

Career and Technical Education

The district will provide a program of career and technical education to assist students in making informed and meaningful educational and career choices, and to prepare students for post-secondary options. The district's career and technical education is a planned program of courses and learning experiences that begins with exploration of career options. Additionally, the district's career and technical education program supports basic academic and life skills, enables achievement of high academic standards, incorporates leadership training, provides options for high skill development and high-wage employment preparation, and includes advanced and continuing education courses. The district will include the program and its courses as part of the regular curriculum of the district.

The district will establish local career and technical advisory committees to assist in the design and delivery of the district's career and technical education program. Committees will advise the district on current labor market needs and the programs necessary to meet those needs. The district will relate its career and technical education program to employment demands, current and future, and to the needs and interests of students.

The board will annually review and approve the district plan for the design and delivery of its career and technical education program. The plan will ensure academic rigor, align with education reform, establish program performance targets, address the skill gaps of Washington's economy, and provide opportunities for dual credit.

The superintendent or designee will develop procedures to ensure that the district operates all programs and courses in conformity with the district's plan for career and technical education. Further, the associated procedures will conform to all federal and state laws prohibiting discrimination based on race, creed, color, national origin, sex, sexual orientation, gender expression, gender identity, disability (including any sensory, mental, physical disability, the use of a trained dog guide, and use of service animal), religion, and honorably discharged veteran or military status. Additionally, the superintendent or designee will seek and utilize all available state and federal sources of revenue appropriate for the financial support of career and technical education in the district.

If the district receives funds through the work-integrated learning initiative to provide experiences for its students, it will comply with the conditions of receiving such funds.

Cross References: Board Policy 2140
2413

Guidance and Counseling
Equivalency Credit for Career and Technical
Educational Courses

Legal References: RCW 28A.150.500
RCW 28A.230.130

Educational agencies offering vocational educational
programs — Local advisory committees —
Advice on current job needs
Program to help students meet minimum entrance
requirements at baccalaureate-granting

institutions or to pursue career or other
opportunities — Exceptions
Chapter 28A.700 RCW Secondary Career and Technical Education
20 U.S.C. § 2301 et seq. Carl D. Perkins Career and Technical Education
Improvement Act of 2006
Laws of 2018, ch 206 § 1 Work-Integrated Learning Initiative

Management Resources:

2018 – May Issue
2011 – June Issue
2009 – February Issue

**Adoption Date: 04.23.13
Washougal School District
Revised: 10.23.18**

Career and Technical Education

The district's plan for its Career and Technical Education program will be approved annually by the board of directors. All components of the plan will meet the Career and Technical Education program standards as established by the Office of State Superintendent of Public Instruction (OSPI).

A. The District's Career and Technical Education (CTE) Plan

The district's CTE Plan describes how the district will deliver career and technical education to its students. The components of the district's CTE plan will ensure:

1. Application and contextualization of the related state academic learning standards;
2. Responsiveness to state-wide or local high-demand occupations;
3. Compliance with the five-year plan requirements as recommended by federal Carl D. Perkins Career and Technical Education Act;
4. Sufficient equipment and facilities to meet industry standards;
5. Adequate student and teacher opportunities to connect to the business community including, but not limited to, industry job shadowing, mentorships and internships;
6. The integration and application of leadership and employability skills;
7. Instructors connect student learning with work, home and community;
8. Preparatory programs leading to a certificate or credential that is state or nationally recognized;
9. Courses are sequential, rigorous and based on an analysis of technical skill attainment;
10. Performance Measures and Targets established by the state are met or exceeded;
11. No discrimination on the basis of race, creed, color, national origin, disability, gender, sex, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal, and religion. in any aspect of its CTE Programs;
12. Reasonable modifications are made to all CTE policies, procedures and practices which are necessary to avoid discriminating against a student based on disability unless the district can demonstrate that such modifications would fundamentally alter the nature of a CTE course or program
13. Teachers are CTE certified in the areas in which they instruct; and
14. Courses are structured so that the maximum number of students per class is determined by the number of training stations, safety factors and/or individual instruction requirements of the specific skills being developed.

B. Performance Measures and Target – Accountability

The district will adopt performance measures and targets in at least the following areas:

1. Sufficiency of courses allowing students to earn dual credit for high school and college;

2. Rates of student participation in and completion of high-demand programs; and
3. Performance measures and targets established by the workforce training and education coordinating board, including but not limited to student academic and technical skill attainment through certification, CTE Completer rates, graduation rates, post-graduation employment or enrollment in post-secondary education.

C. Course Equivalencies

Each of the district's high schools will adopt core academic course equivalencies for high school Career and Technical courses, provided that the Career and Technical Education course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee, in accordance with district policy 2413, Equivalency Credit for Career and Technical Educational Courses.

D. Career and Technical Education Programs of Study

A program of study is a sequence of courses that identifies the secondary and post-secondary content that students need to take to ensure that they will have the knowledge and skills needed for a seamless transition to post-secondary options.

The district's CTE program(s) of study will:

1. Incorporate secondary CTE academic and elective courses and local graduation requirements as well as post-secondary education elements;
2. Include coherent and rigorous academic content aligned with state learning standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that are aligned with post-secondary education in a related field;
3. Include courses aligned with appropriate state academic, industry, leadership and employability standards; and
4. Lead to industry-recognized credentials, an academic certificate or degree, apprenticeship, employment or certificate at the post-secondary level.

E. Career Guidance and Counseling

Career guidance and counseling programs will include the exploration of options and opportunities for Career and Technical education at the secondary and post-secondary level and exploration of career opportunities in emerging and high-demand programs. (See policy 2140, Guidance and Counseling)

F. Advisory Committees

1. Advisory committees will participate in the determination of program goals, and review and evaluate program curricula, equipment and effectiveness.
2. Advisory committee participants will include but are not limited to representatives of business and labor who reflect the local industry and the community. Members will actively consult with other representatives of business and industry.