

CHAPTER IV - Self-Study Finding
Part A - Organization for Student Learning

A1 School Purpose

A1-1 To what extent has the IVROP established a clear *statement of purpose* that reflects the beliefs and philosophy of the institution?

Findings	Evidence
<p>The original Vision Statement for Imperial Valley Regional Occupational Program (IVROP) was created using education code and goals of the Board in 1987. This Vision Statement was revised in 1991 and 1998. Teachers and classified staff were included in the revision process.</p> <p>The latest revision occurred in 2003 and all IVROP stakeholders were invited to participate in the review and revision of the Vision Statement. Input was received from IVROP staff members, teachers, students, parents, and community members. Their task was to develop a clear statement of purpose that reflected IVROP’s beliefs and philosophy while encompassing research-based knowledge about teaching and learning. Through the involvement of stakeholders, along with the intent of legislators, the board and the superintendent, recommendations were made by the IVROP WASC Leadership Team who finalized the statement:</p> <p><i>Vision Statement:</i> <i>The Imperial Valley Regional Occupational Program is dedicated to developing and providing quality training, career, and educational services. These programs will meet the needs of all students empowering them to become successful members of a global society.</i></p> <p>In the development of the statement, major consideration was given to the needs of students/clients being served and the industry, along with the quality of services and types of services being provided. Ten student groups served by IVROP projects provided input on the Vision</p>	<ul style="list-style-type: none"> • Sign in sheets for teachers, staff and student groups • Advisory committee minutes • Board minutes • ESLRs • Vision Statement • Certificates reflecting industry skills and standards • Course outlines • Projects’ Mission

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<p>Statement for relevancy and ease of understanding. The Vision Statement serves as an umbrella for several of our projects (SOS, Dads, and UNIDOS) that have a secondary Mission Statement as a requirement of their project.</p>	<p>Statements</p>
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A1-2 To what extent is the purpose defined further by *adopted expected schoolwide learning results* that form the basis of the educational program for every student?

Findings	Evidence
<p>During the initial development of the expected student learning results (ESLRs), in 1997-98, the <i>WASC Focus on Learning</i> model was used. Teachers, students, staff members and other stakeholders were involved in the process. Since then, teachers and staff have reviewed the ESLRs annually to determine if changes needed to be made.</p> <p>Recently, this WASC model was used again by our stakeholders to review and revise the ESLRs, which serve as the basis for our career and technical skills that are needed by students.</p> <p>During the past year, teachers, staff members, and students worked diligently to change the ESLRs to reflect the needs of the community and the workforce, and develop ESLRs that were measurable and attainable. Additionally, the Secretary's Commission on Achieving Necessary Skills (SCANS), advisory committee recommendations, No Child Left Behind (NCLB) requirements, and the Vision Statement philosophy were taken into consideration in the development of the revised ESLRs. Recommendations were made to the IVROP WASC Leadership Team on the final draft of the ESLRs'.</p>	<ul style="list-style-type: none"> • ESLRs • Course outlines • SCANS competencies • Sign in sheets for teachers, staff and student groups • Advisory committee meeting minutes • Board minutes • Showcase and awards ceremony input received

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<p>Expected Student Learning Results (ESLRs) - Upon completion of the planned program, students will be:</p> <p>Responsible Individuals who</p> <ul style="list-style-type: none"> • Set and pursue personal and professional goals • Abide by school and community rules, laws and regulations • Contribute positively to environmental and global issues <p>Interpersonal Learners who</p> <ul style="list-style-type: none"> • Possess appropriate work ethics • Dress and act appropriately <p>Effective Communicators who</p> <ul style="list-style-type: none"> • Use verbal, written, artistic and technological forms of communication appropriate to the given situation • Demonstrate career skills <p>Technological Producers who</p> <ul style="list-style-type: none"> • Use appropriate resources to complete a task • Create projects which reflect originality and high standards • Define, assess, accomplish, adjust, and evaluate intended results <p>Problem Solvers who</p> <ul style="list-style-type: none"> • Are self-motivated • Adapt and deal with change • Demonstrate critical thinking skills • Apply skills to a variety of situations <p>Annually, the ESLRs and Vision Statement are printed on folders and are distributed to students. Teachers are also given a classroom placard of the ESLRs to post in their classroom. The guidance technicians assist the teachers in classroom discussions with students on the meaning of the ESLRs and their relevance to the instruction that they receive. An ESLR form has been developed to assist teachers in tracking student progress as to when a specific ESLR has been achieved. This form is also available on-line and will be included in individual student portfolios this coming year.</p>	<ul style="list-style-type: none"> • Student folders • ESLRs worksheet • Posters in classrooms
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A2 Governance

A2-1 To what extent does the IVROP governing authority *adopt* policies which are consistent with the program’s purpose and support the achievement of the expected student learning results?

Findings	Evidence
<p>IVROP operates as a Joint Powers Agreement (JPA) entity with one governing board member from each of the seven participating school districts and the Imperial County Office of Education. The majority of the members serve a two-year cycle. This however, varies from district-to-district. IVROP Board members are involved in school events, classroom activities and meetings. Most years, at least one or two members of the Board will attend the Legislative Conference. ROP classes or grant-funded projects are featured at monthly board meetings.</p> <p>Policy is set by the IVROP Board to assist and support teachers and other staff members so that they may help their students achieve the ESLRs. The IVROP board ensures that adequate resources are available, so teachers and staff can follow the adopted policies. These policies were revised in 2001/02 and 2002/03 to more adequately reflect IVROP’s purpose. The California School Board Association (CSBA) manual was used to rewrite the policies, regulations and bylaws of the IVROP Board.</p>	<ul style="list-style-type: none"> • Board minutes • Board policies • Board knowledge of Vision Statement and ESLRs • District board minutes • Guidance technician schedule and activity logs • Curriculum • JPA Agreement • CSBA Policies, Regulations and Bylaws.

A2-2 To what extent does the IVROP governing authority *delegate* implementation of these policies to the professional staff?

Findings	Evidence
<p>The IVROP Board has delegated extensive authority to the Superintendent to design and implement classes, programs or projects that would enhance the quality of training offerings in Imperial County. The Board has passed policies that support this and</p>	<ul style="list-style-type: none"> • Organizational chart • Advisory committee

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<p>have given the Superintendent and staff the latitude and flexibility to do what it takes to meet the goals and objectives of IVROP.</p> <p>Teachers and staff are aware of the chain of authority used within their districts and the IVROP administration. They understand the process to follow to express their complaints and/or concerns. Teachers and staff are encouraged to voice these concerns at the appropriate forums.</p>	<p>minutes</p> <ul style="list-style-type: none"> • Annual and other teachers' meeting • Guidance technician meetings • Staff meetings • Management meetings • Board minutes
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A2-3 To what extent does the IVROP governing authority *monitor results*?

Findings	Evidence
<p>The governing authority plays an active role in monitoring student and program results. IVROP staff prepares a monthly enrollment/ADA projection for the Board to monitor whether student enrollment is maintained in IVROP classes. Six months after students complete their training, a follow-up survey is conducted to determine what the students are doing after their training. According to the follow-up survey from last year, 64% of the students surveyed continued their education, obtained employment, or entered into the military. The Board also receives a report on the number of students who receive a certificate of completion and the number of students passing certification tests. At the end of each course, students complete an evaluation of the program and the results are also provided to board.</p> <p>IVROP staff is involved in extensive data collection for their many grant-funded projects (SOS, CAMINO, UNIDOS, ACHIEVE, ACE, etc.). These projects require reports on the number of students/participants completing training; acquiring a high school diploma or GED; obtaining employment,</p>	<ul style="list-style-type: none"> • ROP Budgets • Certificates of Completion • Industry certifications • Course outlines • State ROCP Course Review Reports (Forms A,B,C,D) • State and federal project monitor reports • Rosters • Pre-post tests, quizzes and grades for students • Student recognition showcase • Distribution of bonds

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<p>etc. This information along with reports conducted by on-site visits done by compliance monitors is presented to the board by the leadership team at the monthly board meetings.</p> <p>Teachers provide IVROP staff with the student placement information and follow-up data that is forwarded to the state. This information is taken to the Board for their approval along with the ROCP Course Review report. Individual school sites collect data to determine student progress, including ROP students, on meeting local and state high school graduation requirements which are reported to individual school boards.</p>	<ul style="list-style-type: none"> • Student evaluation of the program results • Attendance report • Follow-up report • Student survey results • Parent survey results
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A3 School Leadership

A3-1 To what extent does the IVROP leadership make decisions to *facilitate actions* that focus the energies of the program on student achievement of the expected schoolwide learning results?

Findings	Evidence
<p>The IVROP Board and Superintendent have done a number of things to focus energies on the ESLRs. There is monthly communication with the leadership team regarding teaching and learning and student acquisition of the ESLRs. This information is filtered down to the staff level so that the message is clear that student achievement is important and needs to be supported.</p> <p>IVROP leadership also has an ongoing dialogue with the participating schools and is available on a regular basis to assist with the development of new courses, programs and the solicitation of community support. Schools frequently invite IVROP leadership to participate in meetings/activities (strategic planning, WASC meetings, advisory meetings, etc.)</p>	<ul style="list-style-type: none"> • Board Minutes • Staff Meetings • Management Meetings • Advisory committee minutes • Home and Focus Group Lists

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<p>centered around student achievement. The original home and focus groups were maintained to ensure that student achievement is a priority.</p> <p>To further facilitate student achievement, IVROP has allocated additional resources, both monetary and human, to the school districts so that they have the tools to help their students achieve the ESLRs.</p> <p>Resources have included guidance technicians to assist with the employability unit, portfolio development, career assessment, etc. In addition, funds have been allocated for the purchase of additional equipment that meets industry standards and for professional development opportunities to enhance staffs' ability to teach.</p>	<ul style="list-style-type: none"> • Funding distribution for equipment and supplies • Student portfolios • Career Locker assessment tool • Guidance technician activity logs
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A3-2 To what extent does the IVROP leadership empower the staff?

Findings	Evidence
<p>Teachers and staff are empowered in a variety of ways by the leadership from IVROP and the individual school districts. Some districts allow ROP teachers the flexibility to suggest new courses, change current course content or schedule classes based on the changing workforce. An example is changing Cisco networking to Cisco voice and data cabling, another example is if the class schedule won't work for students, they suggest alternate class times. Some ROP teachers have the flexibility to schedule ROP classes within their districts and provide student makeup hours when needed. Teachers are able to adjust their curricula and teaching methodologies to adequately serve all students.</p> <p>Teachers handle the majority of discipline and student management issues in their classroom. This</p>	<ul style="list-style-type: none"> • Course outlines • Classroom observations • Attendance reports • Class schedules • Staff development attendance • IVROP Handbook • Job Shadowing log

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<p>empowerment has given them the confidence to capably resolve issues in the early stages of development.</p> <p>Staff and teachers have been encouraged to be life-long learners. As a result, many staff and teachers have participated in professional development opportunities that enable them to provide ongoing program improvement and in some cases obtain industry related certification. Since the last review, over ten instructors have obtained industry certification.</p>	
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A3-3 To what extent does the IVROP leadership encourage *commitment, participation and shared accountability* for student learning?

Findings	Evidence
<p>IVROP leadership sees accountability for student learning as a shared responsibility. As part of their commitment to accountability, IVROP leadership encourages staff to take an active role in school activities and events. Many times some of these activities are beyond the regular school day. To adjust for this, IVROP has modified some staff work schedules, so staff is available during after-school hours to meet with students and help with after-school programs. This helps IVROP staff maintain a close relationship with the school staff, students and parents. In this way, IVROP staff is better able to ascertain the needs of the schools and students and commit to helping improve student learning from a personal level. With the IVROP leadership team being on many of the school committees that are focused on student learning, we have a stake in student learning and hold ourselves accountable to seeing student improvement.</p>	<ul style="list-style-type: none"> • Student Recognition Showcase program • Sign in sheets • Classroom observations • Lesson Plans • Student agreement • Individual Education Plan modification list or form

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IVROP leadership has also been proactive in providing teachers with information on new or emerging classes and different approaches designed to improve student achievement. This has been a difficult issue in some instances as the teachers are employees of the school districts and not IVROP. However, because the teachers are professionals and are committed to the program, most take on these opportunities with a positive attitude and embrace the emerging trends. In fact, most of the professional development is done on their own time and in many cases during the summer months.

The commitment by staff and teachers does not stop at professional development. Staff and teachers are encouraged to attend student individual education plan (IEP) meetings allowing them an opportunity to assist students in reaching their academic potential. Teachers may provide after-school instruction as needed or make a referral to another after-school tutoring program.

IVROP leadership encourages student and parent commitment to career and technical training by asking them to sign a student agreement upon enrollment into the IVROP class or program. Students are held accountable for success and accomplishing their goals while enrolled in their IVROP course or with their involvement in project-related activities through external requirements due to industry standards, government regulations and safety and health issues. These are most evident in our certificate programs.

IVROP leadership sees that student learning and achievement are not the total responsibilities of the individual school districts. As such, the superintendent and her leadership staff have been aggressive in seeking innovative ways and means to

- Services available to youth/adults
- Different committee assignments by staff
- Special education referral forms and intervention plan
- Schedule of site after-school tutoring

- Grant writing workshop sign-in sheet
- Speakers to group

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<p>improve student learning. One of these endeavors has been the writing of grants that provide additional services to students and the community-at-large. As a result of these efforts, many of the schools and students served by IVROP have additional resources that they are able to tap into.</p> <p>In the last three years, employee memberships to CAROC/P has increased from 16 to 86 with 60% of our employees becoming paid members. With that increase, employees are committed to the improvement of career and technical education.</p>	<p>of peers</p> <ul style="list-style-type: none"> • Projects are on display • Portfolios • CNA, CISCO, C-Tech Certifications • CAROC/P membership list
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A4 Staff

A4-1 To what extent are the IVROP leadership and staff qualified for their assigned responsibilities?

Findings	Evidence
<p>Education is an important aspect in qualifying for employment with IVROP. However, it is not the only criteria for employment. Many staff members come to us from other public sector or private sector agencies that deal with workforce development and preparation. Their qualifications and unique work experiences, qualify them for many of our job openings.</p> <p>However, IVROP takes great pride in promoting educational opportunities for their staff. Staff receives educational incentives for their post-secondary school attendance and degree attainment. Many staff members have adjusted work schedules to accommodate their attendance to educational institutions to pursue further education. As an educational entity, we believe in modeling behavior that we want to see replicated and attending school is one of those behaviors. Currently, 145 employees hold either an Associates,</p>	<ul style="list-style-type: none"> • List of staff with degrees • List of teacher credential review • List of teachers with degrees • Education Incentive Form • List of teacher credentials • Employee job descriptions

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<p>Bachelor’s or Master’s degree. In addition, 21 employees are working on an Associates, Bachelor’s or Master’s degree and three a teaching credential. In August 2004, IVROP recognized 14 employees for having obtained their Associates’, Bachelors’ or Masters’ degrees while being employed by IVROP.</p> <p>All teachers are properly credentialed with a Designated Subjects, Single Subject or Multiple Subject Teaching Credential. About 50% of our teachers hold a Bachelor’s or higher degree. Some of the ROP teachers have been recognized as industry and academic leaders at their school and also at the County level. More than 25% of our teachers have pursued additional industry certifications. This enables their students after receiving training to obtain or pursue similar certifications. Over 25% of our ROP teachers are employed in a professional field, outside of the classroom.</p>	
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A4-2 To what extent are the IVROP leadership and staff committed to the program’s purpose?

Findings	Evidence
<p>The IVROP leadership and staff are committed to IVROP’s purpose by continually seeking ways to improve the way they do business. This may mean offering new courses that better meet community and business needs, forging new relationships with community agencies and/or entities, expanding the technical services to the community and attending training to be able to prepare students with the appropriate work skills.</p> <p>Teachers are also committed to the program’s purpose by ensuring that students receive quality instruction by regularly updating their curricula to stay current with industry skills. Their attendance to</p>	<ul style="list-style-type: none"> • Staff and teacher list of professional development, workshops, conferences, job shadowing and trainings attended • Teaching experience • Advisory minutes

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workshops, conferences and training further supports this endeavor. The teaching staff is seasoned, with teachers having an average of 12 years ranging from 1 to 37 years of teaching experience.	
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A4-3 To what extent does the IVROP leadership and staff engage in ongoing *professional development* that promotes student learning?

Findings	Evidence
Leadership and staff are engaged in ongoing professional development to hone their skills to better serve students. An extensive array of professional development provided locally and elsewhere has been made available to staff and teachers. Most staff members and teachers have participated in some type of professional development which has included: Cisco, AYES, Adobe, American Red Cross, American Heart Association, ProDesktop, etc.	<ul style="list-style-type: none"> • Professional development funding • Professional development log • Learning Snapshots

A5 School Environment

A5-1 To what extent does the IVROP have a *safe, healthy, nurturing environment* that reflects the program’s purpose?

Findings	Evidence
Teachers promote a safe, healthy, and nurturing environment by including a unit on safety in the classroom. Student work and/or projects are displayed in most classrooms and some teachers recognize students by identifying a student of the month. Instruction is provided on the safe use of equipment and tools when students enroll and continues throughout the course. Classrooms are equipped with appropriate equipment, supplies and materials to ensure the safety of all students. Security guards or officers are on the school	<ul style="list-style-type: none"> • School sites • Classrooms • Course outline • Employee Assistance Program information • Safety and evacuation plans

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<p>campuses that house ROP classes to further help promote a safe environment. All IVROP and school sites are handicap accessible. In addition, IVROP established a safety plan that was created after 9/11. As a result of the safety plan, emergency kits were developed and placed in all IVROP facilities.</p> <p>IVROP staff has access to a safe office environment and are provided with techniques to work effectively with the various community sites. Staff in outlying areas visit clients in pairs. These visits are generally conducted in the daytime. Most staff members are provided with pagers and some with cell phones. Guest speakers, including a Registered Dietician from the Imperial County Health Department, were invited to educate staff on healthy eating and nutrition. In addition, employees have access to an employee assistance program which offers confidential 24-hour counseling and referral services through their health and welfare benefits.</p>	<ul style="list-style-type: none"> • Nutrition workshops by IC Health Department on Healthy Holiday Eating and a four-topic series on Healthy Lifestyles • Employee Assistance Program information
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A5-2 To what extent is the IVROP *environment* characterized by a *respect for differences, trust, caring, professionalism, support, and high expectations* for each student?

Findings	Evidence
<p>Teachers include units in their classroom covering discrimination, harassment in the workplace, good citizenship, customer service, and personal growth/goal setting. Additionally, students and their parents receive both Parent Notification and Student Rights forms outlining attendance, rules, tobacco free schools, discrimination, etc. Students and their parents sign a student agreement upon enrollment that provides them with the rules students need to abide by while enrolled in ROP. Some of those rules include respect of school campus and property, dress and conduct and their expectations as a student while in the classroom or at a community</p>	<ul style="list-style-type: none"> • Parent Notification and Student Rights form • Student agreement • Teacher training log

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<p>site. Some teachers mentioned additional training would be helpful on discrimination and sexual harassment in the workplace so that they could provide the information to students.</p>	
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A6 Reporting Student Progress

A6-1 To what extent does the IVROP leadership and staff *regularly assess student progress* toward accomplishing the program’s expected schoolwide learning results?

Findings	Evidence
<p>IVROP leadership, teachers, and staff regularly assess the students’ progress towards accomplishing the ESLRs. Teachers use the course outlines to guide the instruction provided to students and the outlines are aligned with the certificates students receive at the end of the program. Competencies on the outlines are aligned with the ESLRs allowing teachers to use the information to regularly assess student progress towards achieving the ESLRs. Teachers regularly give pre/post tests, quizzes and other assessments to determine whether the students are achieving the ESLRs. The ESLR worksheet will serve as a guide to track student progress. Students receive consistent feedback to let them know the progress they are making on the ESLRs.</p> <p>Projects regularly assess student progress through pre and post testing as well as successful completion of activities. Project participants (students) assist community partners, staff, and management in creating activities that will meet both the ESLRs and project funding requirements. Projects offer activities such as construction, Cisco, cable networking, geographic information system, and video production for community and civic organizations. The process of these activities</p>	<ul style="list-style-type: none"> • Course outlines • ESLRs • Advisory Committee meeting minutes • Certificates of Completion • Students pre/post tests, quizzes and grades • Time sheets with performance evaluation • ESLR worksheet • Career assessments • Student evaluation of the program • Monthly enrollment/ADA reports • Student placement follow-up results

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<p>provides an ongoing opportunity to regularly assess student progress and make any necessary adjustments. The completion of these activities creates products that are a useful, visible, and tangible means to assess student progress.</p>	
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A6-2 To what extent does the IVROP leadership and staff report student progress to the rest of the program community?

Findings	Evidence
<p>Information and gathered data are reported to various groups throughout the year. IVROP enjoys a good relationship with the Imperial Valley Press and articles featuring projects or classes that are relevant to the community regularly appear in the newspaper.</p> <p>IVROP presents a showcase and awards ceremony where students are publicly recognized for their achievements. Local community leaders and advisory committee members are invited to attend the annual event.</p> <p>Many of the IVROP grant-funded projects hold their own recognition ceremonies for their participants. At these ceremonies, participants are recognized for a number of achievements. These may include: most improved, perfect attendance, etc. Family members and community attendees are in the audience to celebrate in these achievements.</p> <p>The student follow-up survey is presented to Teachers, Counselors, Site Administrators, Advisory Committee members and the Board. Additionally, teachers review student placement results with their Advisory Committee members on an annual basis.</p>	<ul style="list-style-type: none"> • Newspaper clippings • Advisory meeting minutes • Course outlines • Student placement follow-up results • Certificates of Completion • Advertisements in local newspapers • Chamber announcements • Project awards ceremonies • Student Recognition Showcase • Student Evaluation of the Program • Monthly enrollment/ADA reports • Project monitor reports

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A7 School Improvement Process

A7-1 To what extent does the IVROP leadership facilitate *program improvement* which is driven by plans of action that will enhance quality learning for all students?

Findings	Evidence
<p>The plan of action will serve as the roadmap for program improvement by the IVROP leadership. The allocation of resources and a procedure for implementing the plan have been put in place. IVROP leadership understands that their involvement along with the stakeholders is critical to achieving the targeted growth areas to ensure quality learning. Leadership also understands that the plan is ever evolving and is subject to change.</p>	<ul style="list-style-type: none"> • Action Plans • Teacher meetings

A7-2 To what extent does the IVROP leadership have program community support and involvement?

Findings	Evidence
<p>IVROP maintains membership in all of the Chambers of Commerce and it is due to our high visibility that we have enjoyed an excellent reputation in the community. IVROP is seen as the leader in training and economic development within the community. Many times when a new business is coming into Imperial County, IVROP will be one of the first contacts made by local economic developers to see how we might assist with the training for that new business and/or industry.</p> <p>IVROP has developed a reputation in the community for our commitment to bettering Imperial County through our aggressive, no-nonsense approach. Our goal in assisting students and participants attain their academic, career and technical skills has never wavered. It is because of our dedicated, forward thinking attitude, IVROP has been able to build,</p>	<ul style="list-style-type: none"> • Memorandums of Understanding • Grant funded project reports • Advisory committee members • Website • Documents of membership

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maintain and secure support from our partners in schools, community agencies, cities and the county. It is through these collaborative efforts that we are better able to assist the community to meet their needs.

Teachers are identified with IVROP during community visits because of their business cards provided by IVROP. Many teachers and staff members are involved in clubs or organizations within the community.

Community members are supportive and involved in the following ways:

- Advisory committee member attendance
- Participation on other advisory committees (CalWORKs, EDD, WIB, etc.)
- Partner support of IVROP funded projects in meeting goals and objectives
- Foundation membership
- Staff input on major projects in Imperial County (cargo airport, high speed rail, etc.)
- Participation in junior high/middle school career day
- Career days/fairs at schools and community college
- Back-to-School nights at high schools
- Positive comments on IVROP website
- Guest speaker presentations
- Field trip sites
- Community classroom and work experience sites

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A7-3 To what extent does the IVROP leadership effectively guide the work of the program?

Findings	Evidence
<p>IVROP leadership works extensively and cooperatively with all schools and community partners to achieve the goals and objectives of the program. IVROP Board and Superintendent provide the resources and empower staff to accomplish the activities to achieve program results.</p> <p>IVROP has built-in mechanisms to monitor and guide the program. Guidance technicians are available to serve as liaisons and become part of the participating high school communities. Annual counselor and teacher meetings are held to provide information, inform, and solicit input on classes and programs. IVROP leadership staff regularly attends community meetings to stay abreast of community needs and developments. Regular management meetings are held to assess how programs are doing in meeting intended goals and objectives.</p>	<ul style="list-style-type: none"> • Meeting agendas for board, staff, teachers and management • Advisory meeting agendas

A7-4 To what extent does the IVROP leadership provide for accountability through monitoring of the schoolwide action plan?

Findings	Evidence
<p>Accountability and the monitoring of the action plan will be extensive. This will be achieved in several different ways. Documentation will be maintained on all activities aimed at achieving the specific growth areas as outlined in the plan. This may include minutes of meetings, calendars, newsletters, websites, etc. Regular reports to the Board, staff, parents, employers and others will help further strengthen IVROP’s ability to monitor progress.</p>	<ul style="list-style-type: none"> • Action Plan • Documentation on activities • Reports to Board, staff, parents, employers and others

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Areas of Strength

- Leadership (board and IVROP administration), teachers, and staff are professional and are committed to IVROP purpose
- IVROP has a diverse schedule of course offerings available
- IVROP leadership, teachers, and staff have a system in place to meet the needs of the students, community, and the workforce
- Role of Guidance Technicians as liaisons

Areas of Growth/Need

- Facilitating a speaker's bureau
- Stay abreast of current employer needs and labor market information
- Increase teacher attendance at school site meetings
- Increase the number of participants who continue their education, enter the military, and/or obtain employment