in higher education. Some of these strategies that focus on specific populations have been discussed in the previous two policy briefs (e.g., comebacker students).

Harnessing eTranscript to Support Priority Student Populations

Another approach would be to take advantage of the statewide initiatives in play that would increase access to higher education for all prospective students. For example, eTranscript will transform the application process overall. As a regional body, the Collaborative could consider and advocate for specific data that should be captured in eTranscript that smooths the pathway for students and institutions using the system.

In addition, eTranscript will further expand access to higher education when the system eventually includes skills that are recognized for academic credit beyond transcripts. As such, the increased funding for the MAP for Credit-for-Prior-Learning (CPL) Demonstration Project in the 2024-25 budget offers an opportunity to further work in attracting individuals who have followed a non-traditional educational pathway. The Demonstration Project will result in the first cohort of community colleges designing and institutionalizing a comprehensive CPL framework to award CPL. Community college campuses can still benefit from the Demonstration Project even if they are not part of a grantee cohort. The community colleges in the Collaborative could find a way that efficiently gathers and shares the learnings from the Demonstration Project.

Furthermore, the Collaborative could deepen its own work around priority student populations through the statewide initiatives. The Priority Student Population Workgroup could request that a specific dashboard be included in the C2C Data System that focuses solely on priority student populations. Such a dashboard could provide insight on the Collaborative's own regional data sharing system and influence the future direction of the Workgroup's activities.

Leveraging Dual Enrollment

As the Collaborative knows, dual enrollment is another strategy to expand the pool of future students. However, there are potential tensions beginning to arise. AB 359 is shedding light on one of these. Beginning in the 2030-31 school year, the bill would allow a high school student to receive college credit for a dual enrollment course if it is part of a CCAP and meets one of the following criteria: 1) the course for credit is designated as part of the Intersegmental General Education Transfer Curriculum (IGETC) or counts towards the general education requirements of CSU; or 2) the course is part of a CTE sequence with a priority code of A (apprenticeship), B (advanced occupational), or C (clearly occupational) leading to a degree or certificate in the subject area. These requirements clearly put a student on track to earning a degree or certificate.

However, there are instances when a dual enrollment class does not meet either criterion yet still has significant value to a student, particularly one who may be performing behind grade level. That is, the mere taking of a dual enrollment class is, in and of itself, worthy by providing a student with the experience of taking a college class and exposure to the college learning experience. Moreover, anecdotal evidence reveals that these kinds of dual enrollment classes, perhaps because of the content of the coursework and their “stature” as a college class, have helped students advance at least one grade level in the subject matter area. AB 359 gives discretion to the parties of the CCAP to determine the appropriate level for which credit will be given at the community college. The question is whether the discretion given to the CCAP parties creates another obstacle for students who are questioning whether higher education is right for them, and the Collaborative will need to determine whether this change is detrimental to students who want to take a dual enrollment class but cannot at the time take one that meets IGETC requirements, CSU general education requirements, or is part of a CTE sequence.

Coordination and Collaboration

The number of initiatives and programs that have launched around the cradle-to-career pipeline has expanded greatly in the past several years. This increased focus on the need to better support students’ educational journeys and to prepare them for the workforce of tomorrow is much needed. At the same time, what has resulted is a fractured funding landscape and a lack of coordination in planning and implementation.

At least five major streams of resources can be identified in the K-16 funding landscape: Strong Workforce Program, Golden State Pathways Program, K-16 Regional Collaboratives, California Jobs First, and CTE Incentive Grants. Undoubtedly, Collaborative members are experiencing the impact of this fractured landscape when they find themselves continuously writing grants. The question arises as to whether it makes sense for Collaborative members to chart a course leading to pooled funding through a sustainable, ongoing funding source within the state budget. Such a shift should theoretically reduce the burden of grant writing and reporting, allowing for the program implementers to focus on exactly that – implementation.

The question of coordination is exemplified by the number of community engagement and input processes that have occurred across different statewide initiatives in the last year. This is not to minimize the importance of integrating the experiences and insights of individuals and institutions that are doing the work day-in and day-out. Rather, the Collaborative will need to take on the task of seeking the intersections across all the planning efforts and, for the sake of efficiency, identify the cross-initiative findings, strategies, and funding opportunities that most benefit its work.

On a more concrete level, the Collaborative would benefit from monitoring the impact of the infusion of resources to the CCGI in the year's budget. As a group spanning the K-16 educational pipeline, the Collaborative is well positioned to provide insight on how CCGI could have the greatest impact on both the institutions and the students themselves. One area to investigate is whether CCGI is designed to support high school students who have chosen to attend community college and then transfer to a four-year institution. The question to ask is whether CCGI will integrate into each of the segments' online transfer pathway planners to streamline the process for these students.

VII. Appendix

See [Appendix](#) for detailed chart on other K-12 and Higher Education Legislation.

VIII. Sources

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