Instruction

CAREER TECHNICAL EDUCATION

The Governing Board desires to provide a comprehensive technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The district’s CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge and skills-based economy. The program shall include a rigorous academic component and provide students a strong experience and understanding of all aspects of an industry.

(cf. 6143 - Courses of Study)
(cf. 6200 - Adult Education)

The district's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through partnership academies, apprenticeship programs or orientation to apprenticeships, charter schools, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

(cf. 0420.4 - Charter School Authorization)
(cf. 6178.2 - Regional Occupational Center/Program)

The Superintendent or designee shall explore available funding sources that may be used to support CTE programs. The Board shall review and approve all district plans and applications for the use of state and/or federal funds supporting CTE.

The Board shall adopt standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master. The course curriculum shall be aligned with district-adopted standards and the state's curriculum framework.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)

At least every three years, the Board shall compare the district's curriculum, course content, and course sequence of CTE with the model state curriculum standards. (Education Code 52376)

The Superintendent or designee shall systematically review the district's CTE courses to determine the degree to which each course may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Board shall ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)
CAREER TECHNICAL EDUCATION (continued)

The Superintendent or designee shall develop partnerships with local businesses and industries to ensure that course sequences, career technical and integrated curriculum, classroom instruction and projects, and assessments have real-world relevance and reflect labor market needs and priorities. He/she also shall work to develop connections with businesses, postsecondary institutions, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities.

The Superintendent or designee shall collaborate with postsecondary institutions to ensure that the district's program is articulated with postsecondary programs in order to provide a sequential course of study. Articulation opportunities may include dual or concurrent enrollment in community college courses.

The Board shall appoint a CTE advisory committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of at least one student, teacher, business representative, industry representative, school administrator, member of the general public knowledgeable about the disadvantaged, and representative of the field office of the California Employment Development Department. (Education Code 8070)

The Superintendent or designee shall inform all secondary students and their parents/guardians about the CTE experiences available in the district, CTE courses that satisfycollege admission criteria, and CTE courses that satisfy high school graduation requirements. In addition, secondary students shall receive individualized academic counseling which provides information about academic and CTE opportunities related to the student's career goals.

Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law.
The notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a

**BP 6178(c)**

**CAREER TECHNICAL EDUCATION (continued)**

barrier to admission and participation in the district's CTE program.  (20 USC 2354; 34 CFR 100 Appendix B, 104.8, 106.9)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)

To the extent required by law, the Superintendent or designee shall invite the participation of private school students in CTE programs supported by federal funding under the Strengthening Career and Technical Education for the 21st Century Act (Perkins).  (20 USC 2397)

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses.  He/she also shall provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned CTE and shall provide opportunities for CTE teachers to collaborate with teachers of academic courses in the development and implementation of integrated curriculum models.

(cf. 4112.2 - Certification)
(cf. 4131 - Staff Development)
(cf. 4331 - Staff Development)

The Superintendent or designee shall provide counselors and other guidance personnel with professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the district's CTE program, work-based learning opportunities, and postsecondary education and employment options following high school.

The Superintendent or designee shall regularly assess district needs for facilities, technologies, and equipment to increase students' access to the district's CTE program.

(cf. 0440 - District Technology Plan)
(cf. 3440 - Inventories)
(cf. 3512 - Equipment)
(cf. 7110 - Facilities Master Plan)

**Nondiscrimination**

The district's program shall provide equal access to and shall not unlawfully discriminate against students who are members of special populations.  Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; single parents and single pregnant females; displaced homemakers; students with limited English proficiency; 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

BP 6178(d)

CAREER TECHNICAL EDUCATION (continued)

field of work.  (20 USC 2302, 2354, 2373)

Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law. (34 CFR 104.8, 106.9)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)

The above notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the district's CTE program. (20 USC 2354)

School and Community Involvement

The Board shall appoint a CTE advisory committee to develop recommendations on the district’s CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of at least one student, teacher, business representative, industry representative, school administrator, member of the general public knowledgeable about the disadvantaged, and representative of the field office of the California Department of Employment Development. (Education Code 8070)

The district also may involve parents/guardians; students; academic and CTE teachers; administrators; career guidance and academic counselors; representatives of tech prep consortia if applicable, business and industry, labor organizations, and special populations; and other interested individuals in the development, implementation, and evaluation of CTE programs.

Program Evaluation

The Superintendent or designee shall annually report to the Board achievement data on participating students, including, but not limited to, the percentage of participating students who successfully complete CTE programs, their performance on state and district academic achievement tests, and graduation rate. Data shall be disaggregated by program and various student subgroups. Based on such data, the Board shall determine the need for program improvements and update the goals in the district's local control and accountability plan as necessary.

(cf. 0500 - Accountability)
CAREER TECHNICAL EDUCATION (continued)

Legal Reference:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATION CODE</td>
<td></td>
</tr>
<tr>
<td>1205</td>
<td>Classification of counties</td>
</tr>
<tr>
<td>8006-8156</td>
<td>Career technical education</td>
</tr>
<tr>
<td>17078.70-17078.72</td>
<td>Career technical education facilities</td>
</tr>
<tr>
<td>33430-33432</td>
<td>Health science and medical technology grants</td>
</tr>
<tr>
<td>35168</td>
<td>Inventory of equipment</td>
</tr>
<tr>
<td>41540-41544</td>
<td>Targeted instructional improvement block grant</td>
</tr>
<tr>
<td>44257.3</td>
<td>CTC recognition of study in linked learning teaching methods</td>
</tr>
<tr>
<td>44260-44260.1</td>
<td>Designated subjects career technical education credential</td>
</tr>
<tr>
<td>44260.9</td>
<td>Designated subjects career technical education credential</td>
</tr>
<tr>
<td>48430</td>
<td>Legislative intent; continuation education schools and classes</td>
</tr>
<tr>
<td>48980</td>
<td>Parental notifications</td>
</tr>
<tr>
<td>51220-51229</td>
<td>Courses of study, grades 7-12</td>
</tr>
<tr>
<td>51760-51769.5</td>
<td>Work experience education</td>
</tr>
<tr>
<td>52300-52499.66</td>
<td>Career technical education</td>
</tr>
<tr>
<td>52519-52520</td>
<td>Adult education, occupational training</td>
</tr>
<tr>
<td>53010-53016</td>
<td>California Career Pathways Trust</td>
</tr>
<tr>
<td>52060-52077</td>
<td>Local control and accountability plan</td>
</tr>
<tr>
<td>53070-53076.4</td>
<td>The California Career Technical Education Incentive Grant Program</td>
</tr>
<tr>
<td>53086</td>
<td>California Career Resource Network</td>
</tr>
<tr>
<td>54690-54699.1</td>
<td>California Partnership Academies</td>
</tr>
<tr>
<td>54750-54760</td>
<td>California Partnership Academies, green technology and goods movement occupations</td>
</tr>
<tr>
<td>56363</td>
<td>Related services for students with disabilities; specially designed career technical education</td>
</tr>
<tr>
<td>66205.5-66205.9</td>
<td>Approval of career technical education courses for admission to California colleges</td>
</tr>
<tr>
<td>88500-88551</td>
<td>Community college economic and workforce development program</td>
</tr>
<tr>
<td>GOVERNMENT CODE</td>
<td></td>
</tr>
<tr>
<td>54950-54963</td>
<td>Brown Act</td>
</tr>
<tr>
<td>LABOR CODE</td>
<td></td>
</tr>
<tr>
<td>3070-3099.5</td>
<td>Apprenticeships</td>
</tr>
<tr>
<td>CODE OF REGULATIONS, TITLE 5</td>
<td></td>
</tr>
<tr>
<td>1635</td>
<td>Credit for work experience education</td>
</tr>
<tr>
<td>3051.14</td>
<td>Specially designed career technical education for students with disabilities</td>
</tr>
<tr>
<td>10070-10075</td>
<td>Work experience education</td>
</tr>
<tr>
<td>10080-10092</td>
<td>Community classrooms</td>
</tr>
<tr>
<td>10100-10111</td>
<td>Cooperative vocational education</td>
</tr>
<tr>
<td>11500-11508</td>
<td>Regional occupational centers and programs</td>
</tr>
<tr>
<td>11535-11538</td>
<td>Career technical education contracts with private postsecondary schools</td>
</tr>
<tr>
<td>11610-11611</td>
<td>Regional adult and vocational education councils</td>
</tr>
<tr>
<td>CODE OF REGULATIONS, TITLE 8</td>
<td></td>
</tr>
<tr>
<td>200-240</td>
<td>Apprenticeships</td>
</tr>
<tr>
<td>UNITED STATES CODE, TITLE 20</td>
<td></td>
</tr>
<tr>
<td>2301-2414</td>
<td>Strengthening Career and Technical Education for the 21st Century Act</td>
</tr>
</tbody>
</table>
CAREER TECHNICAL EDUCATION (continued)

Management Resources:

CSBA PUBLICATIONS
A Governance Perspective: Interviews with School Board Members from the Nine Linked Learning Initiative School Districts, March 2014
The Linked Learning Approach to High School Reform, Governance Brief, January 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, January 2013
Multiple Pathways to Student Success: Envisioning the New California High School, 2010
Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007

WEB SITES
CSBA: http://www.csba.org
Association for Career and Technical Education: http://www.acteonline.org
California Association of Regional Occupational Centers and Programs: http://www.carocp.org
California Career Resource Network: http://www.californiacareers.info
California Department of Employment Development: http://www.edd.ca.gov
California Department of Industrial Relations: http://www.dir.ca.gov
California Workforce Development Board: http://www.cwdb.ca.gov
Commission on Teacher Credentialing: http://www.ctc.ca.gov
University of California, a-g Course Submissions: http://www.ucop.edu/a-gGuide/ag/course_submissions
CAREER TECHNICAL EDUCATION

Federal Grants for Career Technical Education (Perkins)

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)

(cf. 3230 - Federal Grant Funds)

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 CTE programs, postsecondary CTE programs, 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 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

**AR 6178(b)**

**CAREER TECHNICAL EDUCATION** (continued)

(cf. 6143 - Courses of Study)

2. Provide the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations

(cf. 5113.2 - Work Permits)
(cf. 6178.1 - Work-Based Learning)

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

(cf. 4131 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6164.2 - Guidance/Counseling Services)

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

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)
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)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)

**AR 6178(c)**

**CAREER TECHNICAL EDUCATION** (continued)

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)

**Apprenticeship Programs**

The district shall offer high school and/or adult education students a program of orientation to apprenticeships for currently offered NUSD CTE programs that have approved apprenticeships through the California Department of Labor, that acquaints students with a broad range of career options, provides information regarding available apprenticeship programs.

(cf. 6200 - Adult Education)

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)

**CAREER TECHNICAL EDUCATION (continued)**

**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. However, no state or federal funds shall be used to pay students' membership dues, food or lodging expenses, out-of-state travel, or the cost of a social activity or assemblage.

(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.5 - Student Organizations and Equal Access)