

**Regulation 6178: Career Technical Education**

**Status:** DRAFT

**Original Adopted Date:** 03/01/2008 | **Last Revised Date:** 05/11/2022 | **Last Reviewed Date:** 05/11/2022

**Federal and State Grants Grants for Career Technical Education (Perkins)**

The Board shall review and approve all district plans and applications for the use of state and/or federal funds supporting CTE. The district shall submit to the California Department of Education an application for a basic grant of the federal Strengthening Career and Technical Education for the 21st Century Act. The application shall address the components specified in 20 USC 2354 and any additional requirements specified in the state plan developed pursuant to 20 USC 2342. (20 USC 2354) The district may also submit to the California Department of Education and/or the regional Community College Consortiums applications for additional funding to support CTE programs, including, but not limited to, the CTE Incentive Grant and K12 Strong Workforce Programs and any other grants that will support district CTE programs.

The district shall conduct a needs assessment in accordance with 20 USC 2354, which shall be updated at least once every two years. The needs assessment shall be conducted in consultation with representatives of district Career Technical Education (CTE) programs, postsecondary CTE programs, MDUSD adult education, state or local workforce development boards and businesses, parents/guardians, students, and other specified stakeholders. (20 USC 2354)

To meet the needs identified in the needs assessment, the Superintendent or designee shall develop, coordinate, implement, or improve CTE programs that are of sufficient size, scope, and quality to be effective and that fulfill the following purposes: (20 USC 2355)

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including students in the elementary and middle grades, in making informed plans and decisions about future education and career opportunities and programs of study. Such activities shall occur before students enroll and while they are participating in a CTE program, and may include:
  - a. Introductory courses or activities focused on career exploration and career awareness, including non-traditional fields
  - b. Readily available career and labor market information, including information on occupational supply and demand, educational requirements, other information on careers aligned to economic priorities, and employment sectors
  - c. Programs and activities related to the development of student graduation and career plans
  - d. Career guidance and academic counselors who provide information on postsecondary education and career options
  - e. Any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including nontraditional fields
  - f. Activities that provide students with strong experience in, and comprehensive understanding of, all aspects of an industry
2. Provide the skills necessary to pursue careers in high-skill, high-wage, and/ or in-demand industry sectors or occupations
3. Integrate academic skills into CTE programs and programs of study to support participating students in meeting state academic standards
4. Provide professional development for teachers, school leaders, administrators, specialized instructional support personnel, guidance counselors, and/or paraprofessionals, which may include the types of activities listed in 20 USC 2355
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement. Such elements may include curriculum aligned with program requirements, sustainable relationships among community stakeholders, opportunities for students to

participate in accelerated learning programs, equipment and instructional materials aligned with business and industry needs, and other activities specified in 20 USC 2355.

6. Develop and implement evaluations of the activities funded by the grant

The district's program shall provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency. Special populations shall be provided with equal access to CTE programs and shall not be unlawfully discriminated against. Special populations include, but are not limited to, students with disabilities, students from economically disadvantaged families, pregnant and parenting students, out-of-work individuals, English learners, homeless students, foster youth, children of military families, and students preparing for nontraditional fields. Nontraditional fields include occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work. (20 USC 2302, 2354, 2373)

Upon written request from a nonprofit private school within the geographical area served by the district, the Superintendent or designee shall consult with private school representatives in a timely and meaningful manner and may provide for the participation of private school secondary students in the district's programs and activities funded pursuant to 20 USC 2301-2414. To the extent practicable, the Superintendent or designee shall also, upon request, permit participation of CTE teachers, administrators, and other personnel from private schools in the district's inservice and preservice professional development programs funded through such grants. (20 USC 2397)

### **High Quality Career Pathways**

The district shall offer one or more comprehensive career pathway programs in grades 9-12 that are organized around an industry sector identified in model standards adopted by the State Board of Education pursuant to Education Code 51226. The program shall provide students with the knowledge and skills necessary to transition to employment and postsecondary education. The district recognizes the importance of creating student focused essential elements of a high-quality college and career pathways.

The district's high quality pathway program shall include:

1. Student-Centered Delivery of Services – This includes the removal of barriers that may limit students in achieving their education and career goals. The district will support individual student needs while accommodating multiple entry points for students as they progress along a continuum of education and training, or advance in a sector-specific occupation or industry.
2. Student Equity – Creating an environment that is fair, impartial and free from racism, bias, or favoritism, promotes education and employment attainment. The district will work to eliminate the achievement gap for all students, including, but not limited to, English language learners and students with disabilities.
3. Access – Ensuring all students are provided ample opportunities to attain the necessary skills, education and training required to maximize their individual goals, including a collective awareness of all the supports that are available to students, both inside and out of class. Access also includes creating pathways with demonstrable careers for students. Finally, Access facilitates the elimination of the achievement gap by providing information on how to access programs, services, and rigorous course work for all California students regardless of religion, gender, socio-economic status, special needs, and/or English proficiency.
4. Leadership at All Levels – Developing greater integration across systems and programs to ensure that the contexts for an engaging learning experience can occur and programs connect.
5. High-Quality, Integrated Curriculum and Instruction – The district will develop cohesive rigorous and aligned programs to guide students through relevant course sequences and work based learning opportunities leading to mastery of standards, high school graduation, and transition to post-secondary education, training, apprenticeship and/or employment. The curriculum and instruction is informed by labor market information, student interest, technology, industry standards, and real-world engagement through relevant work based learning opportunities. Courses and programs may be designed to use cross-system strategies like dual enrollment and/or dual credit with community colleges and universities or other articulations to create a seamless student experience, and avoid unnecessary repeating of courses.
6. Skilled Instruction and Educational Leadership, informed by Professional Learning – The district will support in-class, online, or work-based learning opportunities as well as developing an awareness of student support

services for CTE teachers, CTE leaders and other individuals that support the High Quality Career Pathway program.

7. Career Exploration and Student Supports – The strong presence of career exploration and student supports is an essential component for establishing a learning plan for all students. It should include identifying appropriate foundational courses and information about jobs, relevant course offerings and work based learning opportunities. Students should also have access to comprehensive counseling, individualized supports, and opportunities through student leadership development organizations, or other alternatives, to achieve their individual goals and aspirations.
8. Appropriate Use of Data and Continuous Improvement – The district will continue to use data to drive CTE programming through relevant accountability that is outcome based, is supported both vertically and horizontally across systems and ensures equity and access for all students. Continuous improvement ensures students can access the best pathways possible and will focus on student and employer needs. Data use will be to inform practice and improve programs.
9. Cross-System Alignment – The district will support alignment across systems. This alignment will incorporate secondary education and postsecondary education elements, coherent and rigorous content, aligned with challenging academic standards and relevant career and technical content, in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed, and may include the opportunity for K-12 students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.
10. Intentional Recruitment and Marketing – Should reflect an understanding of students' and employers' needs, be consistent in its messaging to stakeholders across all segments, and should reflect the added value of high-quality college and career pathway programs.
11. Sustained Investments and Funding through Mutual Agreements – These agreements encourage regional alliances along with industry sector strategies, especially with a focus on current and/or emerging high-skill, high-wage, and/or high-demand occupations.
12. Strong Partnerships with Industry – Developed to inform and improve CTE program design, instruction and work-based learning activities; as well as, ensure that career pathway programs in all grade levels, organizations and apprenticeship programs continue to meet the workforce demands.

### **Linked Learning Programs**

The district may offer one or more comprehensive, multi-year linked learning programs in grades 9-12 that are organized around a broad theme, interest area, or industry sector including, but not limited to, the industry sectors identified in model standards adopted by the State Board of Education pursuant to Education Code 51226. The program shall provide all participating students with curriculum choices that prepare them for career entry and a full range of postsecondary options, including two-year and four-year colleges, apprenticeships, and formal employment training.

At a minimum, the district's linked learning program shall include:

1. Rigorous Academics – An integrated core curriculum that meets the eligibility requirements for admission to the University of California (UC) and the California State University (CSU) and is delivered through project-based learning and other engaging instructional strategies that bring real-world context and relevance to the curriculum where broad themes, interest areas, and CTE are emphasized
2. Real World Technical Skills – A challenging CTE standards-based courses that intentionally coordinates and sequences student learning experiences in a way that integrates rigorous academic and technical core curricula and that provide students with career skills
3. Meaningful Work Based Learning – A series of work-based learning opportunities that include mentoring and job shadowing and evolve into intensive internships, school-based enterprises, or virtual apprenticeships
4. Personalized Student Supports – Support services, including supplemental instruction in reading and mathematics, that help students master the advanced academic and technical content that is necessary for success in college and career.

The pathway community of practice tailors learning experiences to students' individual developmental needs, skills, strengths, interests, and aspirations. Pathway staff, in consultation with families and service providers, identify and address the academic, personal, and social-emotional needs of every student so that she or he makes progress toward achieving personalized college and career goals and pathway student learning outcomes.

### **Partnership Academies**

The district shall operate, subject to receiving California Partnership Academy grants, one or more partnership academies as a school-within-a-school focused on a broad career theme. The program shall be available to students in grades 10-12, at least half of whom shall be students who are at risk of dropping out of school as indicated by three or more of the following criteria: (Education Code 54690-54691)

1. Past record of irregular attendance, with absence from school 20 percent or more of the school year
2. Past record of underachievement in which the student is at least one-third of a year behind the coursework for the respective grade level, or as demonstrated by credits achieved
3. Past record of low motivation or disinterest in the regular school program
4. Economic disadvantage
5. Scores Standard Nearly Met and/or Standard Not Met on the mathematics or English language arts test of the California Assessment of Student Performance and Progress
6. A grade point average of 2.2 or below or the equivalent of a C minus

Ninth-grade teachers and counselors shall identify students eligible to participate in a partnership academy. Participating students shall be selected by academy staff from among those who have expressed an interest in the academy and whose parents/guardians have approved the student's participation. (Education Code 54695)

The district's program shall provide: (Education Code 54692)

1. During each regular school term, instruction in at least three academic subjects that:
  - a. Prepares students for a regular high school diploma
  - b. Where possible and appropriate, prepares students to meet subject requirements for admission to the California State University and University of California
  - c. Contributes to an understanding of the occupational field of the academy
2. CTE or science, technology, engineering and mathematics courses offered at each grade level at the academy that are part of an occupational course sequence that targets comprehensive skills and meets the criteria specified in Education Code 54692
3. Classes that are block scheduled in a cluster whenever possible to provide flexibility to academy teachers and which may vary in number during grade 12
4. A mentor from the business community for students during grade 11
5. An employer-based internship or work experience that occurs during the summer following grade 11 or during grade 12
6. Additional motivational activities with private sector involvement to encourage academic and occupational preparation

Attendance in academy classes shall be limited to students enrolled in the academy. (Education Code 54692)

The Superintendent or designee shall establish an advisory committee consisting of individuals involved in academy operations, including district and school administrators, lead teachers, and representatives of the private sector. (Education Code 54692)

## **Apprenticeship Programs**

The district shall offer high school and/or adult education students a program of orientation to apprenticeships that acquaints students with a broad range of career options, provides information regarding available apprenticeship programs, and provides classroom instructional job training which guides students to a registered apprenticeable occupation.

The district's program shall:

1. Introduce students to what they need to know in order to apply, test, and interview for acceptance into an apprenticeship program
2. Demonstrate the need for proficiency in reading and comprehension, mathematics, science, and technology
3. Emphasize the necessity to have the ability to communicate in reading, writing, speaking, listening, and numeration skills
4. Identify the knowledge, skills, and attitudes needed to enter and successfully complete an apprenticeship program
5. Provide an orientation to a specific craft or trade or to an industry

The district may enter into an agreement with a local business, labor or management apprenticeship committee, and/or joint labor-management apprenticeship committee that has been approved by the Department of Industrial Relations' Division of Apprenticeship Standards to sponsor an apprenticeship program in order to develop and deliver related and supplemental instruction to students participating in a registered apprenticeship program. (Education Code 8150-8155; Labor Code 3074, 3075, 3078)

## **Regional Occupational Center/Program**

The district shall operate and/or partner with a regional occupational center or program (ROC/P), established pursuant to Education Code 52335.12, which offers CTE courses, linked learning programs, partnership academies, and/or pre-apprenticeship and apprenticeship programs as appropriate.

Occupational course sequences offered by the ROC/P shall provide prerequisite courses needed to enter apprenticeship or postsecondary vocational certificate or degree programs, focus on occupations requiring comprehensive skills leading to high entry-level wages and/or the possibility of significant wage increases after a few years on the job, offer as many courses as possible that meet college admission requirements, and lead to attainment of an occupational skill certificate. (Education Code 52302)

## **Student Organizations**

The district may provide support, including supplies, materials, activities, and advisor expenses, to student organizations which engage in activities that are integral to the CTE program and provide for the development of student leadership skills.

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