

CAREER TECHNICAL EDUCATION

Perkins Basic Grants for Career Technical Education

The Superintendent or designee shall submit to the California Department of Education a district plan for the career technical education (CTE) program funded by the federal Carl D. Perkins Career and Technical Education Act. The plan shall: (20 USC 2354)

1. Describe how program funds will be used to provide the CTE program components required by 20 USC 2355(b)
2. Describe how activities will be carried out in order to meet levels of performance established pursuant to 20 USC 2323

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)
(cf. 6162.52 - High School Exit Examination)

3. Describe how the district will:
 - a. Offer the appropriate courses of at least one CTE program of study described in 20 USC 2342

(cf. 6143 - Courses of Study)

- b. Improve the academic and technical skills of participating students by strengthening the academic and career technical components of such programs through the integration of coherent and rigorous academic content and relevant CTE programs to ensure learning in the core academic and career technical subjects
 - c. Provide students with strong experience in and understanding of all aspects of an industry
 - d. Ensure that participating students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students

(cf. 6011 - Academic Standards)

- e. Encourage participating students to enroll in rigorous and challenging courses in core academic subjects

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6142.93 - Science Instruction)

CAREER TECHNICAL EDUCATION (Continued)

4. Describe how CTE, academic, guidance, and administrative personnel will be provided comprehensive professional development, including initial teacher preparation, that promotes the integration of coherent and rigorous content aligned with academic standards with relevant CTE, including curriculum development

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

5. Describe how parents/guardians, students, academic and CTE teachers, administrators, career guidance and academic counselors, representatives of tech prep consortia if applicable, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals will be involved in the development, implementation, and evaluation of CTE programs, and how such individuals and entities will be effectively informed about, and assisted in understanding, the requirements of the federal program

(cf. 1220 - Citizen Advisory Committees)

(cf. 1700 - Relations Between Private Industry and the Schools)

6. Provide assurances that the district's CTE program is of such size, scope, and quality to bring about improvement in the quality of CTE
7. Describe the process that will be used to evaluate and continuously improve the district's performance

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

8. Describe how the district will:
 - a. Review CTE programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the program for special populations, as defined in 20 USC 2302 and Board policy
 - b. Provide programs that are designed to enable special populations to meet established performance level targets
 - c. Provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency

CAREER TECHNICAL EDUCATION (Continued)

9. Describe how the district will ensure that individuals will not be discriminated against on the basis of their status as members of special populations

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

10. Describe how funds will be used to promote preparation for nontraditional fields

Nontraditional fields means 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)

11. Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities

(cf. 6164.2 - Guidance/Counseling Services)

12. Describe efforts to improve:

- a. The recruitment and retention of CTE teachers and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession
- b. The transition to teaching from business and industry

(cf. 4112.2 - Certification)

Tech Prep Programs

The district shall, jointly in a consortium with an institution of postsecondary education and other partners as appropriate, offer a technical preparation program in accordance with 20 USC 2371-2376. The program shall: (20 USC 2373)

1. Be carried out under an articulation agreement with the postsecondary institution and any other consortium partners
2. Consist of a program of study that:
 - a. Combines at least two years of tech prep at the secondary level which is linked to at least two years of either postsecondary education in a sequential, nonduplicative course of study or an apprenticeship program

CAREER TECHNICAL EDUCATION (Continued)

- b. Integrates academic and career technical instruction and utilizes work-based and work site learning experiences as appropriate and available

(cf. 5113.2 - Work Permits)

(cf. 6178.1 - Work Experience Education)

- c. Provides technical preparation in a career field, including high-skill, high-wage, or high-demand occupations
 - d. Builds student competence in technical skills and in core academic subjects, as appropriate, through applied, contextual, and integrated instruction in a coherent sequence of courses
 - e. Leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree in a specific career field
 - f. Leads to placement in high-skill or high-wage employment or to further education
 - g. Utilizes CTE programs of study, to the extent practicable
 - h. Meets state academic standards
 - i. Investigates opportunities for tech prep students to enroll concurrently in secondary education and postsecondary education courses
3. Uses educational technology and distance learning, as appropriate, to involve consortium partners more fully in the development and operation of programs
 4. Includes in-service professional development for teachers, administrators, and counselors that addresses the goals identified in 20 USC 2373
 5. Provides equal access to the full range of tech prep programs to individuals who are members of special populations, as defined in 20 USC 2302 and Board policy, including the development of tech prep program services appropriate to the needs of special populations
 6. Provides for preparatory services that assist participating students
 7. Coordinates with activities conducted under Title I of the No Child Left Behind Act

(cf. 6171 - Title I Programs)

CAREER TECHNICAL EDUCATION (Continued)

Participation of Private Schools

Upon written request from representatives of nonprofit private schools within the geographical area served by the district, the Superintendent or designee shall: (20 USC 2397)

1. Consult with the private school representatives in a timely and meaningful manner and, if the district so chooses, provide for the participation of private school secondary students in the district's CTE programs and activities funded under the federal Carl D. Perkins Career and Technical Education Act
2. To the extent practicable, permit participation of CTE teachers, administrators and other personnel from private schools in the district's in-service and preservice CTE professional development programs funded through the Perkins Act

Student Organizations

The district may support student organizations which engage in activities that are integral to the CTE program. The district may provide funding for supplies, materials, activities, and advisor expenses of such student organizations but shall not use state or federal funding 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)