

2008-2012

**California State Plan for
Career Technical Education**

**A Guide for
High-Quality
Programs**



A BRIDGE TO THE FUTURE

In Fulfillment of the Requirements of the
Carl D. Perkins Career and Technical Education Improvement
Act of 2006 (P. L. 109-270)

PUBLISHING INFORMATION

The production of the 2008-2012 California State Plan for Career Technical Education was supported by the Carl D. Perkins Vocational and Technical Education Act of 1998 funds awarded under an interagency agreement to WestEd by the California Community Colleges Chancellor's Office (#06-0025). That agreement was funded by both the California Community Colleges Chancellor's Office and the California Department of Education.

The State Plan was approved by the California State Board of Education on March 12, 2008. At that time, the members of the California State Board of Education were: Theodore R. Mitchell, President; Ruth Bloom, Vice President; Kenneth Noonan; Alan Bersin; Yvonne Chan; Donald G. Fisher; Gregory W. Jones; Johnathan Williams; David Lopez; James D. Aschwanden; and Monica Liu.

The Board of Governors of the California Community Colleges approved the State Plan on March 3, 2008. At that time, the members of the Board were: Lance T. Izumi, President; Debbie Malumed, Vice President; Barbara Davis-Lyman; Benita D. Haley; Randal J. Hernandez; Kristin Jackson Franklin; Pauline Larwood; Robert V. "Bobby" McDonald; Alice Perez; Gary Reed; Carolyn Russell; Dr. J. Alfred Smith, Sr.; and Tanna Thomas.

The State Plan was approved by the United States Department of Education on July 1, 2008.

The activity which is the subject of this State Plan was supported in whole or in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education, and no official endorsement should be inferred.

No person shall, on the grounds of sex, race, color, national origin, or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project.

The document is available in print, CD, and electronic file format. For additional copies or information regarding the State Plan, please contact the California Department of Education at <http://www.cde.ca.gov> or the California Community Colleges Chancellor's Office at <http://www.cccco.edu>.

© 2008 by the California Department of Education.
All rights reserved.

2008-2012
California State Plan
For
Career Technical Education

In Fulfillment of the Requirements of the
Carl D. Perkins Career and Technical Education Improvement Act of 2006
P. L. 109-270

California Department of Education
Jack O'Connell
Superintendent of Public Instruction

California Community Colleges
Diane Woodruff
Interim Chancellor

CONTENTS

PREFACE	vii
INTRODUCTION	1
Expanded Priorities	1
The Process for Developing the State Plan	3
CHAPTER ONE	
CAREER TECHNICAL EDUCATION IN CALIFORNIA	5
The K–12 CTE Delivery Structure	6
The Community College CTE Delivery Structure	14
Workforce Development, Business, and Community Partners	21
Secondary CTE Enrollment	22
Postsecondary CTE Enrollment	26
Adult CTE Enrollment in Adult Schools and ROCP	28
Special Populations CTE Enrollment	28
CHAPTER TWO	
THE CONTEXT FOR CAREER TECHNICAL EDUCATION IN CALIFORNIA	30
Demographic Context	30
Economic Context	34
Educational Context	38
Policy Context	42
CHAPTER THREE	
BUILDING A HIGH-QUALITY CTE SYSTEM: A VISION FOR THE FUTURE	50
Vision	51
Mission	51
Guiding Principles	51
Career Technical Education System Goals	53
The 11 Elements of a High-Quality CTE System	54
Leadership at All Levels	56
High-Quality Curriculum and Instruction	62
Career Exploration and Guidance	72
Student Support and Student Leadership Development	79

Industry Partnerships.....	86
System Alignment and Coherence.....	89
Effective Organizational Design.....	101
System Responsiveness to Changing Economic Demands.....	107
Skilled Faculty and Professional Development	112
Evaluation, Accountability, and Continuous Improvement.....	117
CTE Promotion, Outreach, and Communication.....	129
Summary.....	131

CHAPTER FOUR

RESPONSES TO THE U. S. DEPARTMENT OF EDUCATION GUIDE FOR THE SUBMISSION OF THE 2008–2012 STATE PLAN FOR THE PERKINS IV FUNDS	133
I. Planning, Coordination, and Collaboration Prior to Plan Submission.....	133
II. Program Administration	138
III. Provision of Services for Special Populations	160
IV. Accountability and Evaluation	167
V. Tech Prep Programs.....	188
VI. Financial Requirements.....	195
Part A: EDGAR Certifications and Other Assurances	202
Part B: Budget Forms	208
Part C: Accountability Forms.....	210

CHAPTER FIVE

STATE POLICIES ON THE ADMINISTRATION AND USE OF THE PERKINS IV FUNDS.....	219
Policies Related to State Administration.....	219
Policies Related to Local Administration and Use of Funds by All Eligible Recipients of Perkins IV Funds Other Than the Community College Districts.....	221

FIGURES AND TABLES

Figure 1. Organizational chart of CDE's secondary, postsecondary, and adult leadership division, 2007.....	11
Figure 2. The flow of information among the local K–12 school districts and various state entities.....	11
Figure 3. The flow of information through the California community college system, 2007.....	16
Figure 4. California Community College Chancellor's Office Economic Development and Workforce Preparation Division.....	21
Figure 5. CTE course enrollment compared to total high school enrollment, 1993–2005.....	23
Figure 6. CTE enrollment as a percentage of overall enrollments at the secondary level, 1993–2005.....	24
Figure 7. Postsecondary CTE course enrollment compared to total course enrollment, 1992–2005.....	27
Figure 8. CTE as a system that nests local activity within regional and state-level work.....	56
Figure 9. The Program Improvement Model.....	119
Table 1. Secondary CTE enrollment by career area, 2005–2006.....	25
Table 2. Gender and ethnicity of students enrolled in high school academic and CTE courses, 2006–2007.....	26
Table 3. Gender and ethnicity of students enrolled in community college academic and CTE courses, spring 2006.....	28
Table 4. Secondary, postsecondary, and adult special population enrollments in CTE, 2004–05.....	29

APPENDICES

Appendix A. Essential Skills Enumerated by Recognized Initiatives.....	231
Appendix B. Public Hearings.....	232
Appendix C. Responses to Field Recommendations from Web Site and Statewide Hearings.....	259
Appendix D. State Plan Resource Group.....	277
Appendix E. Memorandum of Understanding Regarding the Establishment and Operation of the Joint Advisory Committee on Career Technical Education.....	279
Appendix F. State Distribution of the Annual Perkins IV Funds.....	287
Appendix G. California Department of Education and Chancellor's Office, California Community Colleges Request for Waiver of Section 132 Distribution Formula.....	293

Appendix H. Comparative Results of Allocating the Section 132 Funds by the Pell Grant/Bureau of Indian Affairs Assistance Formula Prescribed in the Act to an Alternative Formula Based on the Economically Disadvantaged Adults Enrolled in CTE Programs.....295

Appendix I. Certifications Regarding Lobbying; Debarment and Suspension, and Other Matters; and Drug-Free Workplace Requirements297

Appendix J. Assurances and Non-Construction Programs.....301

Appendix K. Accountability System for Secondary and Adult CTE Programs Assisted with Perkins IV Funds Administered by the California Department of Education304

PREFACE

This California State Plan for Career Technical Education, approved in March 2008 by both the State Board of Education and the Board of Governors of the California Community Colleges, establishes the vision, goals, and essential elements of a world-class career technical education system for the State of California.

The need for a comprehensive statewide career technical education (CTE) system continues to grow in response to California's changing workforce needs and the globalization of the world's economy. Elementary, middle and high school students must meet high academic standards, young adults are expected to have the essential knowledge and transferable skills to match rapidly shifting workplace requirements, and incumbent and re-entering workers must continuously update proficiencies to secure or retain employment. Given these imperatives, CTE – with its focus on rigorous and engaging curricula, supportive relationships, and demonstrated outcomes – has become critical to the preparation of all students for career and academic success, postsecondary education, and adult roles and responsibilities.

In crafting this plan, California presents a broad and bold vision for CTE, placing the requirements for federal Carl D. Perkins funding within this larger context. The view that education and career development are lifelong, and that CTE can begin as early as elementary school and span high school through postsecondary education and on-the-job training is infused throughout the plan. The notion that strong CTE improves academic learning, and, conversely, that infusing or reinforcing inherent academic content can strengthen CTE, girds the plan as well. Equally important is ensuring that the system is "demand-driven"; that is, continuously responsive to the ever-changing needs of a complex global workplace, as well as to the needs of increasingly diverse learners, and of a democratic society that requires all of its citizens to be critical thinkers and problem solvers. As one stakeholder commented, "nothing short of our democracy is at stake."

The body of this plan is presented in five main chapters, preceded by an introduction. Supportive information and required assurances and certifications are contained in the appendices. The Introduction describes the Perkins and state CTE priorities and the process used in developing the plan. Chapter One provides background information about the state's current CTE structure and enrollment status. Chapter Two is a brief overview of the state's demographic, economic, political, and educational contexts. A solid understanding of these contexts is essential to the development of a CTE plan that affects and is affected by state trends. Chapter Three describes the vision, mission, guiding principles, and goals of an ideal statewide CTE system, as well as the characteristics of an effective, high-quality CTE system. Embedded within the discussion of each of 11 "system elements" are additional details about current structures, practices, and initiatives.

Chapter Four contains the Perkins plan narrative and responses to the Perkins statutory requirements in seven key areas: planning, coordination and collaboration prior to state plan submission; program administration; provision of service to special populations; accountability and evaluation; Tech-Prep programs; financial requirements; and EDGAR certifications and other assurances. Chapter Five provides state policy on state education agency (SEA) and local education agency (LEA) administration and use of the Perkins IV Title I Part C funds.

Developing the new State Plan for CTE has been a massive undertaking. Without the knowledge, skills, vision, and commitment of many hundreds of students, educators, business and industry professionals, and policymakers, it would not have been possible. Thanks to all. Special acknowledgments are extended to some of the most critical and hard-working players. First, thanks go to California Governor Arnold Schwarzenegger, State Superintendent of Instruction Jack O'Connell, Interim Chancellor Diane Woodruff, and the members of the California State Board of Education and the Board of Governors of the California Community Colleges for their unwavering belief in the importance of high-quality CTE and their leadership in bringing it to the fore of statewide discussion. Very special thanks are extended to the 52 members of the CTE plan Resource Group, who brought valuable and essential views on how CTE could be strengthened in partnership with business and industry. Among these, 13 industry representatives shared their invaluable perspectives on the needs of the California workplace. A list of Resource Group members is provided in Appendix D.

Staff from both the California Department of Education (CDE) and the California Community College Chancellor's Office CCCCCO) worked collaboratively and diligently, weaving together a plan to prepare students from all walks of life to succeed in K-12 classrooms, postsecondary institutions, and work, and to seek learning as a lifelong endeavor. From the CDE special thanks go to Patrick Ainsworth, Cindy Beck, Charlseay Cartwright, Mary Gallet, Corlene Goi, Jim Greco, Dennis Guido, Paul Gussman, Debra Jones, Lloyd McCabe, John Merris-Coots, David Miltzer, Clay Mitchell, Cliff Moss, Lee Murdock, Karen Shores, Hilary Steinmetz, Russ Weikle, and Barbara Weiss. From the CCCCCO special thanks go to Robin Harrington, Jose Millan, John Prentiss, Ron Selge, Dean Smith, Catherine Swenson, Chuck Wiseley, and Sharon Wong. In addition, a special thanks to Dennis Petrie, of Workforce Services with the California Employment Development Department, and Jeff Thompson, of Learning Programs and the Early College High School Initiative with the Foundation for California Community Colleges, for facilitating the Resource Group meetings.

Stephen Levy, Director and Senior Economist of the Center for Continuing Study of the California Economy (CCSCE) in Palo Alto provided both data and key insights regarding California's economic future.

WestEd was engaged to facilitate the development and writing of the plan, having completed the preceding Needs Assessment. Svetlana Darche directed both projects. BethAnn Berliner co-facilitated the Resource Group meetings and she and Kathy Reeves Bracco wrote key sections of the Plan. Nara Nayar provided critical input. Melissa Josue and Michal Clingman coordinated logistics for the convenings and edits to the plan. The WestEd Interactive staff created and updated the CTE Plan website used for public comment, and WestEd Communications provided editing, proofing, and graphic design support. Participating in the Needs Assessment were Kerry Sherman-Headington, Amy Schustack, Sean Slade, June Lee-Bayha, Jeff Polik, Jerry Bailey, Laura Kauth and Becca Hirschman. Thanks also to Sri Ananda for her guidance and contributions.

Finally, the biggest thanks are offered to the incredibly dedicated educators who work where the "rubber meets the road" – the CTE professionals who teach, mentor, and support students in classrooms, through career exploration and internships, and in actual job placements and career opportunities, so that today's students become California's world-class workforce of tomorrow.

