



# Career Technical Education Facilities Program (CTEFP)



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# Introduction

Proposition 1D, approved by the voters on November 7, 2006, provided \$500 million to construct, reconfigure, and equip school facilities.

The purpose of the funding is to enhance educational opportunities for pupils to provide them with the skills and knowledge necessary for the high demand technical careers of today and tomorrow.

The State Allocation Board (SAB) adopted regulations implementing the Career Technical Education Facilities Program (CTEFP) – 1859.2, which are posted on the Office of Public School Construction's website, (see helpful links at the end of this document).

The purpose of this C.A.S.H. CTE document is to assist school districts understand the major components of the new CTEFP and to help them get their CTEFP started.

At the end of this document is a summary of some of the key links to information pertinent to the CTEFP.



*Golden Sierra High School students from the Ultimate Cutting Edge Construction Team meeting Governor Schwarzenegger while constructing a building on the State Capitol lawn.*

## Planning a CTE Program

**Planning the CTE program should precede the facility/equipment needs assessment and design.**

Rates of success for CTE programs are improved through local leadership such as a lead instructor or site administrator.

Key stakeholder groups/participants should be involved in the planning of a CTE program including representatives from the identified industry sector, feeder schools and programs, institutions of postsecondary education, and curricular disciplines. (ref. E.C.C. 8070) Planning should reference data pertaining to local and regional labor markets and should be conducted in coordination with similar programs at institutions of higher learning such as community colleges or technical institutes.

# Required and Recommended Local CTE Committees

## Required Committees

### Required District Level CTEAC

SAB regulations require CTEFP applicants to have an active Career Technical Advisory Committee pursuant to Education Code Section 8070 to be eligible to apply for CTEFP funds. Education Code Section 8070 requires districts to have a board-appointed Career Technical Education Advisory Committee (CTEAC) and states that the CTEAC should develop recommendations on the CTE program and provide liaison between the district and potential employers. The committee must include one or more representatives of the 1) general public knowledgeable about the disadvantaged, 2) students, 3) teachers, 4) business, 5) industry, 6) school administration and 7) the field office of the Department of Employment Development. The district-level CTEAC should review the pathway subcommittee work and determine which programs to support and forward to the Facilities Committee to determine infrastructure and site design requirements such as parking, access, utilities, equipment layout and facility design.

In addition, Section 17078.72(i)(3) of the Education Code requires identification in the CTEFP application for funding of feeder schools, industry partners, regional occupational centers and programs, community colleges and other postsecondary schools participating in the development, articulation and review of the educational program. The application for funding provides points for the inclusion of students, parents, teachers, counselors, and community members as well.

The CTEAC formed to comply with E.C. Section 8070 can also serve as the committee required by E.C. Section 17078.72 (i)(3) and the funding application as long as the membership is adequately represented.

The CTEAC should include middle school and community college representatives (feeder schools) to improve articulation throughout the grade levels. An assistant superintendent or the District Superintendent should also serve on this committee in order to champion the decisions of the committee to the Governing Board and to make sure that the budget funds the required teaching positions. High school principals should also serve on this committee in order to promote the program with his or her staff and site.

NOTE: The CTE funding application **requires the recording of the CTEAC meeting minutes**. In addition, when a school district representative signs a School Facility Program (SFP) application, one of the self-certifications is that the CTEAC has met and discussed the application and the school district's provision of CTE curriculum.

## Recommended Committees

**Pathway Committee:** In addition to the District-level CTEAC, a district may wish to form pathway-specific subcommittees composed of local industry leaders, who will work along with high school CTE teaching staff and principals to focus the specific CTE programs with regards to curriculum, facility design and equipment needs. Each of your programs may already have this advisory committee if they access Carl Perkins grant funding. The pathway-specific subcommittee should advise on the design of the program, special equipment and lab requirements.

**Facilities Committee:** The District should also have a facilities committee, made up of Maintenance and Facilities Directors, architects and project managers, who should liaison with the high school teaching staff and principal on the facility requirements and application. The Facilities Committee would then provide design and cost estimates back to the CTEAC. The CTEAC would use this information to make a final determination of which projects would go forward.

*Ukiah USD – Close up of small lathes.*



# Developing/Implementing the CTE Program

## Eligible Applicant:

An applicant requesting new construction funding for a CTEFP project must be a local educational agency operating a comprehensive high school per ECS 51224, 51225.3 and 51228. In addition, for modernization funding an applicant may be a joint powers authority operating career technical education programs as of May 20, 2006.

ECS 51228 requires districts maintaining grades 7 through 12 to provide a course of study whereby students may attain entry-level skills in business or industry. CTE programs should involve all curricular disciplines creating career pathways through the school; should prepare students for career entry and college entrance; and be supported by a consolidation of resources, i.e. Carl Perkins, ROP (Regional Occupational Program), WIA (Work Investment Act). A CTE program should include a sequence of courses that extends across grade levels and institutions, including community colleges and technical institutes. Space for CTE in a master schedule can be accommodated by designing CTE courses that meet graduation and A-G requirements in the core content areas. If you have a question on whether your school qualifies, please contact CDE.

*Ukiah USD student doing mechanical drawing in Drafting Program.*



## Academic Rigor/Content Standards:

**ECS 51228. (b)** encourages districts to design CTE programs with rigorous academic curricula. CTE should integrate academic and career skills and incorporate applied learning experiences. CTE programs should be consistent with the model curriculum standards and curriculum framework for career technical education.

**ECS 51226.1 (a)** CTE program should include courses that meet state-adopted academic content standards and admissions requirements of the University of California and the California State University. (A-G requirements)

**ECS 51226.1 (f)**

## Pathways/Industry Sectors:

A CTE program *is not* a single course. It should create a curricular pathway through the school by including a sequence of courses relevant to an identified industry sector. (*ref. CDE Industry Sectors and Pathways*) Each curricular pathway should prepare students for career entry and postsecondary education. **ECS 51226.1 (e)**

## Teacher Credentials/Highly Qualified Teacher:

Instructors in a CTE program course must possess a valid credential to teach in the designated subject matter. Instructors in a CTE program course that is being used to satisfy a graduation requirement in a core content area must meet the subject competence requirement as a “highly qualified teacher.” Instructors in a CTE program course that is being used to satisfy A-G requirements in a core content area must meet the subject competence requirement as a “highly qualified teacher.” CTE programs should engage teaching staff from the respective industries as lead teachers, team teachers, or guest presenters as a way of emphasizing relevant instruction and contextual learning.

# CTEFP Regulation Highlights

Career Technical Education Facilities Program regulations begin with Section 1859.190 (see helpful links at the end of this document). Below is a brief summary of significant requirements.

## Eligible Applicants & Ed Code Requirements

### New Construction Projects

- ▶ A LEA operating a comprehensive High School pursuant to *Education Code Sections (ECS)*, 51224, 51225.3, and 51228 (b).
- ▶ Applicant has an active Career Technical Advisory Committee per ECS 8070.

### Modernization/Reconfiguration Projects

- ▶ A LEA operating a comprehensive High School or a Joint Powers Authority (JPA) currently operating CTE programs that have an active Career Technical Advisory Committee per ECS 8070.
- ▶ The JPA's must have been in operation as of May 20, 2006.

### Equipment Only

- ▶ (Same as New Construction and Modernization requirements above.)
- ▶ A CTEFP project may be composed entirely of equipment only. Equipment purchased with CTEFP funds should have an average useful life of at least 10-years.

*Students from Yosemite High School ROP construction class learning to use surveying equipment.*



## Application Dates & Available Grants

There are \$500 million dollars allocated for CTEFP projects under Proposition 1D funding. Funds will be allocated in a minimum of two funding cycles. If an applicant is not construction ready, CTEFP funds may be reserved for a maximum of 12 months. CDE and DSA approved plans for New Construction and/or Modernization projects will be required within the maximum 12-month extension timeframe.

- ▶ 1st Cycle – A maximum of \$350 million available, applications were due to CDE by 5:00 pm Friday August 3, 2007.
- ▶ 2nd Cycle – A minimum of \$150 million available (may be increased by funds remaining from the 1st funding cycle). Applications are due to CDE by 5:00 pm Friday February 1, 2008.
- ▶ Subsequent Cycles – May continue every 6 months at the discretion of the State Allocation Board (SAB).

CTEFP grants will be determined by the actual construction costs or cost estimates. The applicant is required to identify cost and square footage of the CTE facility being constructed, modernized, reconfigured, or equipped. State funds are allocated per project on a 50/50 basis to a maximum State share of \$3 million for New Construction (inclusive of equipment) project, and a maximum of \$1.5 million for a stand alone Modernization/Reconfiguration/Equipment and/or Equipment Only project.

## Funding Requirements & Local Contribution

CTEFP is a 50/50 program for both New Construction and Modernization projects. An applicant is not required to demonstrate New Construction or Modernization eligibility in order to participate in the CTEFP. A local dollar contribution equal to the State contribution is required for any CTEFP project and District application. The project matching share may come from the applicant, applicant's business partner/partner's, or any other sources. Sources could include private industry groups, business partners, school district, county office of education (COE), or Joint Powers Authority.

However, it should be noted that Financial Hardship status, and Financial Hardship regulations, do not apply to CTEFP projects. In the event that local funds are not immediately available for the project, the applicant District may apply for a loan from the State. Qualification to receive a loan will require a financial review of the applicant's available monetary contribution. Funds earmarked by a District for a CTEFP project will not be considered available for purposes of contributions applied to other Financial Hardship projects.

# Application Submittal Requirements & Scoring the Application

## Cover Letter

(Form A in the CDE Application Guidelines) – The cover letter contains contact information, project information, and LEA Certification. (See helpful links at the end of this document)

## Table of Contents

*Project Abstract* (1 Page Maximum) – Includes a heading and brief summary of the CTE facilities and/or equipment request. It should describe the project’s goals and objectives as they relate to enhancing the CTEFP opportunities for students.

## Budget Justification/Detail Sheet

(Form C in CDE Application Guidelines – Included as part of the Project Elements narrative, 10 Page total limitation)

## Unique Conditions

(1 Page Maximum – Included as part of the Project Elements narrative, 10 Page total limitation)

## Checklist of Document Requirements

*Ukiah USD student in Advanced Automotive Program.*



## Project Elements 1-7

*(Narrative 10 Pages Maximum)*

<b>Element</b>	<b>Points</b>
1. Comprehensive CTE Plan <i>(50 Points)</i>	
Description of CTE Plan	20 Points
Advisory Committee Member	5 Points
School's Commitment to CTE	10 Points
CTE Standards/Pathways	15 Points
2. Pupil Enrollment Projections <i>(25 Points)</i>	
Total Annual Pupil Attendance	15 Points
Procedures to Ensure Targets Met	10 Points
3. Feeder School & Partner Identification <i>(15 Points)</i>	
Feeder Schools, Students, Parents and Counselors, ROCP's, Industry Partners, Community Colleges, Other Post-Secondary Schools	
4. Accountability Plan <i>(25 Points)</i>	
Plan Description, Outcomes, Data	20 Points
Meet/Exceed Obligations ECS 51228(b)	5 Points
5. Educational Specifications <i>(10 Points)</i>	
Educational Goals, Grant Utilization to Meet Goals, Space Drawing and/or Floor Plan w/Location of Equipment	
6. Budget Justification <i>(30 Points)</i>	
Capital Cost/Pupil Rational/Methodology	15 Points
Industry Partners Financial Participation	15 Points
7. Unique Conditions <i>(5 Points)</i>	
Rural or Isolated Schools, Unique Partnership Arrangements, Unique Costs/Expense Issues, Unique Physical Plant	
<b>Sub-Total</b>	<b>160 Points</b>
Cover Letter	5 Points
<i>Project Abstract</i>	5 Points
<b>Maximum Total</b>	<b>170 Points</b>

*(A Minimum Score of 105 is required to be considered for funding)*

# Case Studies of Successful CTE Programs

## **Applications:**

Note: Please check the CDE website for successful applications following the 1st application cycle which ended August 3, 2007.

## **Highlights of the “Top” Exemplary CTE High School Programs**

As part of the California Distinguished School selection process, schools also may apply for designation as exemplary CTE High School Programs. Below are some of the recipients of the exemplary CTE High School Program for 2007, 2005, and 2003.

The top 10 criteria used to determine eligibility to become an Exemplary CTE High School are listed below:

1. Focused post-secondary options (Career pathways, program majors, smaller learning communities, ROP, academies, etc.)
2. Strong business and community partnerships (Advisories, participation in Chamber of Commerce, service organizations, Principal for the Day, etc.)
3. Professional development for staff (Standards based instruction, Integration of Academics, SCANS Skills (integrated in CTE curriculum), etc.)
4. Career Center (Staff, assessments, career portfolio, Career Day, resources)
5. Authentic work-based instruction (Alignment with Industry Standards – Certifications, i.e. AYES, CISCO, A+, Microsoft)
6. Work-based experience (Guest speakers, field trips, job shadowing, internships, etc.)
7. Student recognition for CTE activities (Site/Board acknowledgement for participation in clubs: Skills USA, FBLA, FFA, FHA, HOSA, etc.)
8. Strong connections with ROP and colleges (ROP used for capstone course of a CTE sequence, articulation agreements with community colleges, 2+2+2 agreements.)
9. Strong parent & community support (View CTE as an important school program)
10. Strong school & district support (School and district administrative leadership considers CTE an equal partner in the total school experience. (Fund accordingly)



*Yosemite High School ROP criminal justice students with Madera County Sheriff Roy Broomfield.*

## **California High School Whittier Union High School District**

Los Angeles County  
[www.wuhisd.k12.ca.us/chs](http://www.wuhisd.k12.ca.us/chs)

California High (“Cal Hi”) was recognized by the California Distinguished Schools program in 2007. The program was cited as an example of a high school that truly desired to have one of the best Career Technical Education programs in the district, if not the region. A number of students from other high schools in the district request transfers to Cal Hi mainly because of their CTE programs. Many teachers and administrators said that the CTE students at Cal Hi “were more driven to succeed than any other students on campus.”

The CTE program has a strong support base. District Office, Superintendent, and Board Member support was very strong. Community support and business and industry support was very strong as well. There was a very high level of CTSO (Career Technical Student Organization)

involvement. There is also strong parental involvement in all the CTE programs.

There is excellent integration of the program with other regional programs including ROP classes and feeder school contact and involvement. The CTE program at Cal Hi had a small school feel and look in a large high school setting. Teachers knew the students well and collaborated to ensure their success. Graduates stay in touch with CTE teachers.

Counselors and academic teachers were involved with the CTE program, integrating academic and CTE standards into the program. The school and district are fully aware that college entrance and career preparation is equally important to each student, and the school fully allows students to pursue their own passion and direction. College-bound is not the only valued direction a student can take at Whittier's Cal Hi.



*Golden Sierra High School students from the Ultimate Cutting Edge Construction Team constructing a building on the State Capitol lawn.*

**Golden Sierra High School**  
**Black Oak Mine Unified School District**  
El Dorado County  
[www.goldensierra.bomusd.k12.ca.us](http://www.goldensierra.bomusd.k12.ca.us)

Golden Sierra High School was recognized by the California Distinguished Schools program in 2007. The Visiting Team was very impressed that a strong and varied career technical education program was being offered at a small rural school like Golden Sierra. It was clear there is a strong emphasis on CTE. In some cases, the CTE offerings were equal to, or better than, some much larger schools. The School Board feels so strongly about CTE for every student they have included a graduation requirement of CTE. CTE teachers stay in contact with their past students. In many cases, past CTE graduates

have become very successful (ie: building multi-million dollar homes in Tahoe, experts in game technology, and automotive technology). In fact, several students indicated to the Site Validation Team that had it not been for the CTE programs, they would have dropped out of school. ROP is integrated into the program in a seamless manner. Students who had not planned on attending college were convinced to do so because of their CTE courses, and continue their study in career related areas. The principal's dedication to providing a strong and rigorous CTE program is very strong. She makes it very clear that CTE is just as important as any academic program.

**Coronado High School**  
**Coronado Unified School District**  
San Diego County  
[www.chs.coronado.k12.ca.us](http://www.chs.coronado.k12.ca.us)

Coronado High School was recognized by the California Distinguished Schools program in 2007. The school boasts an exemplary and strongly supported CTE program with an arts career path. The school knows and understands the difference between arts programs that are more centered on the personal goals and aspirations of students (personal enrichment-type), and the arts programs that would support meaningful, well-paid careers in the field. There is a clear "career focus" of the CTE arts programs. The Visiting Team noticed that the "highly academic" students support and participate in the CTE programs as equal programs to academics. There is strong rigor and relevance of CTE programs. ROP is integrated into the program in a seamless manner. Many students who had not planned to attend college were convinced to do so because of their CTE courses, and continue their further study in career related areas of the arts programs. The level of training in CTE programs is equal to industry-based programs, such as Sony Corp., in the areas of video, motion capture, game technology, animation, audio technology, stage technology, etc.

**John A. Rowland High School**  
**Rowland Unified School District**  
Los Angeles County  
[www.rhs.rowland.k12.ca.us](http://www.rhs.rowland.k12.ca.us)

Rowland High School was recognized by the California Distinguished Schools program in 2005 as an Exemplary CTE Program, and has been awarded the National Blue Ribbon School recognition. Rowland High School features six major career pathway programs: *Arts and Communications; Business; Family and Consumer Sciences; Health/Medical Services; Public and Human Services; and Technology*. Ninety-five percent of students obtaining CTE certifications continue to advanced educational institutions.

School and district administrative leadership considers CTE an equal partner in the total school experience and supports it fully. Students are required to pass 20 credits in pathway classes as a graduation requirement. Professional development is provided to support the program including such topics as: delivering standards-based instruction, integration of academics, instructional strategies and contextual learning.



*Rowland High School students interning at a TV station utilizing skills learned in CTE Program.*

The CTE elements include classroom speakers, career interest assessments, internships; cooperative education, job shadowing and the full range of school-to-career activities. Over 300 business and community leaders participate and are involved in the CTE program. The unique Career Pathway Certification Program offers students additional career options for life after high school. As part of the Certification Program, students take five classes that culminate with the Senior Seminar where students will do a project presentation, thirty-six hour internship and assemble their portfolio which represents four years of their work in their CTE Certification Pathway. The project presentation and student portfolio are presented in front of a panel of industry experts.

The programs feature a strong connection to numerous ROP programs as well as strong business and industry relationships through Advisory Committees. The programs are not static, with continuous curriculum and instruction improvements and adaptations being made. Pathway curriculum is aligned to SCANS (Secretary's Commission on Achieving Necessary Skills) and academic standards are fully reinforced. To assure quality, formal internal and external CTE review processes are employed. Numerous funding sources provide up-to-date CTE program, materials, equipment and resources.

Awareness of the programs is achieved through promotional materials developed for CTE programs and used to

present to community, parents and middle schools. Eighth graders participate in a visitation program to the CTE programs. Participation is rewarded as well through student recognition activities for CTE students.

For more information visit the district CTE web site at: <http://careerpathways.rowland.k12.ca.us>

## **Yosemite High School**

### **Yosemite Unified School District**

Madera County

[www.yosemithehs.com](http://www.yosemithehs.com)

Yosemite High School was recognized by the California Distinguished Schools program in 2005 as an exemplary CTE program. All students complete 30 units of CTE as a graduation requirement. The school uses a variety of funding sources to support CTE programs including bond, general fund, and competitive grants.

School and district administrative leadership are clearly focused on the importance of the CTE program. An Assistant Principal serves as the school's CTE coordinator. The school dedicates a separate professional development budget for CTE collaboration. Every Friday morning one hour is devoted to teacher planning and CTE preparation. There is an extensive support mechanism for the school's new teachers.

Strong partnerships exist with community groups, service organizations, and chamber of commerce. Career clusters each have an advisory committee, and meet twice per year

*A welding student from Yosemite High School works on a project.*





*Coronado High School Career Technical Theatre students at work.*

with teachers. Emphasis is on alignment with industry-based standards and reinforcement of academic standards. Field trips and guest speakers from business and industry are common. Affiliations with the local community college and CSU's for smooth transition for college bound students.

### **Ramona High School**

**Ramona Unified School District**

San Diego County

[www.ramonausd.net](http://www.ramonausd.net)

Ramona High School, recognized by the California Distinguished Schools program in 2005 as an exemplary CTE program, has a nationally acclaimed automotive program, as well as strong programs in architectural and interior design, food trades, computer sciences and media, and agriculture. The school is able to boast it has the largest per capita enrollment in ROP programs in the entire county. Forty-one percent of the graduating seniors complete a CTE sequence of courses.

The CTE program maintains strong partnerships with industry and the community. CTE is represented on the Chamber of Commerce. Advisory committee members collaborate on strategies for improving the programs and in the development of industry-based certifications. The programs receive multiple donations from business and industry annually.

The CTE program also receives strong administrative support. The district has made major investments in technology throughout the school. The Career Center is opened from 7:00 a.m. to 3:00 p.m. daily. Counseling and guidance emphasizes career pathways through newspaper, planning guides, and pamphlets. Professional development includes collaboration time for teachers

CTE courses are reviewed to align with academic standards. Many courses receive academic and A-G credit. Skills identified in the Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) are built into CTE course curriculum. CTE students must develop a career portfolio. There are formal articulation agreements in place with the local community colleges.

### **Tulare Union High School**

**Tulare Joint Union High School District**

Tulare County

[www.tulare.k12.ca.us/tuhs](http://www.tulare.k12.ca.us/tuhs)

Tulare Union High School was recognized by the California Distinguished Schools program in 2005 as an exemplary CTE program. Nearly 50% of the 12th grade students complete a CTE sequence of courses. Ninety-nine percent of those students graduate. There are seven CTE courses of study offered.

School administrative leadership considers CTE just as important as any other function, activity or educational endeavor of the total high school experience. Counselors conduct a road-show to middle school students on CTE programs, and conduct individual counselor sessions with students to establish career goals. The school hosts a Career Day with program majors. Students are able to participate in extensive job shadowing, internship and community service opportunities. Students are recognized for outstanding CTE accomplishments.

Parents, community groups and business and industry are extremely proud and supportive of their CTE program. Each CTE area is assessed every year by a joint panel of business and industry representatives. SCANS competencies are infused throughout the curriculum. The programs are supported through a variety of funding sources. There are articulation agreements with the community college for twelve ROP classes.

### **Anderson W. Clark Magnet High School**

**Glendale Unified School District**

Los Angeles County

[www.gusd.net](http://www.gusd.net)

Anderson W. Clark Magnet High School was recognized by the California Distinguished Schools program in 2005 as an exemplary CTE program. The school went on to be recognized as a national Blue Ribbon School in 2006. The school boasts a 100% graduation rate, 80% of the students take CTE classes, with measured increases in the GPA of CTE students. The school has four career-focused themes in Math/Science and Engineering, technology systems, computer applications, and digital arts. The school emphasizes career guidance.



*Automotive ROP students at Yosemite High School refurbishing a Volkswagen.*

The school maintains a business like environment. The school has a “business casual” dress code, field trips to business and industry are offered to the students. There are Engineering clubs on campus. Program Advisory Councils include JPL, CISCO, Intel, and Compaq/HP. Students prepare Digital portfolios of their work and conclude with a presentation of their Senior Projects.

The school receives strong support from the District School Board, as evidenced by the major investment in the school. The school has also received a SSP grant for technology. School administrative leadership is extremely proud of the CTE program and has fully integrated the programs into the curriculum.

### **Oxford Academy High School**

**Anaheim Union High School District**

Orange County

[www.oxfordacademy.us](http://www.oxfordacademy.us)

Oxford Academy High School was recognized by the California Distinguished Schools program in 2005 as an exemplary CTE program. Preparing students for work and for college entrance are major goals of the school. The school offers career pathways in business and health occupations, and integrates the CTE concepts into the total curriculum. SCANS and employability skills are intertwined throughout the departments.

Students gain experience in real world applications through the CTE programs. Students prepare portfolios for each grade. Project-based programs emphasize entrepreneurial skills in a work-like setting and atmosphere.

The school receives strong support from the local community, parents, and partner businesses. There are active FBLA and Health Occupations Students of America student organizations on campus. The school also maintains strong connections to ROP programs in the region.

### **Trabuco Hills High School**

**Saddleback Valley Unified School District**

Orange County

[www.svusd.k12.ca.us/schools/thhs](http://www.svusd.k12.ca.us/schools/thhs)

Trabuco Hills High School was recognized by the California Distinguished Schools program in 2003 as an exemplary CTE program. The school offers five career pathway options for students. The exceptional video production program gains recognition statewide. Sixty-two percent of the seniors complete a sequence of two or more CTE courses.

The school focuses on both the academic and career preparation of all students. Counseling and guidance components follow a systematic plan for every student. An Educational Planning Guide is utilized for all students. Student career portfolios are required.

Emphasis is on project-based, industry-centered, authentic work-based instruction. Numerous business and industry advisory committees are active with the rich job market resources in the area. Course revisions are conducted annually to incorporate industry standards, applicable academic content standards, and SCANS competencies. CTE facilities are cutting-edge, and models for other schools. Industry-based certification is common as a result of technology CTE courses.

*Student from Yosemite High School ROP Culinary class putting her culinary skills to work.*



## **Stanley E. Foster Construction Tech Academy**

### **San Diego City Schools**

San Diego County  
[www.sandi.net](http://www.sandi.net)

In response to a request from business, industry, and community members, San Diego City Schools established the Stanley E. Foster Construction Tech Academy as a career-focused academy for engineering, architecture, and construction trades at the Kearny High Educational Complex. The Kearny High Educational Complex is a large high school campus that has been redesigned to house four autonomous small schools. Each small school has a different career-technical theme.

A Construction Tech Academy advisory committee, comprised of professional labor and management organizations, development corporations, university officials, school district leaders, teachers, and parents, worked collaboratively for three years to design the academy as a small and diverse learning community to accommodate 400–450 students. The following mission statement was developed:

“Construction Tech Academy is designed as a project-based learning environment that will engage and support students in learning while having a positive effect on the school, its students, and its surrounding community. In this cross-curricular setting, students work together to solve real-life problems that are present in both the local and global arenas. Large project-based themes are created to integrate all subject matter, as well as prepare students for further education or a professional path upon graduation.”

Construction Tech Academy’s educational program is based on the key school reform strategies identified by the U.S. Department of Education. These strategies include high academic standards, small learning environments, learning structured around students’ career interests, linkages between out-of-school experiences and classroom learning, flexible schedules, and strong linkages with post-secondary institutions. The curriculum integrates career technical courses with academic courses, providing students a rigorous curriculum through a relevant, hands-on, and project-centered instructional approach.

The Construction Tech Academy advisory committee and board of directors work daily with staff, students, and parents to bring “real-world” rigor and relevance into the classrooms. These professionals have donated over two million dollars in resources in the past four years to provide a modern facility and enhance learning experiences that prepare each student for post-secondary training and their chosen careers.

## **Applied Technology Center**

### **Montebello Unified School District**

Los Angeles County  
[www.montebello.k12.ca.us](http://www.montebello.k12.ca.us)

Montebello Unified School District’s goal has been to prepare each student for success in their years after graduation from high school. To enhance the district’s efforts toward achieving that goal, a new comprehensive high school is being designed on 14 acres of district-owned, vacant property. The Applied Technology Center (the Center) will feature five career technical education academies serving students grades 9-12, i.e., a Health Services Career Academy, an Engineering Career Academy, a Hospitality Career Academy, a Public Service Career Academy, and a Building Trades and Construction Career Academy. The mission of the Center is to graduate students who are prepared to continue their learning in a variety of educational settings (college/university, community college, technical school) and to enter careers in a technologically advanced marketplace.

A design team was used to build a framework of desired learning features to direct the facilities planning for the Center. The design team consisted of representatives of business, higher education, law enforcement, an architect, school administrators, teachers, students and parents. The design features include hands-on laboratories, versatility and flexibility, central commons, small learning communities, visibility of learning, personal work stations, distributed support services, community spaces and faculty and staff training.

The Center will be funded with local bonds and state funding, including career technical education grants, and is scheduled to open in September 2010.

### *Coronado High School Career Technical students from the Electronic Music Studio class.*



# Helpful Links

## CDE

### **CTE SBE approved standards**

<http://www.cde.ca.gov/re/pn/fd/documents/careertechstnd.pdf>

*Note: This is 441 pages of standards*

### **CTE Framework**

<http://www.cde.ca.gov/ls/fa/sf/cteframework.asp>

### **CDE Application Guidelines**

<http://www.cde.ca.gov/ls/fa/sf/documents/07cteapp.doc>

### **Frequently Asked Questions**

<http://www.cde.ca.gov/fg/fo/r17/cte06faq.asp>

## C.A.S.H.

### **C.A.S.H. Resource Center**

<http://www.cashnet.org/resource-center/search.esiml>

*Search terms "Career Technical"*

## OPSC

### **CTEFP Regulations**

[http://www.documents.dgs.ca.gov/opsc/SAB\\_Agenda\\_Items/2007-06/CDE.pdf](http://www.documents.dgs.ca.gov/opsc/SAB_Agenda_Items/2007-06/CDE.pdf)



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