

# Course Outline

Education, Child Development, and Family Services

REVISED: July/2022

**Job Title**

ECE Supervisor

**Career Pathway:**

Child Development

**Industry Sector:**

Education, Child Development,  
and Family Services

**O\*NET-SOC CODE:**

39-9011.00

**CBEDS Title:**

Teaching Careers or Careers in  
Education

**CBEDS No.:**

4401

**72-15-70**

## Child Development/3: Supervision

**Credits:** 5

**Hours:** 100

**Course Description:**

This competency-based course is the last in a sequence of three designed for early childhood education. It provides students with project-based experiences in child development program supervision. Instruction includes an introduction and reviews of workplace safety policies and procedures, techniques on communications and critical thinking, and employability skills. Emphasis is placed on program development, supervision, evaluation, staff and volunteer recruitment and retention, staff relations, facility maintenance, business practices, staff and student health and nutrition, parental involvement, and public relations. A minimum of thirty hours (30 hours) of field observations and experiences are included as part of the evaluation of a program's supervisory policies and practices. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**Prerequisites:**

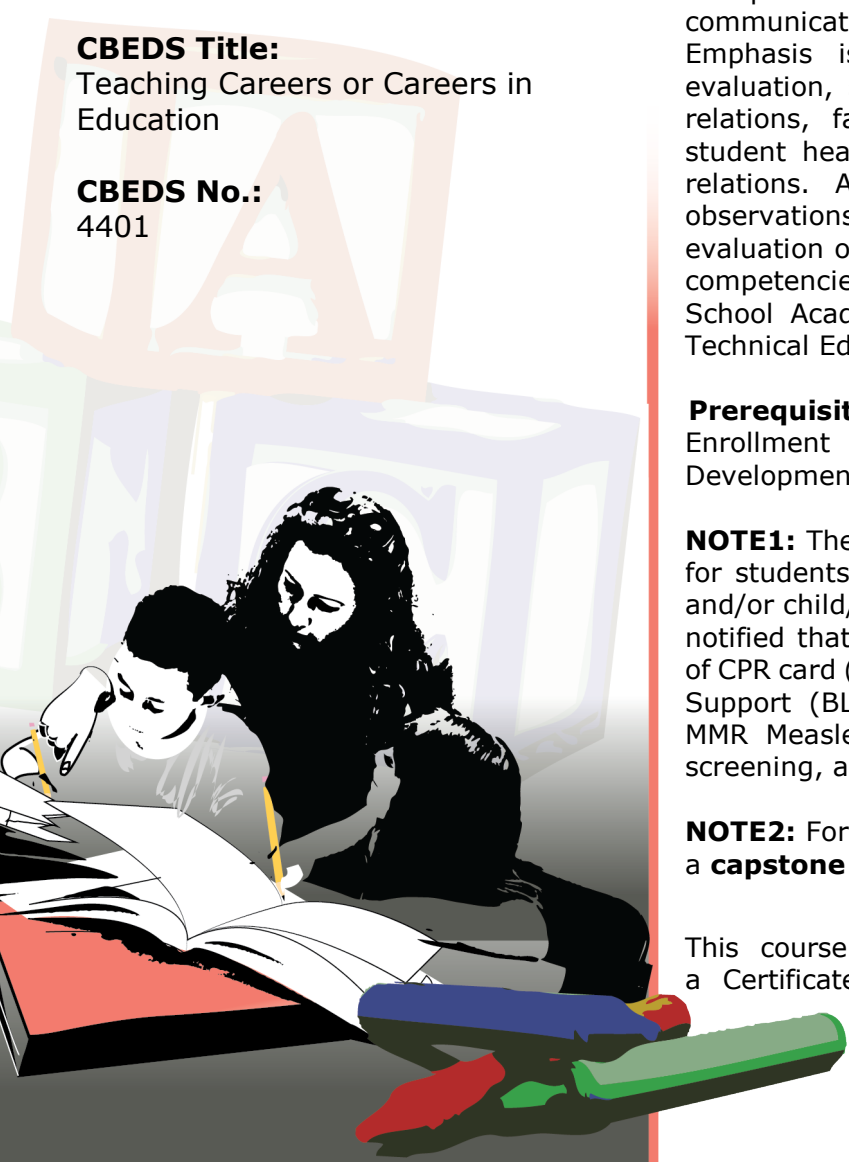
Enrollment requires successful completion of the Child Development/2: Curriculum (72-15-60) course.

**NOTE1:** The course requires a minimum of thirty hours (30 hrs.) for students to conduct field work at an Early Education Center and/or child/day care center. During orientation, students will be notified that an employer or externship facility will require proof of CPR card (a current American Heart Association (AHA) Basic Life Support (BLS) certification card, T-DAP, Diphtheria, Pertussis, MMR Measles, mumps, rubella, vaccine, influenza, COVID, TB screening, and a background check.

**NOTE2:** For Perkins purposes this course has been designated as a **capstone** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.

Los Angeles Unified School District  
Division of Adult and Career Education  
Instructional and Counseling Services Unit  
Adult Curriculum Office  
www.weareadace.org



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

pp. 7-16

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

<b>COURSE OUTLINE COMPONENTS</b>	<b>LOCATION</b>
<b>INSTRUCTIONAL STRATEGIES</b>	p. 19
<p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	
<b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b>	Cover
<p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
<b>EVALUATION PROCEDURES</b>	p. 19
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	
<b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b>	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

## **ACKNOWLEDGMENTS**

Thanks to IRMA CUEVAS, ERIKA MURCIA-FLORES, JENNET GUERRERO, RORY JOHNSON, KIMBERLY SHIRLEY, and LORENZA ZORRILLA for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork in the course cover designs.

ANA MARTINEZ  
Specialist  
Career Technical Education

ROSARIO GALVAN  
Administration  
Division of Adult and Career Education

APPROVED:

JOE STARK  
Executive Director  
Division of Adult and Career Education

# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## ***Education, Child Development, and Family Services Industry Sector Knowledge and Performance Anchor Standards***

### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Education, Child Development, and Family Services academic alignment matrix for identification of standards.

### **2.0 Communications**

Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Education, Child Development, and Family Services sector workplace environment.

### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Education, Child Development, and Family Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Education, Child Development, and Family Services sector workplace environment.

### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Education, Child Development, and Family Services sector workplace environment and community settings.

### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector, following procedures when carrying out experiments or performing technical tasks.

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Education, Child Development, and Family Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

***Education, Child Development, and Family Services  
Pathway Standards***

**C. Education Pathway**

The Education pathway is designed to prepare students for professional or learning support positions in education, prekindergarten through grade twelve. Students study human development; standards, regulations, and codes; positive guidance and counseling techniques; age-appropriate and grade-appropriate learning strategies; learning theories; and standards-based curriculum and instructional design. Students can apply and practice their knowledge and skills at a variety of elementary and secondary education sites.

Sample occupations associated with this pathway:

- ◆ Before/Afterschool Program Aide
- ◆ Primary/Secondary School Teacher
- ◆ School Counselor
- ◆ Educational Administrator
- ◆ Speech Therapist

- C1.0 Describe the structure of the education industry and its role in local, state, and global economies.
- C2.0 Name operational procedures and organizational policies at various levels in education.
- C3.0 State specific applications of government regulations in the education industry.
- C4.0 Practice critical emergency and disaster procedures at a school site.
- C5.0 Summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents.
- C6.0 Use positive interaction, guidance, and discipline in the educational environment.
- C7.0 Explain the role and purpose of standards-based instruction and assessment.
- C8.0 Compare basic principles and practices of good nutrition and health and wellness for children.
- C9.0 Assess how to communicate and interact effectively with families and community groups.
- C10.0 Integrate the process of developing quality teaching materials and resources for classroom instruction.
- C11.0 Evaluate the role of instructional staff in supporting the learning process.
- C12.0 Formulate the components of effective after-school and recreational programs for individuals and groups.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Child Development /3: Supervision Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p><b>A. ORIENTATION AND SAFETY REVIEW</b></p> <p>Review, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Review the scope and purpose of the course.</li> <li>2. Review the overall course content as a part of the Linked Learning Initiative.</li> <li>3. Review classroom policies and procedures.</li> <li>4. Review the different occupations in the Education, Child Development, and Family Services Industry Sector which have an impact on the role of educators and educational aides.</li> <li>5. Review the opportunities available for promoting gender equity and the representation of non-traditional populations in the educational field.</li> <li>6. Review the purpose and impact of each of the following on early childhood education:               <ol style="list-style-type: none"> <li>a. California Department of Education (CDE)</li> <li>b. California Education Code (Ed Code)</li> <li>c. California Commission on Teacher Credentialing (CCTC)</li> <li>d. Centers for Disease Control and Prevention (CDC)</li> </ol> </li> <li>7. Review the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing educators and educational aides to include fire extinguishers, smoke detectors, carbon monoxide, etc.</li> <li>8. Review classroom and workplace first aid, and emergency procedures based on the American Red Cross (ARC) standards.</li> <li>9. Review how each of the following insures a safe workplace:               <ol style="list-style-type: none"> <li>a. employees' rights as they apply to job safety</li> <li>b. employees' obligations as they apply to safety</li> <li>c. AB1207 – Mandated child abuse reporting: child day care personnel: training</li> </ol> </li> <li>10. Pass the safety exam with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 12</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.6 Career Planning and Management: 3.4, 3.5 Problem Solving and Critical Thinking: 5.1, 5.7 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.3, 7.4, 7.6, 7.7 Ethics and Legal Responsibilities: 8.1, 8.2, 8.4, 8.7 Leadership and Teamwork: 9.3, 9.4, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.8 Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> A1.3, A2.1, A2.2, A3.4, A4.3, A4.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p><b>B. COMMUNICATION SKILLS REVIEW</b></p> <p>Understand, apply, and evaluate principles and practices used in effective communication.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Review the definition of communication.</li> <li>2. Review the following stages of the communication process:               <ol style="list-style-type: none"> <li>a. sending/source                   <ol style="list-style-type: none"> <li>i. reason for sending the message</li> <li>ii. content of the message</li> </ol> </li> <li>b. message</li> <li>c. encoding                   <ol style="list-style-type: none"> <li>i. avoid cultural issues</li> <li>ii. eliminate mistaken assumptions</li> <li>iii. fill in missing information</li> </ol> </li> <li>d. channel                   <ol style="list-style-type: none"> <li>i. face-to-face meetings</li> <li>ii. telephone and videoconferencing</li> <li>iii. written channels including letters, emails, memos and reports</li> </ol> </li> <li>e. decoding - the time to read a message carefully or listen actively to it</li> <li>f. receiving</li> <li>g. feedback - verbal and nonverbal reactions to the communicated message</li> <li>h. context                   <ol style="list-style-type: none"> <li>i. the surrounding environment</li> <li>ii. the broader culture (corporate culture, international cultures, etc.)</li> </ol> </li> </ol> </li> <li>3. Review and demonstrate the following techniques to remove barriers in communication:               <ol style="list-style-type: none"> <li>a. using clear verbal and body language to avoid confusion</li> <li>b. being mindful of the demands on other people's time</li> <li>c. conversing and delivering the message to people of different backgrounds and cultures</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Technical Knowledge and Skills 10.8</p> <p><b>CTE Pathway:</b> A6.1, A6.3, A7.1, A7.3, A7.4, A7.5, A8.1, A11.2</p>
<p><b>C. CRITICAL THINKING SKILLS REVIEW</b></p> <p>Review, apply, and evaluate principles and practices used to promote critical thinking skills for students.</p>	<ol style="list-style-type: none"> <li>1. Review and describe the steps and procedures involved in defining and clarifying issues or problems.</li> <li>2. Review the importance of the following attributes in judging information related to problem-solving:               <ol style="list-style-type: none"> <li>a. consistency</li> <li>b. logic</li> <li>c. unbiased</li> <li>d. unemotional</li> <li>e. credibility</li> </ol> </li> <li>3. Review the importance of determining the adequacy of information to justify a conclusion and to predict probable consequences.</li> <li>4. Describe and demonstrate the following affective techniques used to sharpen student critical thinking skills:               <ol style="list-style-type: none"> <li>a. thinking independently</li> <li>b. developing insight into egocentricity or socio-centricity</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.3, 5.4, 5.9 Technical Knowledge and Skills: 10.9, 10.14 Demonstration and Application: 11.1, 11.5</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ul style="list-style-type: none"> <li>c. exercising fair mindedness</li> <li>d. exploring thoughts underlying feelings and feelings underlying thoughts</li> <li>e. developing intellectual humility and suspending judgment</li> <li>f. developing intellectual courage</li> <li>g. developing intellectual good faith or integrity</li> <li>h. developing intellectual perseverance</li> <li>i. developing confidence in reason</li> </ul> <p>5. Review the following macro-cognitive techniques used to sharpen student critical thinking skills:</p> <ul style="list-style-type: none"> <li>a. refining generalizations and avoiding oversimplifications</li> <li>b. comparing analogous situations: transferring insights to new contexts</li> <li>c. developing one's perspective: creating or exploring beliefs, arguments, or theories</li> <li>d. clarifying issues, conclusions, or beliefs</li> <li>e. clarifying and analyzing the meanings of words or phrases</li> <li>f. developing criteria for evaluation: clarifying values and standards</li> <li>g. evaluating the credibility of sources of information</li> <li>h. questioning deeply: raising and pursuing root or significant questions</li> <li>i. analyzing or evaluating arguments, interpretations, beliefs, or theories</li> <li>j. generating or assessing solutions</li> <li>k. analyzing or evaluating actions or policies</li> <li>l. reading critically: clarifying or critiquing texts</li> <li>m. listening critically: the art of silent dialogue</li> <li>n. making interdisciplinary connections</li> <li>o. practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives</li> <li>p. reasoning dialogically: comparing perspectives, interpretations, or theories</li> <li>q. reasoning dialectically: evaluating perspectives, interpretations, or theories</li> </ul> <p>6. Review the following micro-cognitive techniques used to sharpen student critical thinking skills:</p> <ul style="list-style-type: none"> <li>a. comparing and contrasting ideals with actual practice</li> <li>b. thinking precisely about thinking: using critical vocabulary</li> <li>c. noting significant similarities and differences</li> <li>d. examining or evaluating assumptions</li> <li>e. distinguishing relevant from irrelevant facts</li> <li>f. making plausible inferences, predictions, or interpretations</li> <li>g. evaluating evidence and alleged facts</li> <li>h. recognizing contradictions</li> <li>i. exploring implications and consequences</li> </ul>	<p><b>CTE Pathway:</b> A5.3, A5.5, A8.2, A12.2, A12.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p><b>D. PROGRAM DEVELOPMENT AND SUPERVISION</b></p> <p>Understand, apply, and evaluate the principles and practices used in program development and supervision.</p> <p>(16 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. goals</li> <li>b. objectives</li> <li>c. program development</li> <li>d. program supervision</li> <li>e. assessments for child/day care center</li> </ol> </li> <li>2. Identify and describe the following:               <ol style="list-style-type: none"> <li>a. components of effective supervision</li> <li>b. staff persons who function in a supervisory capacity</li> <li>c. responsibilities of a child/day care center supervisor</li> <li>d. personal qualities and characteristics important to the success of a supervisor</li> <li>e. general principles for implementing goals and objectives</li> <li>f. general principles for planning the school environments</li> <li>g. general considerations for organizing space</li> <li>h. general considerations for assigning specific activity areas</li> </ol> </li> <li>3. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. implementation of program goals and objectives</li> <li>b. planning the school environments</li> <li>c. organizing space</li> <li>d. assigning specific activity areas</li> <li>e. sharing indoor and outdoor space between infants and toddlers</li> <li>f. procurement, use, and maintenance of computers</li> <li>g. inclusion of children with special needs</li> <li>h. adaptation of the environment for children with special needs</li> </ol> </li> <li>4. Design an organizational chart showing the lines of responsibilities and the chain of command.</li> <li>5. Schedule a visit to an elementary or child/day care center and observe its general guidelines and practices for program development and supervision.</li> <li>6. Submit a written report of field work observations and save report in portfolio.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.3, 5.4, 5.5 Technical Knowledge and Skills: 10.1, 10.9, 10.14 Demonstration and Application: 11.1, 11.5</p> <p><b>CTE Pathway:</b> A5.3, A5.5, A8.2, A12.2, A12.6</p>
<p><b>E. PROGRAM EVALUATION</b></p> <p>Understand, apply, and evaluate the principles and practices used in program evaluation.</p>	<ol style="list-style-type: none"> <li>1. Define program evaluation.</li> <li>2. Identify and describe the following:               <ol style="list-style-type: none"> <li>a. reasons for evaluating the program</li> <li>b. areas of the program that need to be evaluated</li> <li>c. evaluation process</li> <li>d. modification of the evaluation process if and when necessary</li> </ol> </li> <li>3. Schedule a visit to a child/day care center and observe its general guidelines and practices for program evaluation.</li> <li>4. Submit a written report of field work observations and save report in portfolio.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(11 hours)		Technical Knowledge and Skills: 10.4, 10.9, 10.14 Demonstration and Application: 11.1, 11.5  <b>CTE Pathway:</b> A5.1, A5.3, A7.3, A7.4, A7.5, A8.1, A8.4, A11.1, A11.2, A11.3, A12.6
<b>F. HUMAN AND STAFF RELATIONS</b>  Understand, apply, and evaluate the principles and practices used to promote effective recruitment, selection, and maintenance of qualified staff, volunteers, and student teachers.	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. administrative staff</li> <li>b. certificated staff</li> <li>c. classified staff</li> <li>d. recruitment</li> <li>e. retention</li> <li>f. staff relations</li> </ol> </li> <li>2. Identify and describe the following:               <ol style="list-style-type: none"> <li>a. criteria for choosing a supervising teacher for preschool/school-age program</li> <li>b. local recruiting sources</li> <li>c. techniques for recruiting child care staff</li> <li>d. process of selecting a staff member from qualified applicants</li> <li>e. employer needs and rights</li> <li>f. employee needs and rights</li> <li>g. contents in a personnel file</li> <li>h. items that should be included in a contract agreement</li> <li>i. staff training methods</li> <li>j. factors that affect employee morale</li> <li>k. techniques for improving human relations among child care staff</li> <li>l. techniques for retaining child care staff</li> <li>m. sources of volunteer sources</li> <li>n. factors to consider when planning a volunteer program</li> <li>o. the roles of the director as a communicator</li> <li>p. forms of communication that can be used by a supervisor to communicate with the staff</li> <li>q. supervisory problems that can occur at a child/day care center</li> <li>r. techniques for handling the supervisory problems</li> </ol> </li> <li>3. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. writing job descriptions for classified and certificated positions</li> </ol> </li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.3, 5.4 Technical Knowledge and Skills: 10.4, 10.9, 10.14 Demonstration and Application: 11.1, 11.5  <b>CTE Pathway:</b> A5.1, A5.3, A5.5, A7.3, A7.4, A7.5, A8.1, A8.2, A8.4, A11.1, A11.2, A11.3, A12.2, A12.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(16 hours)	<ul style="list-style-type: none"> <li>b. posting internet and newspaper ads for classified and certificated positions</li> <li>c. mock interview for staff positions using three different screening tools</li> <li>d. developing a staff orientation policy and procedure handbook</li> <li>e. developing a written guide for planning staff meetings</li> <li>f. diagramming lines of communication in a typical child/day care program</li> </ul> <ol style="list-style-type: none"> <li>4. Define employee evaluation.</li> <li>5. Design an employee evaluation instrument that incorporates: <ul style="list-style-type: none"> <li>a. attitude towards parents and children</li> <li>b. responsibility</li> <li>c. adaptability</li> <li>d. performance</li> <li>e. professional development</li> <li>f. attendance</li> <li>g. punctuality</li> <li>h. grooming/appearance</li> <li>i. area of improvement</li> </ul> </li> <li>6. Schedule a visit to a child/day care center and observe its general guidelines and practices for: <ul style="list-style-type: none"> <li>a. recruitment</li> <li>b. retention</li> <li>c. staff relations</li> </ul> </li> <li>7. Submit a written report of field work observations and save report in portfolio.</li> </ol>	
<p><b>G. FACILITY MAINTENANCE</b></p> <p>Understand, apply, and evaluate the principles and practices used to promote effective facility operation and maintenance.</p>	<ol style="list-style-type: none"> <li>1. Define facility maintenance.</li> <li>2. Identify and describe the following: <ul style="list-style-type: none"> <li>a. components of a safe environment</li> <li>b. difference between maintenance and operations activities</li> <li>c. how maintenance, cleanliness, and safety are related</li> </ul> </li> <li>3. Describe and demonstrate the following: <ul style="list-style-type: none"> <li>a. developing a checklist for general housekeeping tasks for the child/day care center</li> <li>b. preparing guidelines for general repair and upkeep of equipment and property</li> <li>c. Department of Social Services (DSS) Health and Safety Checklist LIC 9212</li> </ul> </li> <li>4. Schedule a visit to a child/day care center and observe its general guidelines and practices for facility maintenance.</li> <li>5. Submit a written report of field work observations and save report in portfolio.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4</p> <p><b>CTE Anchor:</b> Communications: 2.2 Problem Solving and Critical Thinking: 5.3, 5.4 Technical Knowledge and Skills: 10.4, 10.9, 10.14 Demonstration and Application: 11.1, 11.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)		<b>CTE Pathway:</b> A5.1, A5.3, A5.4, A5.5, A7.3, A7.4, A7.5, A8.1, A8.2, A8.4, A11.1, A11.2, A11.3, A12.2, A12.6
<b>H. BUSINESS PRACTICES</b>  Understand, apply, and evaluate the principles and practices used in effective business.	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. business</li> <li>b. lease</li> <li>c. quotation</li> <li>d. bid</li> <li>e. budget</li> <li>f. expendable property</li> <li>g. non-expendable property</li> </ol> </li> <li>2. Identify and describe the following:               <ol style="list-style-type: none"> <li>a. state and local board guidelines for child/day care center licensure and operation</li> <li>b. difference between expendable and non-expendable types of property to be purchased for a child/day care program</li> <li>c. tax obligations of the owner/operator of a child/day care program</li> <li>d. sources for assistance with taxes</li> <li>e. types of insurance necessary/desirable for operating a child/day care program</li> <li>f. types of records needed and their uses as they relate to operating a child/day care program</li> <li>g. items to be included in a budget</li> </ol> </li> <li>3. Describe and demonstrate the following:               <ol style="list-style-type: none"> <li>a. developing a budget for operating a child/day care program</li> <li>b. compiling a list of two or more local suppliers of the following:                   <ol style="list-style-type: none"> <li>i. food</li> <li>ii. kitchen equipment</li> <li>iii. maintenance supplies</li> <li>iv. educational supplies</li> <li>v. educational equipment</li> </ol> </li> <li>c. identifying and computing the cost of equipment and supplies needed for three months start-up for a specific number of children</li> <li>d. identifying at least four considerations to use as a basis for determining child care fees</li> </ol> </li> <li>4. Schedule a visit to a child/day care center and observe its general guidelines and practices for business reporting and accountability.</li> <li>5. Submit a written report of field work observations and save report in portfolio.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 7, 12  <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.3, 5.4, 10.4, 10.9, 10.14 Technical Knowledge and Skills: 10.4, 10.9, 10.14 Demonstration and Application: 11.1, 11.5  <b>CTE Pathway:</b> A5.1, A5.3, A5.5, A7.3, A7.4, A7.5, A8.1, A8.2, A8.4, A11.1, A11.2, A11.3, A12.2, A12.6
(16 hours)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p><b>I. HEALTH AND NUTRITION</b></p> <p>Understand, apply, and evaluate the principles and practices used to promote a healthy and safe environment for child care center staff and students.</p> <p>(11 hours)</p>	<ol style="list-style-type: none"> <li>1. Define health and nutrition.</li> <li>2. Identify and describe the following: <ol style="list-style-type: none"> <li>a. role of health and nutrition in human development and growth</li> <li>b. goals for a health plan in a child/day care center</li> <li>c. designated personnel for the children’s safety in a child/day care center</li> <li>d. components of a safe environment</li> <li>e. items needed for a first aid kit</li> <li>f. categories of child abuse</li> <li>g. nutrients required for good nutrition</li> <li>h. ways to implement health goals</li> <li>i. ways to maintain a healthy and safe environment in a child/day care center</li> <li>j. ways to monitor illness in a child/day care center</li> <li>k. ways to eliminate safety hazards</li> <li>l. ways to promote safety with children</li> </ol> </li> <li>3. Describe health problems associated with the following: <ol style="list-style-type: none"> <li>a. weather</li> <li>b. abuse</li> <li>c. neglect</li> <li>d. emotions</li> <li>e. stress</li> <li>f. environmental pollution</li> </ol> </li> <li>4. Describe and demonstrate the following: <ol style="list-style-type: none"> <li>a. developing an effective safety policy, including CPR training</li> <li>b. developing safety forms for a child/day care center</li> <li>c. procedures for earthquake, medical, fire, and weather-related emergencies</li> <li>d. legal responsibilities of child care staff as it relates to child abuse</li> <li>e. proper food safety and sanitation practices</li> <li>f. developing guidelines for meal planning and service</li> <li>g. hygiene: handwashing techniques, diapering and toileting</li> </ol> </li> <li>5. Schedule a visit to a child/day care center and observe its general guidelines and practices for: <ol style="list-style-type: none"> <li>a. student nutrition</li> <li>b. student and staff health and safety</li> </ol> </li> <li>6. Submit a written report of field work observations and save report in portfolio.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.3, 5.4 Technical Knowledge and Skills: 10.9, 10.14 Demonstration and Application: 11.1, 11.5</p> <p><b>CTE Pathway:</b> A5.1, A5.3, A5.5, A7.3, A7.4, A7.5, A8.1, A8.2, A8.4, A11.1, A11.2, A11.3, A12.2, A12.6</p>
<p><b>J. PARENTAL INVOLVEMENT</b></p> <p>Understand, apply, and evaluate the principles and practices used for planning</p>	<ol style="list-style-type: none"> <li>1. Define the following: <ol style="list-style-type: none"> <li>a. parental involvement/participation</li> <li>b. on-going communication</li> <li>c. parent education</li> </ol> </li> <li>2. Identify and discuss the following:</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>and delivering social studies curriculum.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> <li>a. benefits of on-going communication and parent participation in elementary school programs and activities</li> <li>b. necessary information that needs to be posted daily, weekly, monthly, and annually</li> <li>c. cultural differences that affect parenting practices</li> <li>d. resources for obtaining current news and information to share with families</li> <li>e. community agencies that offer counseling and/or support services for elementary school students and parents</li> <li>f. ways that parents can become involved</li> </ol> <ol style="list-style-type: none"> <li>3. Discuss and demonstrate the following: <ol style="list-style-type: none"> <li>a. developing a parent orientation program</li> <li>b. designing a "Parent Handbook"</li> </ol> </li> <li>4. Schedule a visit to a child/day care center and perform the following: <ol style="list-style-type: none"> <li>a. observe the degree of parental involvement</li> <li>b. document the extent of parental participation</li> <li>c. procure samples of daily, weekly, monthly, and annual bulletins and flyers for parents and guardians</li> <li>d. review the school's parent orientation program</li> <li>e. critique the school's "Parent Handbook"</li> <li>f. document the number of field work hours to satisfy classroom and employment requirements</li> </ol> </li> <li>5. Submit a written report of field work observations and save report in portfolio.</li> </ol>	<p><b>CTE Anchor:</b>  Problem Solving and Critical Thinking:  5.3, 5.4  Technical Knowledge and Skills:  10.9, 10.14  Demonstration and Application:  11.1, 11.5</p> <p><b>CTE Pathway:</b>  A5.1, A5.3, A5.5,  A7.3, A7.4, A7.5,  A8.1, A8.2, A8.4,  A11.1, A11.2, A11.3,  A12.2, A12.6</p>
<p><b>K. PUBLIC RELATIONS</b></p> <p>Understand, apply, and evaluate the principles and practices used to promote public relations related to child/day care center operation.</p>	<ol style="list-style-type: none"> <li>1. Define public relations.</li> <li>2. Identify and discuss the following: <ol style="list-style-type: none"> <li>a. benefits of well-planned and executed public relations activities</li> <li>b. influential people in the community whose support is beneficial to a child care program</li> <li>c. activities that can publicize/promote a child/day care center</li> <li>d. recognition of cultural differences that can affect the publicizing/promotion of the child/day care center</li> <li>e. equity and diversity sensitivity awareness and cultural responsive teachings</li> </ol> </li> <li>3. Describe and demonstrate the following: <ol style="list-style-type: none"> <li>a. collecting and critiquing several child/day care center promotional brochures</li> <li>b. designing a child/day care center promotional brochure</li> </ol> </li> <li>4. Schedule a visit to a child/day care center and perform the following: <ol style="list-style-type: none"> <li>a. observe the degree of public relations activities</li> <li>b. document the extent of community attendance and participation</li> <li>c. procure samples of daily, weekly, monthly, and annual bulletins and flyers for public relations</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b>  1, 2</p> <p><b>CTE Anchor:</b>  Problem Solving and Critical Thinking:  5.3, 5.4  Technical Knowledge and Skills:  10.9, 10.14  Demonstration and Application:  11.1, 11.5</p> <p><b>CTE Pathway:</b>  A5.1, A5.3, A5.5,  A7.3, A7.4, A7.5,  A8.1, A8.2, A8.4,  A11.1, A11.2, A11.3,  A12.2, A12.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)	<ul style="list-style-type: none"> <li>d. review and critique the school’s promotional brochure</li> <li>e. document the number of field work hours to satisfy classroom and employment requirements</li> </ul> <p>5. Submit a written report of field work observations and save report in portfolio.</p>	
<p><b>L. EMPLOYABILITY SKILLS &amp; RESUME PREPARATION REVIEW</b></p> <p>Understand, apply, and evaluate the employability skills required in the educational field.</p> <p>(4 hours)</p>	<ul style="list-style-type: none"> <li>1. Review employer requirements for the following: <ul style="list-style-type: none"> <li>a. punctuality and attendance</li> <li>b. time management</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. leadership and responsibility</li> <li>g. communication and collaboration</li> <li>h. flexibility and adaptability</li> <li>i. interpersonal skills</li> <li>j. work ethic</li> <li>k. critical thinking and problem solving</li> <li>l. ethical behavior</li> <li>m. cultural and diversity differences</li> </ul> </li> <li>2. Review sample résumés, cover letters and/or portfolio.</li> <li>3. Review the role of online job searching platforms and career websites.</li> <li>4. Review the importance of filling out a job application legibly, with accurate and complete information.</li> <li>5. Review the common mistakes that are made on job applications.</li> <li>6. Review sample job application forms correctly.</li> <li>7. Review the importance of enthusiasm in the interview and on a job.</li> <li>8. Review the importance of appropriate appearance in the interview and on a job.</li> <li>9. Review and demonstrate appropriate interviewing techniques.</li> <li>10. Review the informational materials and resources needed to be successful in an interview.</li> <li>11. Review sample follow-up letters.</li> <li>12. Review appropriate follow-up procedures.</li> <li>13. Review the importance of the continuous upgrading of job skills. <ul style="list-style-type: none"> <li>a. certification, licensure, and/or renewal</li> <li>b. professional organizations/events</li> <li>c. Industry associations and/or organized labor</li> </ul> </li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 7, 8, 9</p> <p><b>CTE Anchor:</b> <b>Academics:</b> <b>1.0</b> Communications: 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.2, 3.3, 3.4, 3.6, 3.8, Technology: 4.1, 4.3 Problem Solving &amp; Critical Thinking: 5.1 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.4 Leadership and Teamwork: 9.2, 9.3, 9.4, 9.6 Demonstration and Application: 11.5</p> <p><b>CTE Pathway:</b> A1.3</p>



## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOK**

Herr, Judy, Working with Young Children 9<sup>th</sup> Edition, GW-Goodheart Wilcox, 2020

### **SUPPLEMENTAL TEXTBOOKS**

Arnold, Mary. Effective Communication Techniques for Child Care. Cengage Learning, 2005.

Bukatko, Danuta and Marvin W. Daehler. Child Development: A Thematic Approach, 6<sup>th</sup> Edition. Wadsworth Publishing, 2011.

Crepeau, Ingrid M. and M. Ann Richards. A Show of Hands: Using Puppets with Young Children. Red Leaf Press, 2003.

Crowther, Ingrid. Creating Effective Learning Environments, 2<sup>nd</sup> Edition. Nelson Canada, 2006.

DeMelendez, W. R., V. Beck and M. Fletcher. Teaching Social Studies in Early Education. Cengage Learning, 2000.

Gonzales-Mena, J. Diversity in Early Care and Education: Honoring Differences, 5<sup>rd</sup> Edition. The McGraw-Hill Companies, 2011.

Gonzalez-Mena, Janet. Child in the Family and Community. Prentice-Hall, 2011.

Greata, Joanne D. An Introduction to Music in Early Childhood Education. Cengage Learning, 2005.

Guckian, Mara Ellen. Literacy Through Dramatic Play Centers. Teacher Created Materials, 2003.

Harlan, Jean. Science Experiences for the Early Childhood Years, 10<sup>th</sup> Edition. Prentice-Hall, 2011.

Herr, Judy and Yvonne Libby-Larson. Creative Resources for the Early Childhood Classroom, 5<sup>th</sup> Edition. Cengage Learning, 2007.

Hildebrand, Verna, et al. Knowing And Serving Diverse Families, 3<sup>rd</sup> Edition. Prentice Hall, 2007.

Hull, Karla, et al. Opening Doors: An Introduction to Inclusive Early Childhood Education. Cengage Learning, 2001.

Kostelnik, Marjorie, Kara Gregory, Anne Soderman, and Alice Whiren. Guiding Children's Social Development and Learning, 7<sup>th</sup> Ed. Cengage Learning, 2011

Miller, Darla. Positive Child Guidance, 6<sup>th</sup> Edition. Cengage Learning, 2009.

M & M Enterprises. Finger Fun. 2004.

M & M Enterprises. My Art Is Me. 2005.

Matricardi, J. and J. McLarty. Cooking Activities A to Z. Cengage Learning, 2005.

Nilsen, Barbara. Week by Week: Plans for Documenting Children’s Development, 5<sup>th</sup> Edition. Cengage Learning, 2010.

Papalia, Diana, et al. A Child’s World: Infancy Through Adolescence, 11<sup>th</sup> Edition. McGraw Hill, 2007.

Puckett, Margaret B, et al. The Young Child: Development from Prebirth Through Age Eight, 5<sup>th</sup> Edition. Prentice Hall. 2008.

Santrock, John W. Child Development: An Introduction. McGraw Hill, 2010.

Fox, J. Englebright and Robert Schirrmacher. Art and Creative Development for Young Children, 7<sup>th</sup> Edition. Cengage Learning, 2011.

Sluss, Ph.D., Dorothy. Supporting Play: Birth Through Age Eight. Cengage Learning, 2004.

Whitehead, Marian R. Language and Literacy in the Early Years 0 - 7, 4<sup>th</sup> Edition. SAGE Publications, 2010.

Zigler, Edward, et al. Children’s Play: The Roots of Reading. Zero to Three, 2004.

### **OTHER PUBLICATIONS**

Bredenkamp, Sue and Carol Copple. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, 3<sup>rd</sup> Edition. National Association for the Education of Young Children (NAEYC), 2010.

Colker, Laura J. The Cooking Book: Fostering Young Children’s Learning & Delight. NAEYC, 2005.

Copley, Juanita V. The Young Child and Mathematics. NAEYC, 2000.

Jalongo, Mary Renck. Young Children and Picture Books, 2<sup>nd</sup> Edition. NAEYC, 2004.

Junn, Ellen and Chris Boyatzis. Annual Editions: Child Growth and Development 2010/11, 17<sup>th</sup> Edition. The McGraw-Hill Companies, 2010.

Koralek, Derry. Spotlight on Young Children and Play. NAEYC, 2004.

Paciorek, Karen Menke. Annual Editions: Early Childhood Education 2010/11, 31<sup>st</sup> Edition. The McGraw-Hill Companies, 2010.

### **RESOURCES**

Employer Advisory Board members

### **CTE MODEL CURRICULUM STANDARDS**

**Education, Child Development, and Family Services Industry Sector**

<http://www.cde.ca.gov/ci/ct/sf/documents/edchildfamily.pdf>

### **COMPETENCY CHECKLIST**

## **TEACHING STRATEGIES and EVALUATION**

### **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Multimedia presentations
- C. Demonstrations and participations
- D. Individualized instruction
- E. Peer teaching
- F. Role-playing
- G. Guest speakers
- H. Field trips and field study experiences
- I. Projects

### **EVALUATION**

SECTION A – Orientation and Safety Review – Pass the safety test with 100% accuracy.

SECTION B – Communication Skills Review – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION C – Critical Thinking Skills Review – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION D – Program Development and Supervision – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION E – Program Evaluation – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION F – Human and Staff Relations – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION G – Facility Maintenance – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION H – Business Practices – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION I – Health and Nutrition – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION J – Parental Involvement – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION K – Public Relations – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION L – Employability Skills & Resume Preparation Review – Pass all assignments and exams with a minimum score of 80% or higher.

## ***Standards for Career Ready Practice***

**1. Apply appropriate technical skills and academic knowledge.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

**2. Communicate clearly, effectively, and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

**3. Develop an education and career plan aligned with personal goals.**

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

**4. Apply technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

**5. Utilize critical thinking to make sense of problems and persevere in solving them**

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

**6. Practice personal health and understand financial literacy.**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

**7. Act as a responsible citizen in the workplace and the community.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

**8. Model integrity, ethical leadership, and effective management.**

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

**9. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**10. Demonstrate creativity and innovation.**

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

**11. Employ valid and reliable research strategies.**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

**12. Understand the environmental, societal, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

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## Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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