

**FEBRUARY 2003 AGENDA**

<b>SUBJECT</b>		<b>ACTION</b>
Career Technical Education (CTE) Standards and Framework	<b>X</b>	<b>INFORMATION</b>
		<b>PUBLIC HEARING</b>

**Recommendation:**

None - this item is for information only.

**Summary of Previous State Board of Education Discussion and Action**

Existing law requires the Superintendent of Public Instruction (SPI) to coordinate the development, on a cyclical basis, of model curriculum standards for a career technical education (CTE) course of study necessary to assist school districts with those requirements. Existing law requires the standards for a career technical education course of study to be adopted no later than May 1, 1991. Though vocational program standards exist under the Challenge Initiative, they have not been submitted to the State Board of Education (SBE) for adoption.

**Summary of Key Issue(s)**

It has been determined through in-depth study and consultation over the last several years, that a more comprehensive set of CTE standards must be developed in order to prepare students for careers that offer high skill levels and corresponding wages, significant employment levels, and career ladder opportunities. As a result of this conversation, the Governor signed recent legislation, AB 1412 (Wright and Wyland) and SB 1934 (McPherson), statutes of 2002, to address this issue. Pursuant to this legislation, the Superintendent of Public Instruction (SPI) is required to develop both CTE curriculum standards and a CTE framework over the next three and one-half years. The new legislative requirements extend the time for development and adoption of the CTE standards by the SBE to June 1, 2005. Upon adoption of the model curriculum standards by the SBE, the SPI is to develop a model CTE curriculum framework for implementation no later than June 1, 2006. Both the standards and framework must be developed in consultation and coordination with an advisory group, as specified in the legislation. The legislation stipulates that adoption of the model curriculum framework by local educational agencies is voluntary.

**Fiscal Analysis (as appropriate)**

The legislation specifies that the costs incurred in developing the CTE standards and framework must, to the extent permitted by federal law, be covered solely by funds available pursuant to the Carl D. Perkins Vocational and Technical Education Act of 1998 (20 U.S.C. Sec. 2301).

In order to complete these tasks, a number of major activities must occur during the next several years, including, but not limited to: establish and convene required advisory groups; coordinate activities of various work groups; develop draft and final standards and framework; conduct

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**Fiscal Analysis (as appropriate)**

public review process; publish and distribute standards and framework; develop and conduct professional development. It is projected that the cost to complete this work will be approximately \$1,000,000 through June 2006.

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**Attachment(s)**

[Attachment 1](#) – Page 1 of 6: Chaptered Bill Text for AB 1412

[Attachment 2](#) – Page 1 of 6: Chaptered Bill Text for SB 1934

BILL NUMBER: AB 1412      CHAPTERED  
BILL TEXT

CHAPTER 988  
FILED WITH SECRETARY OF STATE SEPTEMBER 27, 2002  
APPROVED BY GOVERNOR SEPTEMBER 27, 2002  
PASSED THE ASSEMBLY AUGUST 31, 2002  
PASSED THE SENATE AUGUST 29, 2002  
AMENDED IN SENATE AUGUST 28, 2002  
AMENDED IN SENATE AUGUST 19, 2002  
AMENDED IN SENATE AUGUST 5, 2002  
AMENDED IN SENATE JUNE 18, 2002  
AMENDED IN SENATE MAY 6, 2002  
AMENDED IN SENATE JUNE 26, 2001  
AMENDED IN ASSEMBLY MAY 15, 2001  
AMENDED IN ASSEMBLY MARCH 28, 2001

INTRODUCED BY Assembly Members Wright and Wyland  
(Coauthor: Assembly Member Wiggins)  
(Coauthor: Senator McPherson)

FEBRUARY 23, 2001

An act to amend Section 51226 of, and to add Sections 51221.5, 52525, and 66205.5 to, the Education Code, relating to adult and career technical education.

#### LEGISLATIVE COUNSEL'S DIGEST

AB 1412, Wright. Career education.  
Existing law sets forth the required course of study for schools maintaining grades 7 to 12, inclusive, including, but not limited to, courses in vocational-technical education.

This bill would provide that the term "vocational-technical education" shall have the same meaning as "career technical education."

Existing law requires the Superintendent of Public Instruction to coordinate the development of certain model curriculum standards regarding high school graduation requirements and for a vocational education course of study. Existing law also requires the superintendent to develop curriculum standards for education courses and adopt those standards by May 1, 1991.

This bill would extend the time for adoption of the curriculum standards to January 1, 2005, and would require the superintendent to work with an advisory group with a specified membership in developing the standards. This bill would state the intent of the Legislature that school districts not be required to make curriculum changes pursuant to these or related provisions.

Existing law, known as the Donahoe Higher Education Act, sets forth, among other things, the missions and functions of California's public and independent segments of higher education, and their respective institutions of higher education. Provisions of the act apply to the University of California only to the extent that the Regents of the University of California, by appropriate resolution, act to make a provision applicable. Among other things, the act sets forth legislative intent relating to admission to the University of California and the California State University.

This bill would require the California State University, and would request the University of California, to establish model uniform academic standards, develop, by January 1, 2006, a speedy process whereby high schools may obtain approval of their courses as satisfying specified admissions requirements, and develop a simple procedure to evaluate a career technical education course that is submitted by one high school that identifies it as a duplicate of a course offered by another high school that is approved by, and satisfies the admission criteria of, the university, with the duplicate course being approved to the same extent as the original.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 51221.5 is added to the Education Code, to read:

51221.5. For the purposes of this code, the phrase "vocational-technical education" shall have the same meaning as "career technical education" as described in subdivision (i) of Section 51220.

SEC. 2. Section 51226 of the Education Code is amended to read:

51226. (a) The Superintendent of Public Instruction shall coordinate the development of, and the State Board of Education shall adopt, model curriculum standards for the career technical education course of study permitted pursuant to subdivision (b) of Section 51225.3. To assist school districts in complying with subdivision (b) of Section 51228, the model standards shall integrate career technical education with the prescribed course of study pursuant in subdivision (b) of Section 51225.3. However, neither the superintendent nor the board shall adopt regulations on course content or methods of instruction pursuant to this section.

(b) In developing the model curriculum standards, the superintendent shall work in consultation and coordination with an advisory group, including, but not limited to, representatives from all of the following:

- (1) Business and industry.
  - (2) Institutions of higher education, including, but not limited to, the California Community Colleges, the University of California, and the California State University.
  - (3) Classroom teachers.
  - (4) School administrators.
  - (5) Parents and guardians.
  - (6) The Legislature.
- (c) The superintendent shall, to the extent applicable,

Incorporate the integration of career technical and academic education into the development of curriculum standards for career technical education courses. The standards for a career technical education course of study shall be adopted by January 1, 2005.

(d) Costs incurred by the superintendent in complying with this section shall be covered solely by funds available pursuant to the Carl D. Perkins Vocational and Technical Education Act of 1998 (20 U.S.C. Sec. 2301).

SEC. 3. Section 52525 is added to the Education Code, to read:

52525. The Legislature finds and declares all of the following:

(a) A healthy state economy is dependent on an educated and well-prepared workforce. Career technical education plays a critical role in developing the workforce necessary for the economic viability of the state, keeping pupils engaged in the educational process, and providing meaningful skills that translate to productive careers.

(b) Data and projections from the Employment Development Department reveal that between the years of 2000 and 2006, approximately 711,290 jobs that do not require a college degree will need to be filled.

(c) The United States Department of Labor indicates that only about 20 percent of the jobs in the workforce require a baccalaureate degree.

(d) The State Department of Education reports that over 75 percent of the "industrial technology education," which includes, but is not limited to, automotive, construction, and manufacturing programs in California's schools have closed since the mid-1970s.

(e) The Employment Development Department and other sources reveal that current course offerings and enrollments are insufficient to fill the projected need of the state's future labor market. Existing courses provide only 65 percent of the projected course requirements.

SEC. 4. Section 66205.5 is added to the Education Code, to read:

66205.5. The California State University shall, and the

University of California is requested to, do all of the following:

(a) Establish a model uniform set of academic standards for high school courses, including career technical courses pursuant to subdivision (i) of Section 51220, for the purposes of recognition for admission to the California State University and to the University of California, respectively. In developing the model academic standards, the faculty of the postsecondary segments may work in consultation with administrators and faculty from schools maintaining any of grades kindergarten through 12. Participating schools that maintain any of grades kindergarten through 12 shall consult with an advisory group that shall include, but need not be limited to, representatives from all of the following:

(1) The University of California and the California State University.

(2) Business and industry, related to career technical programs in any of grades kindergarten through 12, inclusive.

(3) Classroom teachers in career technical education.

(4) School administrators.

(5) Parents.

(b) Develop and implement a speedy process whereby high schools may obtain approval of their courses to satisfy specified admissions requirements of the California State University and the University of California, respectively, by January 1, 2006. The approval process shall, by August 1 of each school year, notify applying schools whether the application for approval has been approved or denied.

(c) Develop a simple procedure to evaluate a career technical education course submitted by a high school that identifies it as a duplicate of a course offered by another high school that is approved by and satisfies the admissions criteria of the California State University or the University of California. The procedure shall ensure that a duplicated course shall be approved as satisfying the admissions criteria of the California State University or the University of California, respectively, to the same extent as the original course if the review determines that the course successfully

duplicates the content and requirements of the original course. If a course is not approved as a duplicate, the California State University or the University of California shall inform the applicant high school of the reasons why the course was not approved and shall provide the applicant with a specific list of requirements that the course must meet in order to be approved as a duplicate. In the event an applicant high school, whose course was not approved as a duplicate, revises the course and resubmits its application, the California State University or the University of California shall respond as expeditiously as possible so that if the course meets the necessary requirements for approval it may be offered in the next fall term.

(d) Take into consideration any previous work completed or policies adopted regarding matters related to subdivisions (a) to (c), inclusive, by the California State University or the University of California, respectively.

SEC. 5. It is the intent of the Legislature that a school district maintaining any of kindergarten to grade 12, inclusive, shall not be required to make changes to existing curriculum pursuant to the amendments made to Section 51226 of the Education Code by this act or by the addition of Section 66205.5 of the Education Code, added by this act.

BILL NUMBER: SB 1934      CHAPTERED  
BILL TEXT

CHAPTER 989  
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AMENDED IN SENATE MAY 28, 2002  
AMENDED IN SENATE MAY 8, 2002  
AMENDED IN SENATE APRIL 9, 2002

INTRODUCED BY Senator McPherson  
(Principal coauthor: Assembly Member Liu)  
(Coauthors: Assembly Members Nakano, Salinas, Strom-Martin,  
Wiggins, and Wyland)

FEBRUARY 22, 2002

An act to amend Sections 51226 and 51228 of, and to add Section 51226.1 to, the Education Code, relating to instruction.

LEGISLATIVE COUNSEL'S DIGEST

SB 1934, McPherson. Career technical education.

(1) Existing law requires the Superintendent of Public Instruction to coordinate the development, on a cyclical basis, of model curriculum standards for a career technical education course of study necessary to assist school districts with those requirements. Existing law requires the standards for a career technical education course of study to be adopted no later than May 1, 1991.

This bill would instead require the adoption of those standards for career technical education by June 1, 2005, and would require the Superintendent of Public Instruction, upon adoption of the model curriculum standards by the State Board of Education, to develop a model curriculum framework for implementation of career and technical education no later than June 1, 2006, as specified. The bill would require the superintendent to develop the curriculum framework in consultation and coordination with an advisory group, as specified, and would prescribe related matters, including that adoption of the model curriculum framework by local educational agencies would be voluntary.

(2) Existing law requires school districts maintaining any of grades 7 to 12, inclusive, to offer to all otherwise qualified pupils in those grades a course of study that provides an opportunity for those pupils to attain entry-level employment skills in business or industry upon graduation from high school.

This bill would encourage school districts to provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.

(3) The bill would provide that implementation may only be with federal funds that are available for the purposes set forth in the bill.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. (a) It is the intent of the Legislature, in enacting this act, that model curriculum standards and framework for career technical education be created in a manner that allows all pupils to pursue and prepare for the career of their choice and that recognizes the importance of building a skilled workforce.

(b) The State Department of Education shall use existing federal,

administrative, and leadership funds from the federal Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. Sec. 2301 and following) for the development of the career and technical education frameworks.

(c) It is further the intent of the Legislature that the members of the advisory group created pursuant to subdivision (b) of Section 51226.1 of the Education Code for the purpose of assisting the Superintendent of Public Instruction in creating model career-technical education standards and a model curriculum framework for career technical education represent all key stakeholders and work toward realizing the goals set forth in subdivision (a).

SEC. 2. Section 51226 of the Education Code is amended to read:

51226. The Superintendent of Public Instruction shall coordinate the development, on a cyclical basis, of model curriculum standards for the course of study required by Section 51225.3 and for a career technical education course of study necessary to assist school districts with complying with subdivision (b) of Section 51228. The superintendent shall set forth these standards in terms of a wide range of specific competencies, including higher level skills, in each academic subject area. The superintendent shall review currently available textbooks in conjunction with the curriculum standards. The superintendent shall seek the advice of classroom teachers, school administrators, parents, postsecondary educators, and representatives of business and industry in developing these curriculum standards. The superintendent shall recommend policies to the State Board of Education for consideration and adoption by the board. The State Board of Education shall adopt these policies no later than January 1, 1985. However, neither the superintendent nor the board shall adopt rules or regulations for course content or methods of instruction.

The superintendent shall, to the extent applicable, incorporate the integration of career technical and academic education into the development of curriculum standards for career technical education courses. The standards for a career technical education course of study shall be adopted no later than June 1, 2005.

SEC. 3. Section 51226.1 is added to the Education Code, to read:

51226.1. (a) Upon adoption of the model curriculum standards developed pursuant to Section 51226, the Superintendent of Public Instruction shall develop a curriculum framework consistent with criteria set forth in subdivision (a) of Section 60005 that offers a blueprint for implementation of career and technical education. The framework shall be adopted no later than June 1, 2006.

(b) In developing the framework, the superintendent shall work in consultation and coordination with an advisory group, including, but not limited to, representatives from all of the following:

- (1) Business and industry.
- (2) Labor.
- (3) The California Community Colleges.
- (4) The University of California.
- (5) The California State University.
- (6) Classroom teachers.
- (7) School administrators.
- (8) Pupils.
- (9) Parents and guardians.
- (10) Representatives of the Legislature.
- (11) The State Department of Education.
- (12) The Labor and Workforce Development Agency.

(c) In convening the membership of the advisory group set forth in subdivision (b), the Superintendent of Public Instruction is encouraged to seek representation broadly reflective of the state population.

(d) Costs incurred by the Superintendent of Public Instruction in complying with this section shall be covered, to the extent permitted by federal law, by the state administrative and leadership funds available pursuant to the Carl D. Perkins Vocational and Technical Education Act of 1998 (20 U.S.C. Sec. 2301).

(e) In developing the framework, the Superintendent of Public Instruction shall consider developing frameworks for various career pathways that will prepare pupils for both career entry and matriculation into postsecondary education.

(f) The adoption of the framework developed and adopted pursuant to this section by a local educational agency shall be voluntary.

SEC. 4. Section 51228 of the Education Code is amended to read:

51228. (a) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study fulfilling the requirements and prerequisites for admission to the California public institutions of postsecondary education and shall provide a timely opportunity to each of those pupils to enroll within a four-year period in each course necessary to fulfill those requirements and prerequisites prior to graduation from high school.

(b) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study that provides an opportunity for those pupils to attain entry-level employment skills in business or industry upon graduation from high school. Districts are encouraged to provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.

(c) Any school district that adopts a required curriculum that meets or exceeds the model standards developed and adopted by the State Board of Education pursuant to Section 51226 shall be deemed to have fulfilled its responsibilities pursuant to subdivision (b).

(d) Any school district that adopts a required curriculum pursuant to subdivision (c) that meets or exceeds the model standards developed by the State Board of Education pursuant to Section 51226, or that adopts alternative means for pupils to complete the prescribed course of study pursuant to subdivision (b) of Section 51225.3, may substitute pupil demonstration of competence in the prescribed subjects through a practical demonstration of these skills in a regional occupational center or program, work experience, interdisciplinary study, independent study, credit earned at a postsecondary institution, or other outside school experience, as prescribed by Section 51225.

SEC. 5. The provisions of this bill may only be implemented with federal funds that are available for the purposes set forth in this bill.