

Policy 6178: ~~Vocational Education~~ Career Technical Education

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Status:
ADOPTED

The Governing Board *desires to provide a comprehensive career 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 with practical experience and understanding of all aspects of an industry.*

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 linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs (ROC/Ps), charter schools, small learning communities, magnet programs, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

~~affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.~~

~~The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes, and job hunting strategies.~~

~~Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board especially desires that the District's vocational education program be updated regularly to reflect current vocational practices, changes in technology, and labor-market conditions.~~

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

~~(cf. 3440 – Inventories)~~

~~(cf. 6141 – Curriculum Development and Evaluation)~~

~~Equal access shall be provided to handicapped and disadvantaged individuals in recruitment, enrollment, and placement activities of the vocational education program.~~

~~(cf. 0410 Nondiscrimination)~~

~~(cf. 1312.3 Uniform Complaint Procedures)~~

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 District, state, and/or federal funds supporting CTE.

The Board shall adopt District 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.

At least eEvery three years, the Board shall compare the District's ~~existing vocational~~ curriculum, course content, and course sequence ***of CTE*** with ***the*** model state curriculum standards. (Education Code ~~51226,~~ 52376)

The Superintendent or designee shall ***systematically*** ~~establish procedures for the systematic review of the District's CTE courses~~ ~~vocational education classes~~ to determine the degree to which each ~~course~~ ~~class~~ 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*** ~~The superintendent or designee shall present the Board with evidence that enables the Board to ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation.~~ (Education Code 52376)

~~(cf. 6146.1 High School Graduation Requirements/Standards of Proficiency)~~

Advisory Committee

The ~~Board/~~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. They shall also 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 vocational education~~ advisory committee as required by law to develop recommendations on the ~~District's CTE vocational education~~ program and **to serve as** ~~provide~~ 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 Board expects that this advisory committee will provide staff with useful information about new technologies and the changing needs of community businesses.~~

~~(cf. 1220 – Citizen Advisory Committees)~~

~~Participation in ROP~~

The Superintendent or designee shall inform all secondary students and their parents/guardians about the CTE experiences available in the District, CTE courses that satisfy college admission criteria, and, if applicable, 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 barrier to admission and participation in the District's CTE program. (20 USC 2354; 34 CFR 100 Appendix B, 104.8, 106.9)

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. They shall also 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.

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.

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.