

Methods of Administration, Career and Technical Education, and Civil Rights Guidance for English Learners

Overview of Methods of Administration (MOA)

The [United States Department of Education Office for Civil Rights](#) requires the Office of Superintendent of Public Instruction (OSPI), as the state agency responsible for administration of Career and Technical Education (CTE), to conduct a Civil Rights compliance program review. The intent is to identify, remedy and prevent discrimination in CTE programs operated by education agencies receiving federal financial assistance. School districts, tribal schools, and skill centers are typically selected for on-site review according to CTE enrollment data, school demographics and location, established review cycle, requests for technical assistance, or procedural information.



Figure 1 Seal of the U.S. Department of Education

The purpose of monitoring reviews is to conduct a comprehensive assessment of the selected districts, tribal schools, and skill centers CTE programs, as well as all facilities housing CTE programs or used by CTE-enrolled students to ensure compliance with the following Federal Civil Rights authorities and regulations.

Federal law requires that all school districts receiving funding support from the U.S. Education Department, and providing CTE programs shall comply with:

- [Title VI of the Civil Rights Act of 1964](#) and implementing regulations (34 CFR Part 100), prohibits discrimination on the basis of race, color, and national origin.
- [Title IX of the Education Amendments of 1972](#) (34 CFR Part 106), prohibits discrimination on the basis of sex.
- [Section 504 of the Rehabilitation Act of 1973](#) (34 CFR Part 104); prohibits discrimination on the basis of disability.
- [Vocational Education Program Guidelines](#) for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap, published in the Federal Register March 21, 1979 (Guidelines).
- [Title II of the Americans with Disabilities Act of 1990](#) (28 CFR Part 35), prohibits discrimination on the basis of disability.



CTE Requirements

Are there any specific requirements for English learners (ELs) to enroll in CTE courses?

There are no entry requirements for ANY students, including EL students.

- CTE programs should include a progression of learning from an introductory foundation course to a career specialty course within a specific program pathway.



Figure 2 Diverse Students by Getty Images

For example, in a Health Science Rehabilitative Pathway, students may

- take Introduction to Health Careers, A Fitness Trainer, Sports Medicine 1, and Sports Medicine 2.
- The prerequisite for advanced coursework would be for the student to take an introductory CTE class first.
- The courses should include extended learning, such as a Career and Technical Students Organizations (CTSOs) and other leadership opportunities.

Available Supports and Access

What supports should be provided within CTE classes to support ELs?

- Provide interpretation and translation services to the students.
- Provide for grouping of multilingual students in CTE programs. Language/knowledge banking is extremely helpful in learning new content. An optimal grouping is 50% bilingual and 50% native-English speaking students in a classroom. This configuration yields the most utterance opportunities (practice with key language is maximized).
- Provide para(s) in the CTE classrooms.
- Adaptive iPad devices that hover over the text.
- Several content frameworks are available through your EL professionals. These frameworks support language learners in the content classrooms. GLAD and SIOP are examples of these frameworks.
- Partner with the EL teacher for additional supports in a co-teaching model.

Counselors and Career Specialists

How do EL students learn about all the opportunities for CTE course offerings from counselors and career specialists?

- Through an inclusive comprehensive guidance program (WOIS Career Information System, Career Cruising, Career Guidance Washington).
- Through counselor assistance that helps in the development of a personalized pathway using the course catalog. Some students will require supports in this pathway.
- Through field trips and career speaker presentations, they learn about non-traditional fields and high-wage, high-demand fields.
- Through CTE teachers sharing about each of their CTE course offerings, with many of them leading to earning industry recognized certificates and credentials.

Collaboration

How can the CTE Director, CTE Teachers, and EL Director work collaboratively to learn more about CTE course offerings?

- Collaborating to develop personalized pathways.
- Through developing plans to provide services and information to students and their families in multiple languages.
- Offering work-based learning opportunities for all students. Modify the training plan, policies for placement of students.
- Visitations to CTE classrooms.
- Professional development for the incorporation of language standards that support content learning, and on maximizing EL participation with content, equity, and access.
- Participating and attending CTE Program Advisory Committee meetings.

Communication

What should the EL Directors be talking about with the CTE Directors?

- Review the CTE course enrollment data. Disaggregate by race, ethnicity, special education, gender. Look for trends and patterns as historically there has been disproportionality.
- Review the EL enrollment data. Disaggregate by language proficiency level and home language.
- Ensure there are equal opportunities across CTE programs with regard to language proficiency, i.e., Agriculture, Biomedical, Game Design, Computer Science, Marketing, Culinary Arts, Child Development, etc.
- Develop a plan where everyone works together to promote and encourage ALL students, including EL students, to take classes that will prepare them to be career and college ready.

- Support student career exploration, certification opportunities, and project-based learning where they develop the knowledge and skills to be career and college ready.

Did You Know? Title III Funding is Available

- Title III can pay for professional development for CTE teachers to support EL students within their respective classes and course offerings.
- Title III can pay for additional collaboration time between CTE and EL staff.

Contact Information

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