



STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0124
(916) 319-2800
FAX (916) 319-2810
CHIEF ADMINISTRATIVE OFFICER
DEBRA GRAVERT

Assembly
California Legislature
Committee on Rules

KEN COOLEY
CHAIR

Thursday, March 10, 2022
8:45 a.m.
State Capitol, Room 437

CONSENT AGENDA

VICE CHAIR
WALDRON, MARIE

MEMBERS
BENNETT, STEVE
FLORA, HEATH
FONG, MIKE
GIPSON, MIKE A.
LEE, ALEX
MAIENSCHIN, BRIAN
MATHIS, DEVON J.
RUBIO, BLANCA E.
VILLAPUDUA, CARLOS

LEVINE, MARC (D-ALT)
VALLADARES, SUZETTE
MARTINEZ (R-ALT)

BILL REFERRALS

1. Bill Referrals

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RESOLUTIONS

2. ACR-155 (Aguiar-Curry) Family Physician Week. (refer/hear)
3. ACR-156 (Mullin) Irish American Heritage Month. (refer/hear)
4. HR-89 (Cristina Garcia) Women’s History Month.

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REQUEST TO ADD URGENCY CLAUSE

5. AB 2058 (O'Donnell) Career technical education: California Career Technical Education Incentive Grant Program

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BLANCA E. RUBIO
CARLOS VILLAPUDUA

MARC LEVINE (D-ALT.)
SUZETTE VALLADARES (R-ALT.)

Memo

To: Rules Committee Members
From: Michael Erke, Bill Referral Consultant
Date: 3/9/2022
Re: Consent Bill Referrals

Since you received your preliminary list of bill referrals, the following bills have been added to the list of referrals: AB 1696, AB 1742, AB 1757, AB 1783, AB 1890, AB 1917, AB 1955, AB 1961, AB 1991, AB 2047, AB 2095, AB 2102, AB 2114, AB 2132, AB 2193, AB 2256, AB 2301, AB 2407, AB 2453, AB 2462, AB 2599, AB 2623, AB 2625, AB 2635, AB 2653, AB 2667, AB 2676, AB 2721, AB 2727, AB 2729, AB 2739, AB 2799, AB 2823, and ACR 156. The referral recommendation for AB 2639 has changed.

REFERRAL OF BILLS TO COMMITTEE

03/10/2022

Pursuant to the Assembly Rules, the following bills were referred to committee:

<u>Assembly Bill No.</u>	<u>Committee:</u>
<u>AB 1696</u>	ELECTIONS
<u>AB 1742</u>	G.O.
<u>AB 1742</u>	JUD.
<u>AB 1757</u>	W., P., & W.
<u>AB 1783</u>	ELECTIONS
<u>AB 1890</u>	REV. & TAX.
<u>AB 1917</u>	P. & C.P.
<u>AB 1917</u>	JUD.
<u>AB 1955</u>	PUB. S.
<u>AB 1961</u>	H. & C.D.
<u>AB 1991</u>	H. & C.D.
<u>AB 2047</u>	ED.
<u>AB 2095</u>	L. & E.
<u>AB 2102</u>	JUD.
<u>AB 2102</u>	B. & P.
<u>AB 2114</u>	NAT. RES.
<u>AB 2132</u>	HIGHER ED.
<u>AB 2132</u>	HEALTH
<u>AB 2193</u>	JUD.
<u>AB 2256</u>	C. & C.
<u>AB 2301</u>	G.O.
<u>AB 2407</u>	B. & P.
<u>AB 2407</u>	PUB. S.
<u>AB 2414</u>	AGRI.
<u>AB 2418</u>	PUB. S.
<u>AB 2453</u>	L. GOV.
<u>AB 2453</u>	REV. & TAX.
<u>AB 2454</u>	A. & A.R.
<u>AB 2460</u>	NAT. RES.
<u>AB 2461</u>	PUB. S.
<u>AB 2462</u>	TRANS.
<u>AB 2463</u>	L. & E.
<u>AB 2464</u>	HIGHER ED.
<u>AB 2465</u>	ED.
<u>AB 2469</u>	H. & C.D.
<u>AB 2469</u>	JUD.
<u>AB 2471</u>	G.O.
<u>AB 2473</u>	HEALTH
<u>AB 2475</u>	ED.
<u>AB 2475</u>	HUM. S.
<u>AB 2477</u>	E.M.
<u>AB 2479</u>	NAT. RES.
<u>AB 2480</u>	HUM. S.
<u>AB 2481</u>	E.S. & T.M.

<u>AB 2482</u>	HIGHER ED.
<u>AB 2483</u>	H. & C.D.
<u>AB 2484</u>	ED.
<u>AB 2485</u>	NAT. RES.
<u>AB 2485</u>	H. & C.D.
<u>AB 2486</u>	P. & C.P.
<u>AB 2487</u>	AGRI.
<u>AB 2489</u>	ED.
<u>AB 2495</u>	JUD.
<u>AB 2497</u>	P.E. & R.
<u>AB 2498</u>	ED.
<u>AB 2500</u>	AGRI.
<u>AB 2500</u>	HEALTH
<u>AB 2503</u>	JUD.
<u>AB 2504</u>	HEALTH
<u>AB 2505</u>	L. GOV.
<u>AB 2506</u>	REV. & TAX.
<u>AB 2506</u>	B. & P.
<u>AB 2507</u>	ED.
<u>AB 2508</u>	ED.
<u>AB 2509</u>	TRANS.
<u>AB 2509</u>	M. & V.A.
<u>AB 2512</u>	W., P., & W.
<u>AB 2512</u>	JUD.
<u>AB 2515</u>	B. & P.
<u>AB 2516</u>	HEALTH
<u>AB 2517</u>	HUM. S.
<u>AB 2521</u>	HEALTH
<u>AB 2525</u>	ED.
<u>AB 2526</u>	PUB. S.
<u>AB 2528</u>	ELECTIONS
<u>AB 2530</u>	HEALTH
<u>AB 2531</u>	H. & C.D.
<u>AB 2531</u>	L. GOV.
<u>AB 2532</u>	NAT. RES.
<u>AB 2534</u>	PUB. S.
<u>AB 2534</u>	HEALTH
<u>AB 2536</u>	L. GOV.
<u>AB 2538</u>	E.M.
<u>AB 2540</u>	B. & F.
<u>AB 2542</u>	TRANS.
<u>AB 2543</u>	PUB. S.
<u>AB 2545</u>	PUB. S.
<u>AB 2546</u>	AGING & L.T.C.
<u>AB 2546</u>	HEALTH
<u>AB 2547</u>	H. & C.D.
<u>AB 2547</u>	AGING & L.T.C.
<u>AB 2548</u>	AGING & L.T.C.

<u>AB 2551</u>	PUB. S.
<u>AB 2552</u>	PUB. S.
<u>AB 2553</u>	PUB. S.
<u>AB 2554</u>	TRANS.
<u>AB 2555</u>	PUB. S.
<u>AB 2556</u>	P.E. & R.
<u>AB 2557</u>	PUB. S.
<u>AB 2557</u>	JUD.
<u>AB 2558</u>	P. & C.P.
<u>AB 2559</u>	JUD.
<u>AB 2559</u>	P. & C.P.
<u>AB 2562</u>	TRANS.
<u>AB 2563</u>	TRANS.
<u>AB 2563</u>	NAT. RES.
<u>AB 2564</u>	HEALTH
<u>AB 2565</u>	ED.
<u>AB 2568</u>	INS.
<u>AB 2568</u>	B. & P.
<u>AB 2569</u>	H. & C.D.
<u>AB 2569</u>	HUM. S.
<u>AB 2573</u>	ED.
<u>AB 2574</u>	B. & P.
<u>AB 2576</u>	ELECTIONS
<u>AB 2577</u>	ELECTIONS
<u>AB 2579</u>	HUM. S.
<u>AB 2580</u>	G.O.
<u>AB 2581</u>	HEALTH
<u>AB 2582</u>	ELECTIONS
<u>AB 2583</u>	PUB. S.
<u>AB 2584</u>	ELECTIONS
<u>AB 2585</u>	HEALTH
<u>AB 2586</u>	HEALTH
<u>AB 2587</u>	U. & E.
<u>AB 2587</u>	NAT. RES.
<u>AB 2588</u>	PUB. S.
<u>AB 2589</u>	REV. & TAX.
<u>AB 2591</u>	JUD.
<u>AB 2593</u>	NAT. RES.
<u>AB 2594</u>	TRANS.
<u>AB 2595</u>	JUD.
<u>AB 2595</u>	HUM. S.
<u>AB 2597</u>	H. & C.D.
<u>AB 2598</u>	ED.
<u>AB 2599</u>	TRANS.
<u>AB 2600</u>	A. & A.R.
<u>AB 2602</u>	TRANS.
<u>AB 2604</u>	AGING & L.T.C.
<u>AB 2604</u>	INS.

<u>AB 2605</u>	E.S. & T.M.
<u>AB 2606</u>	B. & P.
<u>AB 2607</u>	NAT. RES.
<u>AB 2608</u>	ELECTIONS
<u>AB 2609</u>	NAT. RES.
<u>AB 2611</u>	B. & P.
<u>AB 2613</u>	NAT. RES.
<u>AB 2616</u>	JUD.
<u>AB 2617</u>	HIGHER ED.
<u>AB 2617</u>	ED.
<u>AB 2619</u>	HUM. S.
<u>AB 2620</u>	REV. & TAX.
<u>AB 2621</u>	INS.
<u>AB 2622</u>	REV. & TAX.
<u>AB 2623</u>	H. & C.D.
<u>AB 2624</u>	HIGHER ED.
<u>AB 2625</u>	L. GOV.
<u>AB 2627</u>	P. & C.P.
<u>AB 2627</u>	HIGHER ED.
<u>AB 2628</u>	HUM. S.
<u>AB 2628</u>	JUD.
<u>AB 2630</u>	H. & C.D.
<u>AB 2631</u>	L. GOV.
<u>AB 2631</u>	JUD.
<u>AB 2632</u>	PUB. S.
<u>AB 2634</u>	HUM. S.
<u>AB 2635</u>	C. & C.
<u>AB 2637</u>	B. & P.
<u>AB 2638</u>	ED.
<u>AB 2638</u>	E.S. & T.M.
<u>AB 2639</u>	W., P., & W.
<u>AB 2639</u>	E.S. & T.M.
<u>AB 2640</u>	ED.
<u>AB 2644</u>	PUB. S.
<u>AB 2645</u>	E.M.
<u>AB 2647</u>	L. GOV.
<u>AB 2647</u>	JUD.
<u>AB 2650</u>	B. & P.
<u>AB 2650</u>	JUD.
<u>AB 2651</u>	REV. & TAX.
<u>AB 2653</u>	H. & C.D.
<u>AB 2653</u>	L. GOV.
<u>AB 2654</u>	PUB. S.
<u>AB 2654</u>	HUM. S.
<u>AB 2657</u>	PUB. S.
<u>AB 2658</u>	PUB. S.
<u>AB 2659</u>	HEALTH
<u>AB 2660</u>	PUB. S.

<u>AB 2661</u>	INS.
<u>AB 2662</u>	JUD.
<u>AB 2664</u>	HIGHER ED.
<u>AB 2664</u>	A.,E.,S.,T., & I.M.
<u>AB 2666</u>	HEALTH
<u>AB 2666</u>	HIGHER ED.
<u>AB 2667</u>	U. & E.
<u>AB 2667</u>	NAT. RES.
<u>AB 2668</u>	H. & C.D.
<u>AB 2668</u>	L. GOV.
<u>AB 2669</u>	PUB. S.
<u>AB 2670</u>	L. & E.
<u>AB 2671</u>	B. & P.
<u>AB 2672</u>	NAT. RES.
<u>AB 2672</u>	JUD.
<u>AB 2673</u>	NAT. RES.
<u>AB 2674</u>	NAT. RES.
<u>AB 2675</u>	ED.
<u>AB 2676</u>	HIGHER ED.
<u>AB 2677</u>	P. & C.P.
<u>AB 2679</u>	B. & P.
<u>AB 2679</u>	P. & C.P.
<u>AB 2680</u>	HEALTH
<u>AB 2682</u>	TRANS.
<u>AB 2682</u>	PUB. S.
<u>AB 2683</u>	HIGHER ED.
<u>AB 2684</u>	B. & P.
<u>AB 2685</u>	B. & P.
<u>AB 2686</u>	B. & P.
<u>AB 2687</u>	B. & P.
<u>AB 2689</u>	B. & F.
<u>AB 2689</u>	P. & C.P.
<u>AB 2691</u>	B. & P.
<u>AB 2692</u>	HIGHER ED.
<u>AB 2692</u>	M. & V.A.
<u>AB 2693</u>	L. & E.
<u>AB 2696</u>	U. & E.
<u>AB 2696</u>	NAT. RES.
<u>AB 2699</u>	PUB. S.
<u>AB 2700</u>	NAT. RES.
<u>AB 2703</u>	TRANS.
<u>AB 2706</u>	PUB. S.
<u>AB 2709</u>	HEALTH
<u>AB 2711</u>	HUM. S.
<u>AB 2711</u>	JUD.
<u>AB 2712</u>	PUB. S.
<u>AB 2713</u>	H. & C.D.
<u>AB 2713</u>	JUD.

<u>AB 2714</u>	ED.
<u>AB 2715</u>	PUB. S.
<u>AB 2718</u>	PUB. S.
<u>AB 2719</u>	NAT. RES.
<u>AB 2721</u>	NAT. RES.
<u>AB 2722</u>	NAT. RES.
<u>AB 2723</u>	B. & P.
<u>AB 2723</u>	PUB. S.
<u>AB 2725</u>	HEALTH
<u>AB 2726</u>	PUB. S.
<u>AB 2727</u>	HEALTH
<u>AB 2729</u>	L. & E.
<u>AB 2739</u>	HEALTH
<u>AB 2799</u>	PUB. S.
<u>AB 2823</u>	HEALTH
<u>ACR 155</u>	RLS.
<u>ACR 156</u>	RLS.
<u>AJR 28</u>	PUB. S.
<u>HR 95</u>	RLS.
<u>HR 96</u>	RLS.
<u>HR 97</u>	RLS.
<u>SCR 72</u>	RLS.
<u>SCR 74</u>	RLS.
<u>SCR 82</u>	RLS.

Assembly Concurrent Resolution

No. 155

Introduced by Assembly Member Aguiar-Curry

March 3, 2022

Assembly Concurrent Resolution No. 155—Relative to Family Physician Week.

LEGISLATIVE COUNSEL’S DIGEST

ACR 155, as introduced, Aguiar-Curry. Family Physician Week.

This measure would designate the week of March 13, 2022, to March 19, 2022, inclusive, as Family Physician Week.

Fiscal committee: no.

1 WHEREAS, California family physicians have historically
2 demonstrated their dedication to the health and well-being of
3 Californians by emphasizing coordinated care, better health
4 outcomes and patient experience, and health equity; and

5 WHEREAS, Family physicians have studied for a minimum of
6 seven years from medical school through residency and have
7 received specialized training to provide preventive and primary
8 care medical treatment for the people of our state from birth to end
9 of life; and

10 WHEREAS, Family physicians receive extensive training in
11 behavioral health, pediatrics, obstetrics, gynecology, and geriatric
12 care; and

13 WHEREAS, Family physician care is based on knowledge of
14 the whole person in the context of the family and the community
15 and is not limited by age, sex, or type of health condition, and their
16 broad skill set is particularly valuable in communities or

1 geographical areas where certain specialists and subspecialists
2 may not be available; and

3 WHEREAS, In the United States, almost the majority of the
4 visits to physicians’ offices in rural areas are to family physician
5 offices; and

6 WHEREAS, California family physicians provide high-quality
7 care and reduce costs to the health care system through leadership,
8 collaboration, and innovation, and studies have shown that every
9 \$1 increase in primary care expenditures resulted in \$13 in savings
10 in other services, such as specialty care, emergency department
11 visits, and in-patient care; and

12 WHEREAS, During the current COVID-19 pandemic, family
13 physicians have worked on the front lines to provide testing,
14 vaccinations, and critical care to patients ensuring their health,
15 safety, and well-being; and

16 WHEREAS, The California Academy of Family Physicians is
17 a physician organization with more than 10,000 family physicians,
18 residents, and medical students dedicated to promoting the highest
19 standards of the profession of family medicine, fostering excellence
20 through continuing medical education, and serving as an advocate
21 for family physicians and their patients; now, therefore, be it

22 *Resolved by the Assembly of the State of California, the Senate*
23 *thereof concurring,* That the Legislature hereby designates the
24 week of March 13, 2022, to March 19, 2022, inclusive, as Family
25 Physician Week; and be it further

26 *Resolved,* That the Chief Clerk of the Assembly transmit copies
27 of this resolution to the author for appropriate distribution.

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Date of Hearing: March 10, 2022

ASSEMBLY COMMITTEE ON RULES
Ken Cooley, Chair
ACR 155 (Aguiar-Curry) – As Introduced March 3, 2022

SUBJECT: Family Physician Week.

SUMMARY: Designates the week of March 13, 2022, to March 19, 2022, inclusive, as Family Physician Week. Specifically, **this resolution** makes the following legislative findings:

- 1) California family physicians have historically demonstrated their dedication to the health and well-being of Californians by emphasizing coordinated care, better health outcomes and patient experience, and health equity.
- 2) Family physicians have studied for a minimum of seven years from medical school through residency and have received specialized training to provide preventive and primary care medical treatment for the people of our state from birth to end of life.
- 3) Family physician care is based on knowledge of the whole person in the context of the family and the community and is not limited by age, sex, or type of health condition, and their broad skill set is particularly valuable in communities or geographical areas where certain specialists and subspecialists may not be available.
- 4) California family physicians provide high-quality care and reduce costs to the health care system through leadership, collaboration, and innovation, and studies have shown that every \$1 increase in primary care expenditures resulted in \$13 in savings in other services, such as specialty care, emergency department visits, and in-patient care.
- 5) During the current COVID-19 pandemic, family physicians have worked on the front lines to provide testing, vaccinations, and critical care to patients ensuring their health, safety, and well-being.
- 6) The California Academy of Family Physicians is a physician organization with more than 10,000 family physicians, residents, and medical students dedicated to promoting the highest standards of the profession of family medicine, fostering excellence through continuing medical education, and serving as an advocate for family physicians and their patients.

FISCAL EFFECT: None

REGISTERED SUPPORT / OPPOSITION:

Support

None on file

Opposition

None on file

Analysis Prepared by: Michael Erke / RLS. / (916) 319-2800

Assembly Concurrent Resolution

No. 156

**Introduced by Assembly Member Mullin
(Coauthors: Assembly Members Cooper, Gallagher, McCarty, and
O'Donnell)**

March 7, 2022

Assembly Concurrent Resolution No. 156—Relative to Irish
American Heritage Month.

LEGISLATIVE COUNSEL'S DIGEST

ACR 156, as introduced, Mullin. Irish American Heritage Month.

This measure would, among other things, designate March 2022 as
Irish American Heritage Month in honor of the multitude of
contributions that Irish Americans have made to the country and state.

Fiscal committee: no.

- 1 WHEREAS, The democratic expression of the people of
2 Ireland's will in 1918 led directly to the establishment of an
3 independent state and enabled the people of Ireland to enjoy the
4 freedom they have today; and
5 WHEREAS, The First Dáil gave a voice to the people of
6 Ireland's expression of self-determination in the 1918 general
7 election; and
8 WHEREAS, On January 21, 1919, the first meeting of the
9 unicameral parliament of the revolutionary Irish Republic, known
10 as the First Dáil Éireann, met in Dublin's Mansion House to declare
11 Ireland to be an independent nation and to establish its alternative
12 parliament; and

1 WHEREAS, The First Dáil produced a Declaration of
2 Independence and a Message to the Free Nations of the World;
3 and

4 WHEREAS, The United States recognized and established
5 diplomatic relations with the Irish Free State in 1924; and

6 WHEREAS, On April 10, 1998, the Government of Ireland and
7 the Government of the United Kingdom signed the Good Friday
8 Agreement, also known as the “Belfast Agreement”, with the goals
9 of bringing a new era of devolved government and democracy to
10 Northern Ireland, ending violence, and ensuring peace for the
11 people on the island of Ireland; and

12 WHEREAS, The successful negotiation of the Good Friday
13 Agreement stands as a historic and groundbreaking success that
14 has proven critical to the decades of relative peace that have
15 followed; and

16 WHEREAS, Millions of Irish people, faced with severe hardship
17 due to famine and poverty in their nation, immigrated to the United
18 States over the last several centuries in search of a more promising
19 future for themselves and their families; and

20 WHEREAS, The journey to America from the Emerald Isle was
21 not paved with gold. The Irish spirit of determination, perseverance,
22 and grit prevailed against dangerous seas and deadly conditions
23 with their hearts set on the horizon; and

24 WHEREAS, Irish Americans initially suffered prejudice and
25 discrimination upon first arriving in the United States. As the years
26 went on, Irish Americans became deeply integrated in their
27 communities and made numerous contributions in all aspects of
28 American society and culture; and

29 WHEREAS, Irish Americans played vital roles in the
30 development of the United States. Nine Irish Americans were
31 signers of the Declaration of Independence, and 22 Presidents of
32 the United States have been of Irish heritage, including John F.
33 Kennedy, Ronald Reagan, Bill Clinton, and Barack Obama; and

34 WHEREAS, Many people of Irish descent have contributed to
35 great movements that have helped to shape our country and its
36 role in the world, including Mother Jones, labor activist; Lucy
37 Burns, activist in the Women’s Suffrage Movement; and Senator
38 George J. Mitchell, negotiator of the Belfast Agreement; and

39 WHEREAS, Irish Americans have also played a major role in
40 California politics as governors, legislative leaders, city mayors,

1 and other public officials, who have worked tirelessly to build
2 California into the state that it is today; and

3 WHEREAS, Irish Americans were significantly involved in the
4 development of infrastructure throughout the United States,
5 especially in the State of California. This included work on
6 railroads and bridges that connected the west to the east. The Irish
7 were also instrumental in the building of dams, roads, canals, and
8 buildings that expanded greatly in the late 1800s; and

9 WHEREAS, Many Irish Americans have made their mark as
10 peace officers and firefighters and have risked or lost their lives
11 on countless occasions in carrying out their duties; and

12 WHEREAS, Many outstanding soldiers, never to be forgotten,
13 who fought for American freedom in the Revolutionary War were
14 of Irish descent. Irish Americans have proudly served with
15 distinction in every war that this nation has fought and continue
16 to do so today; and

17 WHEREAS, Many Irish Americans have contributed greatly to
18 the United States economy in business, including: Alexander
19 Turney Stewart, the inventor of the American department store;
20 Cathleen Black, president of Hearst Publishing; Jack Welch, former
21 president and chief executive officer of General Electric; Herb
22 Kelleher, cofounder of Southwest Airlines; Paul Adams of
23 Facebook; John Donahoe, chief executive officer of eBay, Inc.;
24 Conrad Burke, founder of Innovalight, Inc.; and Maggie Sullivan
25 Wilderotter, chief executive officer of Frontier Communications;
26 and

27 WHEREAS, Irish Americans have contributed to the field of
28 science, including: astronaut Michael Collins; the first female
29 commander of a space shuttle, Eileen Collins; physicist and Nobel
30 Laureate Charles H. Townes; and bioengineer and MacArthur
31 “Genius Grant” recipient James Collins; and

32 WHEREAS, Irish Americans have contributed to the American
33 literary tradition through great authors, including Flannery
34 O’Connor, Eugene O’Neill, F. Scott Fitzgerald, Mary McCarthy,
35 Tom Clancy, and Frank McCourt; and

36 WHEREAS, Irish Americans have contributed to American
37 entertainment with such stars as actors Jack Nicholson, John
38 Wayne, and George Clooney; actor and comedian Bill Murray;
39 actress Grace Kelly; actress and comedian Rosie O’Donnell; actor
40 and singer Bing Crosby; actress and singer Rosemary Clooney;

1 actress and singer Judy Garland; comedian Conan O’Brien; and
2 actor and director Edward Burns, all being of Irish heritage; and

3 WHEREAS, Today, over 35,000,000 Americans claim Irish
4 heritage, and they continue to contribute to the politics, economy,
5 and of the United States and California; now, therefore, be it

6 *Resolved by the Assembly of the State of California, the Senate*
7 *thereof concurring*, That the Legislature, in honor of the multitude
8 of contributions that Irish Americans have made to make this a
9 better country and state for all people, designates March 2022 to
10 be Irish American Heritage Month in California, and calls upon
11 the people of the state to observe the month of March with
12 appropriate ceremonies, programs, and activities, especially on
13 March 17, since everyone is Irish on St. Patrick’s Day; and be it
14 further

15 *Resolved*, That the Chief Clerk of the Assembly transmit copies
16 of this resolution to the author for appropriate distribution.

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Date of Hearing: March 10, 2022

ASSEMBLY COMMITTEE ON RULES
Ken Cooley, Chair
ACR 156 (Mullin) – As Introduced March 7, 2022

SUBJECT: Irish American Heritage Month.

SUMMARY: Designates March 2022 as Irish American Heritage Month in honor of the multitude of contributions that Irish Americans have made to the country and state. Specifically, **this resolution** makes the following legislative findings:

- 1) The democratic expression of the people of Ireland's will in 1918 led directly to the establishment of an independent state and enabled the people of Ireland to enjoy the freedom they have today.
- 2) The First Dáil gave a voice to the people of Ireland's expression of self-determination in the 1918 general election. On January 21, 1919, the first meeting of the unicameral parliament of the revolutionary Irish Republic, known as the First Dáil Éireann, met in Dublin's Mansion House to declare Ireland to be an independent nation and to establish its alternative parliament.
- 3) The United States recognized and established diplomatic relations with the Irish Free State in 1924. Millions of Irish people, faced with severe hardship due to famine and poverty in their nation, immigrated to the United States over the last several centuries in search of a more promising future for themselves and their families.
- 4) Irish Americans initially suffered prejudice and discrimination upon first arriving in the United States. As the years went on, Irish Americans became deeply integrated in their communities and made numerous contributions in all aspects of American society and culture.
- 5) Irish Americans have also played a major role in California politics as governors, legislative leaders, city mayors, and other public officials, who have worked tirelessly to build California into the state that it is today.
- 6) Irish Americans were significantly involved in the development of infrastructure throughout the United States, especially in the State of California, including work on railroads and bridges.
- 7) Many Irish Americans have made their mark as peace officers and firefighters and have risked or lost their lives on countless occasions in carrying out their duties.
- 8) Today, over 35 million Americans claim Irish heritage, and they continue to contribute to the politics and economy of the United States and California.

FISCAL EFFECT: None

REGISTERED SUPPORT / OPPOSITION:

Support

None on file

Opposition

None on file

Analysis Prepared by: Michael Erke / RLS. / (916) 319-2800

House Resolution

No. 89

Introduced by Assembly Member Cristina Garcia

February 17, 2022

House Resolution No. 89—Relative to Women’s History Month.

1 WHEREAS, American women of every culture, class, and ethnic
2 background have participated in the founding and building of our
3 nation, have made historic contributions to the growth and strength
4 of our nation, and have played a critical role in shaping the
5 economic, cultural, and social fabric of our society, not in the least
6 of ways through their participation in the labor force, working both
7 inside and outside the home; and

8 WHEREAS, Women have been leaders in every movement for
9 social change, including their own movement for suffrage and
10 equal rights, the fight for emancipation, the struggle to organize
11 labor unions, and the civil rights movement, as well as leading the
12 call for peace and organizing to preserve the environment; and

13 WHEREAS, In light of these efforts and the achievements of
14 all American women, we take this opportunity to honor women
15 and their contribution to the development of our society and our
16 world; and

17 WHEREAS, The celebration of Women’s History Month will
18 provide an opportunity for schools and communities to focus
19 attention on the historical role and accomplishments of the women
20 of California and the United States, and for students, in particular,
21 to benefit from an awareness of these contributions; and

22 WHEREAS, Women’s History Month will be not only a call to
23 acknowledge the outstanding American women whose names we

1 know, but also a call to pay homage to the many women who have
2 anonymously shaped our collective past; and

3 WHEREAS, The observance of Women’s History Week was
4 initiated by the Sonoma County Commission on the Status of
5 Women in 1977, a celebration that evolved into Women’s History
6 Month, commemorated throughout the nation by schools,
7 historians, and community groups; and

8 WHEREAS, The achievements of the women who have gone
9 before us will enable contemporary women and men to create
10 tomorrow’s history by working toward an end to physical and
11 sexual violence against women, discrimination and harassment in
12 employment, and the relegation to poverty status of many women,
13 and by advocating for the full participation of women in the
14 economic and political arena, the provision of adequate childcare,
15 respect for those who choose homemaking and motherhood as
16 their career, and equal access to all of the opportunities this great
17 nation has to offer; and

18 WHEREAS, The story of the women’s rights movement
19 deserves telling because of the significance and scope of women’s
20 role in making history and shaping the cultural and societal makeup
21 of California and the United States, and because it is a rich part of
22 our common heritage, a story of gallantry and devotion to the belief
23 that the opportunity for complete human dignity should not be
24 denied to one-half of the state and the nation; now, therefore, be
25 it

26 *Resolved by the Assembly of the State of California,* That the
27 Assembly takes pleasure in joining the California Commission on
28 the Status of Women and Girls in honoring the contributions of
29 women, and proclaims the month of March 2022 as Women’s
30 History Month; and be it further

31 *Resolved,* That the Chief Clerk of the Assembly transmit copies
32 of this resolution to the Chair of the California Legislative
33 Women’s Caucus and to the Chair of the California Commission
34 on the Status of Women and Girls for distribution to appropriate
35 organizations.

O

Date of Hearing: March 10, 2022

ASSEMBLY COMMITTEE ON RULES
Ken Cooley, Chair
HR 89 (Cristina Garcia) – As Introduced February 17, 2022

SUBJECT: Women’s History Month.

SUMMARY: Proclaims the month of March 2022 as Women’s History Month and provides that the Assembly takes pleasure in joining the California Commission on the Status of Women and Girls in honoring the contributions of women. Specifically, **this resolution** makes the following legislative findings:

- 1) American women of every culture, class, and ethnic background have participated in the founding and building of our nation, have made historic contributions to the growth and strength of our nation, and have played a critical role in shaping the economic, cultural, and social fabric of our society.
- 2) Women have been leaders in every movement for social change, including their own movement for suffrage and equal rights, the fight for emancipation, the struggle to organize labor unions, and the civil rights movement, as well as leading the call for peace and organizing to preserve the environment.
- 3) The achievements of the women who have gone before us will enable contemporary women and men to create tomorrow’s history by working toward an end to physical and sexual violence against women, discrimination and harassment in employment, and the relegation to poverty status of many women.
- 4) The celebration of Women’s History Month will provide an opportunity for schools and communities to focus attention on the historical role and accomplishments of the women of California and the United States, and for students, in particular, to benefit from an awareness of these contributions.

FISCAL EFFECT: None

REGISTERED SUPPORT / OPPOSITION:

Support

None on file

Opposition

None on file

Analysis Prepared by: Michael Erke / RLS. / (916) 319-2800

COMMITTEES
CHAIR: EDUCATION
BUDGET
PUBLIC EMPLOYMENT AND RETIREMENT
TRANSPORTATION

SUBCOMMITTEES
BUDGET SUBCOMMITTEE NO. 2 ON
EDUCATION FINANCE

SELECT COMMITTEE
CHAIR: PORTS AND GOODS MOVEMENT

Assembly California Legislature



PATRICK O'DONNELL
ASSEMBLYMEMBER, SEVENTIETH DISTRICT

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0070
(916) 319-2070
FAX (916) 319-2170

DISTRICT OFFICES
5000 E. SPRING STREET, SUITE 550
LONG BEACH, CA 90815
(562) 429-0470
FAX (562) 429-7871

461 W. SIXTH STREET, SUITE 209
SAN PEDRO, CA 90731
(310) 548-6420
FAX (310) 548-4160

March 8, 2022

Assemblymember Ken Cooley, Chair
Assembly Rules Committee
State Capitol, Room 3016
Sacramento, CA 95814

Dear Assemblymember Cooley:

I am requesting permission to add an urgency clause to AB 2058, as it is proposed to be amended per the attached RN. This bill improves access to high quality career technical programs for K-12 students by consolidating two key CTE programs, thereby reducing the administrative and reporting burdens at the state and local level. In order to ensure the orderly and efficient oversight and administration of K-12 career technical education programs as of the 2022-23 school year, it is necessary that this act take effect immediately.

Please contact Jocelyn Twilla or Debbie Look at (916) 319-2087, if there are any concerns. Thank you for your consideration of this matter.

Respectfully,

A handwritten signature in black ink that reads "Patrick O'Donnell".

Patrick O'Donnell
Assemblymember, Seventieth District

PROPOSED AMENDMENTS

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PROPOSED AMENDMENTS TO ASSEMBLY BILL NO. 2058

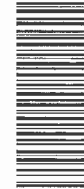
CALIFORNIA LEGISLATURE—2021–22 REGULAR SESSION

ASSEMBLY BILL

No. 2058

Introduced by Assembly ~~Member~~ *Members O’Donnell and
Quirk-Silva*
(Coauthors: Assembly Members Grayson and Mullin)

February 14, 2022



RN2209191

Amendments 1 & 2
Amendment 3

An act to amend Sections ~~53071 and 53076~~ of 53070, 53071, 53076, 88821, 88822, 88823, 88825, and 88826 of, to add Section 53076.5 to, to repeal Sections 88827, 88828, 88829, 88830, 88831, 88832, and 88833 of, and to repeal and add Section 53076.4 of, the Education Code, relating to career technical ~~education~~, education, and declaring the urgency thereof, to take effect immediately.

Amendment 4

Amendment 5

LEGISLATIVE COUNSEL’S DIGEST

AB 2058, as introduced, O’Donnell. Career technical education: California Career Technical Education Incentive Grant Program: ~~reporting requirements~~. *Strong Workforce Program*.

~~Existing~~

(1) Existing law establishes the California Career Technical Education Incentive Grant Program, administered by the State Department of Education, with the purpose of encouraging, maintaining, and strengthening the delivery of high-quality career technical education programs. Existing law ~~requires~~ provides, for the 2021–22 fiscal year and each fiscal year thereafter, that \$300,000,000 shall be available to the department, upon appropriation by the Legislature, for the program.

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This bill instead would provide, for the 2022–23 fiscal year, and each fiscal year thereafter, that \$450,000,000 shall be made available to the department upon appropriation by the Legislature, for the program.

(2) Existing law requires grant applicants to meet minimum requirements, including, among other things, reporting to the Superintendent of Public Instruction data on the number of pupils completing career technical education coursework.

This bill would require applicants to additionally report data on the number of pupils completing a career technical education pathway consisting of a sequence of 2 or more career technical education courses in the same career technical education subject matter discipline.

~~Existing~~

(3) Existing law requires the Superintendent to take specified actions for purposes of administering the California Career Technical Education Incentive Grant Program.

~~*This bill would require the Superintendent to conduct a review of existing K–12 career technical education programs, in collaboration with specified entities, and provide recommendations, on or before January 1, 2024, about how to streamline program applications and reporting timelines and requirements to the relevant policy and fiscal committees of the Legislature. ensure a level of professional staffing within the department that is dedicated to career technical education, sufficient to effectively administer the program and other federal and state career technical education programs, as specified.*~~

(4) Existing law requires the K–12 Workforce Pathway Coordinators and the K–14 Technical Assistance Providers to provide technical assistance and support to grant recipients, as provided.

This bill would, commencing with the 2022–23 fiscal year, and each fiscal year thereafter, instead require \$12,000,000 to be made available to the department, subject to an appropriation in the annual Budget Act or another statute, to provide regional career technical education coordinators for the provision of technical assistance and support to local educational agencies in implementing career technical education courses, programs, and pathways, as provided.

(5) Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law establishes the Strong Workforce Program to provide funding to career technical education regional consortia made up of community college districts, as specified. Existing

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law also establishes a K–12 component of the Strong Workforce Program. Existing law provides that, commencing with the 2018–19 fiscal year, the amount appropriated in the annual Budget Act for the K–12 component of the program is used 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 program.

This bill would repeal the K–12 component of the Strong Workforce Program and would provide that the administration of any outstanding allocations or contracts for the K–12 component of the Strong Workforce Program shall be administered by the department pursuant to the California Career Technical Education Incentive Grant Program.

This bill would declare that it is to take effect immediately as an urgency statute.

Vote: ~~majority~~^{2/3}. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

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

- + SECTION 1. Section 53070 of the Education Code is amended
- + to read:
- + 53070. (a) The California Career Technical Education
- + Incentive Grant Program is hereby established as a state education,
- + economic, and workforce development initiative with the goal of
- + providing pupils in kindergarten and grades 1 to 12, inclusive, with
- + the knowledge and skills necessary to transition to employment
- + and postsecondary education. The purpose of the competitive
- + program is to encourage, maintain, and strengthen the delivery of
- + high-quality career technical education programs.
- + (b) The following amounts are hereby appropriated to the
- + department from the General Fund for the program established
- + pursuant to this chapter:
- + (1) For the 2015–16 fiscal year, four hundred million dollars
- + (\$400,000,000).
- + (2) For the 2016–17 fiscal year, three hundred million dollars
- + (\$300,000,000).
- + (3) For the 2017–18 fiscal year, two hundred million dollars
- + (\$200,000,000).
- + (c) For the 2018–19 fiscal year to the 2020–21 fiscal year,
- + inclusive, one hundred fifty million dollars (\$150,000,000) shall

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+ be made available to the department, upon appropriation by the
+ Legislature in the annual Budget Act or another statute, for the
+ program established pursuant to this chapter.

+ (d) For the 2021–22 fiscal year and each fiscal year thereafter,
+ year; three hundred million dollars (\$300,000,000) shall be made
+ available to the department, upon appropriation by the Legislature
+ in the annual Budget Act or another statute, for the program
+ established pursuant to this chapter.

+ (e) For the 2022–23 fiscal year and each fiscal year thereafter,
+ four hundred fifty million dollars (\$450,000,000) shall be made
+ available to the department, upon appropriation by the Legislature
+ in the annual Budget Act or another statute, for the program
+ established pursuant to this chapter.

+ (e)
+ (f) Of the amounts appropriated pursuant to subdivisions (b),
+ (c), and (d), and (e), 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 Superintendent in collaboration
+ with the executive director of the state board. 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. For any
+ applicant consisting of more than one school district, county office
+ of education, charter school, or regional occupational center or
+ program (ROCP) operated by a joint powers authority or county
+ office of education, 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.

1 ~~SECTION 1.~~
2 *SEC. 2.* Section 53071 of the Education Code is amended to
+ read:
3 53071. The department shall administer this program as a
4 competitive grant program. An applicant shall demonstrate all of
5 the following to be considered for a grant award:
6 (a) (1) A proportional dollar-for-dollar match as follows for
7 any funding that an applicant is determined to be eligible to receive
8 under the allocation formula established pursuant to Section 53076:

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9 (A) For the fiscal year beginning July 1, 2015, one dollar (\$1)
10 for every one dollar (\$1) received from this program.

11 (B) For the fiscal year beginning July 1, 2016, one dollar and
12 fifty cents (\$1.50) for every one dollar (\$1) received from this
13 program.

14 (C) For the fiscal year beginning July 1, 2017, two dollars (\$2)
15 for every one dollar (\$1) received from this program.

16 (D) (i) For the fiscal year beginning July 1, 2018, and each
17 fiscal year thereafter, two dollars (\$2) for every one dollar (\$1)
18 received from this program.

19 (ii) Beginning July 1, 2021, the proportional dollar-for-dollar
20 match shall be encumbered in the fiscal year for which an applicant
21 is applying to receive a grant under the program.

22 (2) In the event an applicant is unable to fully match the amount
23 of funding that the allocation formula determines that they are
24 eligible to receive, the applicant's award shall be reduced to the
25 amount necessary for the applicant to meet the requirements of
26 this subdivision. Under no circumstances shall an applicant be
27 awarded an amount higher than the amount that the allocation
28 formula determines them to be eligible to receive under the
29 program.

30 (3) That local match may include funding from school district
31 and charter school local control funding formula apportionments
32 pursuant to Section 42238.02, the federal Strengthening Career
1 and Technical Education for the 21st Century Act (Perkins V)
2 (Public Law 115-224), the California Partnership Academies, the
3 Agricultural Career Technical Education Incentive Grant, or any
4 other allowable source except as provided in paragraph (4).

Page 3

5 (4) That local match shall not include funding from the K-12
6 component of the Strong Workforce Program established pursuant
7 to Section 88827, or the Career Technical Education Facilities
8 Program established pursuant to Section 17078.72.

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

11 (b) A three-year plan for continued financial and administrative
12 support of career technical education programs that demonstrates
13 a financial commitment of no less than the amount expended on
14 those programs in the previous fiscal year. The plan, at a minimum,
15 shall include the identification of available funding within an
16 applicant's current or projected budget to continue to support career

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Page 3 17 technical education programs and a written commitment to do so.
18 If an applicant consisting of more than one school district, county
19 office of education, charter school, or regional occupational center
20 or program operated by a joint powers authority or county office
21 of education, or any combination of these entities, is applying for
22 grant funding from this program, identification of available funding
23 and a written commitment shall be demonstrated by each
24 participating constituent entity.

25 (c) The applicant, or the applicant’s career technical education
26 program, as applicable, meets all of the following minimum
27 eligibility standards:

28 (1) Offers high quality curriculum and instruction aligned with
29 the California Career Technical Education Model Curriculum
30 Standards, including, but not limited to, providing a coherent
31 sequence of career technical education courses that enable pupils
32 to transition to postsecondary education programs that lead to a
33 career pathway or attain employment or industry certification upon
34 graduation from high school, including programs that integrate
35 academic and career technical education and that offer the
36 opportunity for participants to prepare for postsecondary enrollment
37 and to earn postsecondary credits through Advanced Placement
38 courses, International Baccalaureate courses, or by formal
39 agreement with a postsecondary partner to provide dual enrollment
40 opportunities.

Page 4 1 (2) Provides pupils with quality career exploration, guidance,
2 and a continuum of work-based learning opportunities aligned
3 with academic coursework, which may include paid internships.

4 (3) Provides pupil support services, including counseling and
5 leadership development, to address pupils’ social, emotional,
6 career, and academic needs.

7 (4) Provides for system alignment, coherence, and articulation,
8 including ongoing and structural regional or local partnerships
9 with postsecondary educational institutions, documented through
10 formal written agreements allowing for dual enrollment
11 opportunities.

12 (5) Forms ongoing and meaningful industry and labor
13 partnerships, evidenced by written agreements and through
14 participation on advisory committees and collaboration with
15 business and labor organizations to provide opportunities for pupils
16 to gain access to preapprenticeships, internships, industry

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Page 4 17 certifications, and work-based learning opportunities as well as
18 opportunities for industry to provide input to the career technical
19 education programs and curriculum.
20 (6) Provides opportunities for pupils to participate in after
21 school, extended day, and out-of-school internships, competitions,
22 leadership development opportunities, career and technical
23 education student organizations, and other work-based learning
24 opportunities.

25 (7) Reflects regional or local labor market demands, and focuses
26 on current or emerging high-skill, high-wage, or high-demand
27 occupations, and is informed by the regional plan of the local
28 Strong Workforce Program consortium.

29 (8) Leads to an industry-recognized credential or certificate, or
30 appropriate postsecondary education or training, employment, or
31 a postsecondary degree.

32 (9) Is staffed by skilled teachers or faculty, and provides
33 professional development opportunities for any teachers or faculty
34 members supporting pupils in those programs.

35 (10) Provides opportunities for pupils who are individuals with
36 exceptional needs to participate in all programs.

37 (11) (A) Reports data to the Superintendent, no later than
38 November 1 of each fiscal year, as a program participation
39 requirement, to allow for an evaluation of the program.

Page 5 1 (B) Data reported pursuant to this paragraph shall include, but
2 not be limited to, the quality indicators described in the California
3 State Plan for Career Technical Education required by the federal
4 Strengthening Career and Technical Education for the 21st Century
5 Act (Perkins V), and each of the following metrics:

6 (i) The high school graduation rate.

7 (ii) The number of pupils completing career technical education
8 coursework and the number of pupils completing a career technical
9 education pathway consisting of a sequence of two or more career
10 technical education courses in the same career technical education
11 subject matter discipline.

12 (iii) The number of pupils meeting academic and
13 career-readiness standards as defined in the College/Career
14 Indicator associated with the California School Dashboard.

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

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Page 5 18 (v) The number of former pupils employed and the types of
 19 businesses in which they are employed.
 20 (vi) The number of former pupils enrolled in each of the
 21 following:
 22 (I) A postsecondary educational institution.
 23 (II) A state apprenticeship program.
 24 (III) A form of job training other than a state apprenticeship
 25 program.

26 (C) No later than November 30 of each fiscal year, the California
 27 Workforce Pathways Joint Advisory Committee, established
 28 pursuant to Section 12053, shall review the data metrics specified
 29 in subparagraph (B) and make recommendations to the Department
 30 of Finance, the Governor, and the appropriate policy and fiscal
 31 committees of the Legislature as to both of the following topics:
 32 (i) Whether these data metrics remain the most appropriate
 33 metrics to measure and evaluate program outcomes for both new
 34 and renewal applicants.

35 (ii) Whether other metrics should be included.
 36 (D) The department shall make the data reported pursuant to
 37 subparagraph (B) available to the office of the Chancellor of the
 38 California Community Colleges, in the manner and form requested
 39 by the office of the Chancellor of the California Community
 40 Colleges, on or before December 30 of each fiscal year to ensure
 Page 6 1 that data is included in the California Community Colleges
 2 LaunchBoard data platform.
 3 ~~SEC. 2.~~
 + SEC. 3. Section 53076 of the Education Code is amended to
 4 read:
 5 53076. For purposes of administering the program established
 6 by this chapter, the Superintendent shall do all of the following:
 7 (a) Determine, in collaboration with the executive director of
 8 the state board, and make public on a preliminary basis at least 30
 9 days before a regularly scheduled meeting of the state board, the
 10 allocation formula, specific funding amounts, the purposes for
 11 which grant funds may be used, allowable and nonallowable
 12 expenditures, and the number of grants to be awarded. The
 13 information specified in this subdivision shall also be provided in
 14 writing to the appropriate policy and fiscal committees of the
 15 Legislature, the Department of Finance, and the Governor within
 16 30 days following final approval of the state board.

Amendment 8

PROPOSED AMENDMENTS

Page 6 17 (b) Distribute funding on a multiyear schedule, establish a
18 process for monitoring the use of the funding, and, if necessary,
19 cease distribution of funding and recover previously distributed
20 funding in the case of a recipient’s failure to report the specified
21 data to the Superintendent or comply with a grant prerequisite or
22 minimum standard.

23 (c) Annually review grant recipients’ expenditures on career
24 technical education programs for purposes of determining if the
25 grant recipients have met the dollar-for-dollar match requirement
26 specified in subdivision (a) of Section 53071. If, pursuant to
27 Section 53076.1, an auditor determines that a grant recipient failed
28 to meet the matching funds requirement, the Superintendent shall
29 reduce the following year’s grant allocation in an amount equal to
30 the unmet portion of the match requirement, if applicable. The
31 reduction shall not reduce the grant recipient’s match requirement
32 for the year in which the Superintendent reduces the allocation. If
33 a grant recipient with an audit finding pursuant to Section 53076.1
34 does not have an allocation in the subsequent year to reduce, the
35 department shall require the recipient to return the unmatched
36 funds identified in the audit finding.

37 (d) Require grant recipients to submit program reports pursuant
38 to paragraph (11) of subdivision (c) of Section 53071.

39 (e) Manage the grant process, collect pertinent data, and
40 undertake statewide program improvement activities.

Page 7 1 (f) Promote the success of K–12 career technical education
2 programs through statewide activities to improve and administer
3 the program, including by facilitating system, program, and data
4 alignment at the state and regional levels, facilitating the
5 development and delivery of professional development training
6 modules, and supporting school districts in meeting their college
7 indicator and career indicator targets.

8 ~~(g) Conduct a review of existing K–12 career technical education~~
9 ~~programs, in collaboration with the executive director of the state~~
10 ~~board and the Chancellor of the California Community Colleges;~~
11 ~~and provide recommendations, on or before January 1, 2024, to~~
12 ~~the relevant policy and fiscal committees of the Legislature of~~
13 ~~ways to streamline program applications and reporting timelines~~
14 ~~and requirements.~~

+ (g) *Ensure a level of professional staffing within the department*
+ *that is dedicated to career technical education, sufficient to*

Amendment 9

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+ effectively administer the program established by this chapter, and
+ other federal and state career technical education programs.
+ Staffing at the department shall include state level subject matter
+ experts in key industry sectors who shall be responsible for liaising
+ with regional career technical education coordinators provided
+ pursuant to Section 53076.4, and providing support to local
+ educational agencies in the establishment and improvement of
+ career technical education programs.

Page 7 16 (h) Ensure that the department fulfills the reporting requirements
17 in Section 53076.5.

+ SEC. 4. Section 53076.4 of the Education Code is repealed.
+ 53076.4. ~~For purposes of the program established by this~~
+ ~~chapter, the K-12 Workforce Pathway Coordinators and the K-14~~
+ ~~Technical Assistance Providers established pursuant to Section~~
+ ~~88833 shall provide technical assistance and support to recipients~~
+ ~~of grants pursuant to this chapter in implementing career technical~~
+ ~~education courses, programs, and pathways consistent with the~~
+ ~~duties outlined in Section 88833.~~

+ SEC. 5. Section 53076.4 is added to the Education Code, to
+ read:

+ 53076.4. (a) Commencing with the 2022-23 fiscal year, and
+ each fiscal year thereafter, twelve million dollars (\$12,000,000)
+ shall be made available to the department, subject to an
+ appropriation in the annual Budget Act or another statute for
+ purposes of this section, to provide regional career technical
+ education coordinators for the provision of technical assistance
+ and support to local educational agencies in implementing career
+ technical education courses, programs, and pathways. The
+ Superintendent shall contract with selected county offices of
+ education to provide regional industry leads, with proven industry
+ expertise in career technical education, as part of the statewide
+ system of support.

+ (b) The duties of the regional career technical education
+ coordinators provided pursuant to this section shall include, but
+ not be limited to, all of the following:

+ (1) Providing technical assistance and support to local
+ educational agencies 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 outcomes.

Amendment 10

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+ (2) Collaborating on behalf of the local educational agencies
+ within the region with local community college Strong Workforce
+ Program consortia, industry partners, local workforce investment
+ boards, and other relevant agencies or organizations to support
+ and align K–12 career technical education programs.

+ (3) Acting as the first point of contact for local educational
+ agencies, industry organizations, and employers, with the intent
+ of assisting local educational agencies to respond to industry needs
+ and facilitating industry connections with K–12 career technical
+ education programs.

+ (4) Cultivating collaborative communities within key industry
+ sectors so that local educational agencies and industry
+ organizations can collaborate and provide peer-to-peer knowledge
+ exchange in areas of common interest.

+ (5) Ensuring that career technical education classes, programs,
+ and pathways established under this chapter meet the requirements
+ specified in subdivision (c) of Section 53071.

+ (c) The distribution of funding for the provision of regional
+ career technical education coordinators shall be determined by
+ the Superintendent on the basis of the average daily attendance
+ of the public schools maintaining kindergarten or any of grades
+ 1 to 12, inclusive, in the county. To the extent possible, the selection
+ of applicants by the department shall result in an equitable
+ geographic distribution of technical assistance coordinators
+ throughout the state.

+ (d) Any funds not used for purposes of subdivision (a) shall be
+ added to the amount appropriated in the annual Budget Act or
+ another statute for the California Career Technical Education
+ Incentive Grant Program, established pursuant to Section 53070.

+ SEC. 6. Section 53076.5 is added to the Education Code, to
+ read:

+ 53076.5. Notwithstanding any other law, the administration
+ of any outstanding allocations pursuant Section 88827, as that
+ section read on January 1, 2022, and the administration of any
+ outstanding contracts pursuant to Section 88833, as that section
+ read on January 1, 2022, shall be administered by the department
+ pursuant to this chapter.

+ SEC. 7. Section 88821 of the Education Code is amended to
+ read:

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- + 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
- + 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 career
- + technical education programs.
- + (e) All of the following guiding principles apply to each
- + consortium participating in the Strong Workforce Program:

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+ (1) Any community college district or local educational agency
+ participating in the consortium shall ensure that its 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, local educational agencies,~~
+ *districts* 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 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, local educational agencies,~~
+ *districts* and other entities participating in a consortium are

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+ encouraged to develop and work closely with public and private
+ organizations that offer workforce development programs and
+ pathways to 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

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- + 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 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

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- + course or program, or ~~utilize~~ *use* 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) Community college districts are encouraged to expedite the
- + development of targeted credit or noncredit short-term workforce
- + training programs, in accordance with all of the following:
- + (1) Short-term workforce training programs that focus on
- + economic recovery and result in job placement.
- + (2) Short-term workforce training programs that focus on the
- + reskilling and upskilling of individuals.
- + (3) (A) Short-term workforce training programs that have at
- + least one proven employer partner, demonstrate job vacancies, and
- + submit verification to the chancellor’s office.
- + (B) For purposes of subparagraph (A), verification includes the
- + projected number of individuals served, completion rates, and job
- + placement rates.
- + (4) It is the intent of the Legislature that, where possible,
- + short-term noncredit workforce training programs should be
- + ~~utilized~~ *used* to be responsive to the workforce training needs of
- + employers, with the ability to transition to credit or noncredit
- + courses and programs upon successful completion of a program
- + established pursuant to this subdivision. Colleges are encouraged
- + to develop workforce training that ~~utilizes~~ *uses* competency-based
- + approaches, and applies credit for prior learning where possible.
- + (h) 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).

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

+ (i) (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
+ Workforce Pathways Joint Advisory Committee, and the California
+ Workforce Development Board, before implementing revised
+ guidance, policies, or regulatory ~~changes for the Community
+ College component.~~ *changes.*

+ (2) ~~For purposes of the Community College component and in~~
+ *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.

+ *SEC. 8. 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 (p). ~~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~~

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- + ~~district, the local educational agency shall be grouped with the~~
- + ~~nearest community college district. (l).~~
- + (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)~~
- + (e) “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.
- + ~~(g)~~
- + (f) “Industry” or “industry sectors” means trade associations or
- + those firms that produce similar products or provide similar
- + services using somewhat similar business processes.
- + ~~(h)~~
- + (g) “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 subdivision
- + (a) of Section 88833.
- + ~~(k) “K-14 Technical Assistance Provider” means an individual~~
- + ~~serving as the in-region contact pursuant to subdivision (b) of~~
- + ~~Section 88833 to provide leadership and technical assistance~~
- + ~~regionwide on K-14 career technical education programs or~~
- + ~~pathways.~~
- + ~~(l)~~
- + (h) “Local educational agency” means a school district, county
- + office of education, or charter school.
- + ~~(m)~~
- + (i) “Middle skill credential” means a certificate, associate’s
- + degree, or industry-recognized credential that is less than a

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+ bachelor’s degree but more than a high school diploma and facilitates student success with workforce outcomes.

+ ~~(n)~~

+ (j) “Plan” means the regional plan established under this part.

+ ~~(o)~~

+ (k) “Program” means the Strong Workforce Program established under this part.

+ ~~(p)~~

+ (l) “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, 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.

+ ~~(q)~~

+ (m) “Short-term workforce training program” means a 4 to 12-week program with a proven employer partner designed for targeted reskilling and upskilling that results in job placement.

+ ~~(r)~~

+ (n) “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.

+ *SEC. 9. Section 88823 of the Education Code is amended to read:*

+ ~~88823. (a) This section applies to the Community College component only.~~

+ ~~(b)~~

+ ~~88823. (a) Commencing July 1, 2017, as a condition of receipt of funds allocated pursuant to Section 88825 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.~~

+ ~~(c)~~

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

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+ (1) The names of the community college districts participating
+ in the consortium, including the name of the community college
+ identified as the consortium’s fiscal agent, and the names of 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 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, 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).

+ (d)

+ (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.

+ (e)

+ (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

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+ 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.

+ (f)

+ (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).

+ (g)

+ (f) Community college districts participating in a consortium
+ shall ~~utilize~~ use their region’s plan to inform local 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.

+ (h)

+ (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.

+ (i)

+ (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~~ use 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.

+ (j)

+ (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

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+ technical education programs within the Strong Workforce
+ Program.

+ *SEC. 10. Section 88825 of the Education Code is amended to
+ read:*

+ ~~88825. (a) This section applies to the Community College
+ component only, and applies commencing with the 2017-18 fiscal
+ year.~~

+ ~~(b)~~

+ 88825. (a) 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 Community
+ College 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 *community college* 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.

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+ (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.

+ (e)

+ (b) (1) Forty percent of the funds apportioned for the
+ ~~Community College component of the~~ program shall be
+ apportioned directly to the fiscal agents of the consortia for the
+ purpose of funding regionally prioritized projects and programs
+ that meet the needs of local and regional economies, including
+ development of short-term workforce training programs focused
+ on California’s economic recovery from COVID-19 beginning in
+ 2020, 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 consortia. 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, including development of short-term
+ workforce training programs focused on California’s economic
+ recovery from COVID-19 beginning in 2020, 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)

+ (c) 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)

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+ (d) 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)~~

+ (e) (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)~~

+ (f) 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)~~

+ (g) 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

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- + 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)
 - + (h) 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

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+ equivalent students enrolled in the district shall not be reduced
+ from the percentage computed for the 2015–16 fiscal year.

+ ~~(j)~~

+ (i) 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.

+ *SEC. 11. Section 88826 of the Education Code is amended to*
+ *read:*

+ ~~88826. (a) This section applies to the Community College~~
+ ~~component only.~~

+ ~~(b)~~

+ 88826. (a) The chancellor's office shall post on its ~~Internet~~
+ ~~Web site~~, *internet website*, 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.

+ ~~(e)~~

+ (b) 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 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.

+ ~~(d)~~

+ (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:

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- + (A) Data summarizing outcome accountability performance
- + measures collected by the chancellor’s office pursuant to
- + subdivision ~~(e)~~; *(b)*.
- + (B) A summary of recommendations for program improvement
- + collected by the chancellor’s office pursuant to subdivision ~~(b)~~;
- + *(a)*.
- + (C) 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) A report to be submitted pursuant to this subdivision shall
- + be submitted in compliance with Section 9795 of the Government
- + Code.
- + *SEC. 12. Section 88827 of the Education Code is repealed.*
- + ~~88827. (a) This section applies to the K–12 component only.~~
- + ~~(b) 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 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.~~
- + ~~(c) (1) Pursuant to subdivision (b), one hundred fifty million~~
- + ~~dollars (\$150,000,000) 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~~

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+ 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 (ROCP) operated by a
+ joint powers authority or county office of education, or 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's Office a schedule of proposed allocations;
+ as determined pursuant to paragraph (1), 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.

+ (d) 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 1 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.

+ *SEC. 13. Section 88828 of the Education Code is repealed.*

+ 88828. This section applies to the K-12 component only. Each
+ consortium shall administer a competitive grant program to
+ distribute funding allocated pursuant to subdivision (c) 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.
+ As part of the application process, each consortium shall ask
+ applicants to indicate whether they have received a grant under
+ the California Career Technical Education Incentive Grant Program
+ established pursuant to Chapter 16.5 (commencing with Section
+ 53070) of Part 28 of Division 4 of Title 2. For each fiscal year, the
+ chancellor's office shall work with the State Department of
+ Education to produce a list of grant recipients that receive funding
+ under this program as well as through the California Career
+ Technical Education Incentive Grant Program, including the grant
+ amounts awarded through each program and the purpose for which
+ each grant was awarded. Local educational agencies applying to

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- + receive a grant from a consortium shall comply with all of the
- + following:
- + (a) The local educational agency shall be located within the
- + geographical boundaries of the consortium, and engage in regional
- + efforts to align workforce, employment, and education services.
- + (b) The local educational agency shall use its 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 private 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 the 2018-19
- + fiscal year do not align with its 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) The local educational agency shall provide matching
- + funds for any grant funding received from this program as follows:
- + (A) For regional occupational centers or programs operated by
- + a joint powers authority or county office of education, 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 Strengthening Career
- + and Technical Education for the 21st Century Act (Perkins V)
- + (Public Law 115-224), 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 allowable source, except as provided in paragraph
- + (3).
- + (3) The local match described in this subdivision shall not
- + include any funding received by the applicant from the California

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- + ~~Career Pathways Trust established pursuant to Section 53010, the~~
- + ~~California Career Technical Education Incentive Grant Program~~
- + ~~established pursuant to Section 53070, or the Career Technical~~
- + ~~Education Facilities Program established pursuant to Section~~
- + ~~17078.72.~~
- + ~~(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 adopted by the State Board of Education pursuant to~~
- + ~~Section 51226, 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 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,~~
- + ~~appropriate postsecondary training or employment, or a~~
- + ~~postsecondary degree.~~
- + ~~(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.~~

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- + ~~(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 (Public~~
+ ~~Law 113-128), 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 Strengthening Career and Technical Education for~~
+ ~~the 21st Century Act (Perkins V), and the following metrics:~~
- + ~~(i) The high school graduation rate.~~
 - + ~~(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 each of the~~
+ ~~following:~~
 - + ~~(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~~
+ ~~Workforce Pathways Joint Advisory Committee established~~
+ ~~pursuant to Section 12053 shall review the data metrics specified~~
+ ~~in subparagraph (B) and make recommendations to the fiscal and~~
+ ~~appropriate policy committees of both houses of the Legislature~~
+ ~~and to the Department of Finance as to whether they are the most~~
+ ~~appropriate metrics to measure and evaluate program outcomes~~
+ ~~for both new and renewal applicants, and whether 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~~
+ ~~following 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~~

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+ 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 subparagraph (D) available to the chancellor's
+ office on a date to be jointly determined by the State Department
+ of Education and the chancellor's office, to ensure the data is
+ included on the California Community Colleges LaunchBoard
+ data platform.

+ (F) No later than January 31, 2024, and on or before January
+ 31 every five years thereafter, the State Department of Education
+ shall submit a report, pursuant to Section 53076.5 and this section,
+ to the Department of Finance, the Governor, and the appropriate
+ policy and fiscal committees of 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; improving
+ coordination and alignment with postsecondary educational
+ institutions and workforce agencies and programs; and, to the
+ extent possible, the progress in closing equity gaps in program
+ access and completion.

+ *SEC. 14. Section 88829 of the Education Code is repealed.*

+ 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 composed of all of the following:

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

+ (2) Charter school representatives, including representatives of
+ charter schools operating pursuant to subdivision (a) of Section
+ 47612.1.

+ (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 stakeholders, 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.

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+ ~~(c) (1) 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.~~

+ ~~(2) The K-12 Selection Committee shall annually notify the~~
+ ~~Superintendent of Public Instruction, the State Board of Education,~~
+ ~~the Department of Finance, and the fiscal and appropriate policy~~
+ ~~committees of both houses of 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.~~

+ ~~SEC. 15. Section 88830 of the Education Code is repealed.~~

+ ~~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 before~~
+ ~~awarding additional funds to those reapplying for grants.~~

+ ~~(b) (1) The K-12 Selection Committee shall 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) When determining grant recipients, the K-12 Selection~~
+ ~~Committee shall give greatest weight to the applicant characteristics~~
+ ~~included in this subdivision.~~

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- + ~~(e) The K-12 Selection Committee shall also give positive~~
- + ~~consideration to programs to the extent they do any of the~~
- + ~~following:~~
- + ~~(1) Successfully leverage one or both of the following:~~
- + ~~(A) Existing structures, requirements, and resources of the~~
- + ~~federal Strengthening Career and Technical Education for the 21st~~
- + ~~Century Act (Perkins V) (Public Law 115-224), 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:~~
- + ~~(B) Contributions from industry, labor, and philanthropic~~
- + ~~sources:~~
- + ~~(2) Make significant investments in career technical education~~
- + ~~infrastructure, equipment, and facilities.~~
- + ~~(3) Operate within rural school districts.~~
- + ~~SEC. 16. Section 88831 of the Education Code is repealed.~~
- + ~~88831. (a) A grant recipient for purposes of the K-12~~
- + ~~component 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 or county office of education, if the~~
- + ~~application has the written consent of each participating local~~
- + ~~educational agency.~~
- + ~~(b) Each consortium shall work with its K-14 Technical~~
- + ~~Assistance Provider to provide notice to county offices of~~
- + ~~education, other 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.~~
- + ~~SEC. 17. Section 88832 of the Education Code is repealed.~~
- + ~~88832. As a condition of receiving funds for purposes of the~~
- + ~~K-12 component, grant recipients shall do both of the following:~~
- + ~~(a) Certify to the K-12 Selection Committee that grant funds~~
- + ~~received and the matching funds contributed by each local~~

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+ educational agency shall be used solely for the purpose of
+ supporting the program or programs for which the grant is awarded.

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

+ *SEC. 18. Section 88833 of the Education Code is repealed.*

+ 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's office.
+ K-12 Workforce Pathway Coordinators shall be selected through
+ a competitive process jointly administered by the Superintendent
+ of Public Instruction and the chancellor's office, for the provision
+ of technical assistance and support to local educational agencies
+ in implementing career technical education courses, programs,
+ and pathways under both the California Career Technical Education
+ Incentive Grant Program established pursuant to Section 53070
+ and the K-12 component of the Strong Workforce Program. Duties
+ of the K-12 Workforce Pathway Coordinators selected pursuant
+ to this section include, but are not limited to, all of the following:

+ (A) Providing technical assistance and support to local
+ educational agencies to implement career technical education
+ courses, programs, and pathways and integrate available local,
+ regional, state, and private resources to ensure that pupils will
+ achieve successful workforce outcomes. As part of this duty, each
+ K-12 Workforce Pathway Coordinator, in consultation with the
+ State Department of Education, shall ensure that K-12 career
+ technical education programs are aligned with the California Career
+ Technical Education Model Curriculum Standards adopted by the
+ State Board of Education pursuant to Section 51226.

+ (B) Collaborating on behalf of the local educational agencies
+ within the region with local community colleges, industry partners,
+ local workforce investment boards, and other relevant agencies or
+ organizations to support and align K-12 career technical education
+ programs. As part of this duty, each K-12 Workforce Pathway

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- + ~~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, to the chancellor's office, the Strong~~
- + ~~Workforce regional consortium, and industry representatives.~~
- + ~~(C) Acting as first point of contact for local educational~~
- + ~~agencies, industry representatives, and employers with the intent~~
- + ~~of assisting local educational agencies to respond to industry needs~~
- + ~~and facilitating industry connection with K-12 career technical~~
- + ~~education programs.~~
- + ~~(D) Cultivating collaborative communities so that local~~
- + ~~educational agencies and industry can collaborate and provide~~
- + ~~peer-to-peer knowledge exchange in areas of common interest to~~
- + ~~inform the development of high-quality education programs.~~
- + ~~(E) Working in conjunction with the Deputy Sector Navigators~~
- + ~~and State Department of Education Industry Sector Leads to~~
- + ~~improve linkages and alignment of career education pathways~~
- + ~~between middle schools, high schools, public postsecondary~~
- + ~~institutions, and the workforce.~~
- + ~~(2) An individual associated with any of the following may~~
- + ~~apply to serve as a K-12 Workforce Pathway Coordinator, or any~~
- + ~~of the following may 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 or county office of education.~~
- + ~~(3) The Superintendent of Public Instruction and the chancellor's~~
- + ~~office 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). 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's office 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~~

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- + ~~Assistance Providers shall be used to support the activities of the~~
- + ~~K-14 Technical Assistance Providers established under the~~
- + ~~California Career Pathways Trust. 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's office, for the provision of~~
- + ~~technical assistance and support to local educational agencies in~~
- + ~~implementing career technical education courses, programs, and~~
- + ~~pathways under both the California Career Technical Education~~
- + ~~Incentive Grant Program established pursuant to Section 53070~~
- + ~~and the K-12 component of the Strong Workforce Program. Duties~~
- + ~~of the K-14 Technical Assistance Providers selected pursuant to~~
- + ~~this section include, but are not limited to, all of the following:~~
- + ~~(A) Providing leadership, guidance, and technical assistance to~~
- + ~~create, support, expand, and improve career technical education~~
- + ~~opportunities for local educational agencies. As part of this duty,~~
- + ~~each K-14 Technical Assistance Provider, in consultation with~~
- + ~~the State Department of Education, shall ensure that K-12 career~~
- + ~~technical education programs are aligned with the California Career~~
- + ~~Technical Education Model Curriculum Standards adopted by the~~
- + ~~State Board of Education pursuant to Section 51226.~~
- + ~~(B) Acting as a liaison between the consortium and the State~~
- + ~~Department of Education, and serving as a consultant to the K-12~~
- + ~~Selection Committee.~~
- + ~~(C) Interacting with the K-12 Workforce Pathway Coordinators,~~
- + ~~the Deputy Sector Navigators, and the State Department of~~
- + ~~Education Industry Sector Leads to improve linkages and career~~
- + ~~education pathways between middle schools, high schools, public~~
- + ~~postsecondary institutions, and the workforce.~~
- + ~~(D) Identifying professional development opportunities for the~~
- + ~~K-12 Workforce Pathway Coordinators and educational entities,~~
- + ~~including educational leaders and counselors.~~
- + ~~(E) Regularly facilitating the convening of 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.~~
- + ~~(2) Any of the following may apply to serve as a K-14 Technical~~
- + ~~Assistance Provider, or subcontract with an individual with~~

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- + 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 or county office of education;
- + (E) Community college districts;
- + (3) The Superintendent of Public Instruction and the chancellor's
- + office 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). 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's office 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's office
- + shall give priority to applicants who served as a K-14 Technical
- + Assistance Provider under the California Career Pathways Trust
- + pursuant to paragraph (2) of subdivision (c) of Section 53015.
- + (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 used for the purposes identified in 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.
- + *SEC. 19. This act is an urgency statute necessary for the*
- + *immediate preservation of the public peace, health, or safety within*

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- + *the meaning of Article IV of the California Constitution and shall*
- + *go into immediate effect. The facts constituting the necessity are:*
- + *In order to ensure the orderly and efficient oversight and*
- + *administration of K–12 career technical education programs, it*
- + *is necessary that this act take effect immediately.*

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