

Third-Year Progress Report Imperial Valley Regional Occupational Program

The Imperial Valley Regional Occupational Program (IVROP) originated 1981. It is one of 74 ROC/Ps in California. IVROP operates as a Joint Powers Agreement (JPA), comprising seven districts (Brawley Union High School District, Calexico Unified School District, Calipatria Unified School District, Central Union High School District, Holtville Unified School District, Imperial Unified School District, and San Pasqual Valley Unified School District) and the Imperial County Office of Education.

The local ROP was developed to enhance the learning and occupational opportunities through effective business partnerships and by trying to meet the needs of students, businesses, and the community at-large. IVROP provides career technical education training services that are student/customer driven and delivered when needed.

1. A description of any significant developments at the school since the last full visit that have had a major impact on the school or specific curricular programs.

From the time of our last visit, numerous changes have taken place:

- Additional programs and services have been funded through federal, state and local resources to continue offering additional services to students, adults and participants in the communities served.
- An additional guidance technician was hired to expand career exploration and awareness activities to the junior high/middle schools in Imperial County.
- Program and course offerings were expanded from 38 to 41 based upon job growth trends that have included these new courses: Banking and Finance, Culinary Arts, Dental Assistant, Digital Video Production, Income Tax Preparation, Interior Design, Machinist, Medical Clerical, Medical Terminology, Pharmacy Technician, and Security Guard.
- The ratio of high school students to adults has been maintained at 85 percent. IVROP continues to serve youth and adults outside of the ROP classes through special funded projects and grants.
- At the last visit our budget was at \$8 million, at present our budget is \$11 million, which is a result of additional local, state and federal funds.
- As a result of our funding, IVROP has increased the number of employees from 73 to 83.
- During the last visit, IVROP was at the midpoint of paying off a loan for a new building that is located closer to students and participants. In 2008, the building was officially paid off in full. As a result of the need for additional classroom space, IVROP recently entered into a lease agreement for another building that will house our health programs and serve as an additional classroom. This will allow a total of two training rooms, two computer labs, and two small meeting rooms available to serve our students.

- IVROP has 41 programs and 18 projects which have served approximately 7,140 youth and adults over the last three years. Below are the population groups served:

Population Served
Cal-Learn participants All communities CalWORKs participants Elementary students Children of CalWORKs participants Junior high and middle school students Teen mothers in Cal-SAFE Community school students Teen mothers and fathers Former and current youth in foster care Welfare-to-Work clients Low income Working poor Pregnant teens

- Changes have resulted in significant increases in services to youth and adults. Below is a listing of the services provided:

Services Provided	
Academic instruction GED Instruction Preceptorship Program Academic skills enhancement Housing services Academic/vocational integration Career Interest Assessments Basic literacy Job coaching Recycling education Basic skills instruction Job placement Resource center Career assessment Job retention Career awareness Leadership development Supportive services Career exploration Mentoring component Teacher job shadowing	Case management Teacher paid internships Community service Occupational training Teacher staff development Counseling and guidance services Occupational training in non-traditional trades Transportation reimbursement One-Stop Center involvement On-the-job training Tutoring component Outreach and marketing campaigns Unsubsidized employment Paid and unpaid internships Parent trainings/fairs Employability skills instruction Paid and unpaid work experience Environmental education English language immersion

2. A description of the school's procedures for the implementation and the monitoring of the schoolwide Action Plan on a yearly basis. Include how annual progress report, as well as this third year report, have been prepared.

Several procedures have been established that provide for the regular monitoring of the annual progress report and the third year report which allow the leadership team, staff, teachers, and the governing board to review each of the elements of our schoolwide Action Plan. This has been accomplished through several different ways. The community business partners receive an update on the Action Plan items during their annual advisory committee meetings. Teachers and staff also review the plan at the advisory meetings. Teachers have also been more involved in meaningful discussions at the teacher meetings held twice a year and at other small, informal like subject teacher meetings. This process has helped teachers stay involved and participate in future events related to the tasks necessary to complete the growth area on the Action Plan. The governing board receives a monthly update on WASC related activities and outcomes showing progress towards completing the tasks.

The constant communication among and between the staff, teachers, board members and business partners has enhanced our ability to make progress on our Action Plan. The completion of the third-year progress report has been much easier due to the ongoing communication between the stakeholders which has allowed input from each group about the progress being made.

3. Progress on Critical Areas

a. A description of progress on all schoolwide critical areas for follow-up (or major recommendations) carried out within the schoolwide Action Plan section. If any schoolwide critical areas or major recommendations have not been addressed or are slow to progress, please indicate why and explain the school's plan for how to achieve progress in that area during the next three years of accreditation.

Action Plan #1

The first item of the Action Plan addresses implementing high standards. Our objective is to develop ***a standardized procedure for promoting, incorporating and implementing high (State and Career Technical Education (CTE)) standards in all ROP courses.*** The rationale for this growth area is to ensure that students attain the content standards, improve academic achievement and school performance, along with improving curriculum alignment. The growth target for this objective is for IVROP staff and teachers to review existing courses of instruction to identify State and CTE standards found in each course to be included on the Course Outlines.

We have made significant progress in accomplishing the 11 Action Steps. Teachers have received a minimum of two opportunities per year to participate in professional development activities that have led to their understanding of resources available for

addressing this task. Some of these resources have included training conducted by a language arts professional explaining the language arts content standards, training for the review and understanding of the CTE Model Curriculum Standards and training on the introduction to the California CTE Model Curriculum Frameworks. Most recently, teachers have had meetings with subject specific team teachers allowing for more in-depth review and analysis of the Content, CTE and industry standards as they relate to the course they teach. Approximately 75 percent (75%) of the teachers have addressed the alignment of their course to the State Content and CTE Standards. Of those, approximately 60 percent have completed this task. IVROP staff and teachers continue to work on monitoring and revising the courses to reflect changes in the industry. In addition, new teachers/programs begin working on understanding, analyzing and reviewing the standards within the first year of the new course with the goal of completing this task after the second year. As IVROP continues to incorporate cross-curricular work with academics and a real time work environment, the outcome will be a comprehensive educational work program that will convert students into effective and valuable life-long learning employees.

The advisory committee members continue to meet semi-annually and review course outlines to ensure alignment of the industry standards and have commented positively on the progress of the course alignment process and outcomes.

Action Plan #2

The second item of the Action Plan addressed identifying courses meeting “a-g” and/or articulation requirements. Our objective has been to identify ***courses meeting “a-g” and/or articulation requirements and submit to proper entities for approval.*** The rationale for this action was to improve student access to post-secondary opportunities, and/or access to college courses; and to promote rigor and relevance within the ROP courses. The growth target for this objective is that the IVROP staff and teachers will meet and revise courses for possible acceptance as “a-g” and/or articulation requirements. Upon completion of the analysis, courses will be submitted for consideration.

We have made progress in accomplishing the 15 Action Steps of the Plan. At this point, 50 percent of the Action Steps have been completed with the remaining Steps to be addressed during the remaining term of the accreditation.

We began work by identifying IVROP courses that may meet “a-g” requirements. IVROP staff then met with a local cadre of experts from the University of California (UC) to provide guidance and assistance on the best methodologies to address this issue. IVROP staff held discussions with teachers to analyze the courses that may be eligible for “a-g” approval by the UC system. IVROP staff and teachers attended training in May 2008 to clarify any issues with the application process. Three IVROP teachers attended the training and are preparing their applications to submit four courses for consideration during the 2008-2009 school year.

This growth area also called for the expansion of courses to be considered for articulation by the community colleges. In 2005, IVROP had Business, Law Enforcement, Nursing Assistant and Careers with Children articulated with Imperial Valley College (IVC). After the changes were made to only accept articulations through credit by exam, all the previous articulation agreements were voided by our local college. Since then, IVROP staff has worked with ROP and IVC teachers/faculty and staff to develop alternative methods for establishing articulation agreements through the credit by exam process. IVROP has used various funding sources (Tech Prep, Tech Prep Regional, Model Demonstration Project, etc.) to address this topic with the stakeholders.

Given that IVROP is the lead agency for the Imperial Valley Tech Prep Consortia, IVROP staff is knowledgeable about the services from the Statewide Pathways project to develop the articulation agreements and has regularly made referrals to instructors at the secondary and post-secondary levels to the Statewide Pathways website. This information has proven to be helpful in understanding the types of articulation agreements and the components of high school and ROP to college articulation. Schools within the JPA have participated in many efforts to align curriculum and develop articulation agreements. However, there are still some unmet needs within the school communities. IVROP staff members with training by the Academic Senate for the California Community Colleges will implement a local training for instructors and counselors on using the website and will host an articulation day during the 2008-2009 school year.

IVROP will also work with IVC to develop a procedure that discloses the rights, responsibilities and fees involved with the articulation process. During the 2008-09 school year IVROP and IVC staff members will form a committee to review and update the procedures that fully disclose the rights, responsibilities and fees that affect the teachers, faculty and students as part of the articulation process.

Action Plan #3

The third item addressed by the Action Plan was that of ensuring that resources are utilized for ROP course offerings. Our objective is to ***work with school districts in the JPA to help develop a plan to ensure that resources are utilized to maintain relevancy of ROP courses with industry standards.*** The rationale for this action was to ensure high quality educational programs/classes, to promote the integration of industry standards and to prepare students for work in the 21st Century. The growth target for this objective was for IVROP staff to meet and discuss with JPA districts a plan of expenditures for resources needed to maintain industry standards in ROP courses. Teachers and business members have provided input on the developed plan.

All five Action Steps were completed with the need for three areas requiring ongoing communication and involvement with school districts, business partners, and labor market entities.

Significant funds have been allocated to the districts through Perkins 132, one-time state equipment funds and ROP revenues to support the procurement of industry specific equipment and materials. Equipment and material purchases were organized by IVROP to ensure that use of funds went toward the purchase of equipment and materials in lieu of salary and benefits. However, with industry changes, teachers continue to express a need for more financial resources. As the industry expectations change, equipment upgrades are necessary. For example, in computer repair, teachers have requested that only later model computers be brought in for repair. Older computers do not allow students the opportunity to learn the skills required to work on later model computers. We have continued to establish partnerships with business/industry to improve the sharing of centralized resources to avoid duplication. Some of those partnerships have included the following: the donation of dental chairs by the County of Imperial, discounts or dividends at two office supply companies, discounts at chamber member businesses, computer equipment donated to classes for repairs, and a truck donated by the Building Industry Association for use by the construction classes. Most donations are received by the partnering school districts.

Employers and labor market entities have and continue to be very supportive of IVROP's vision and goals. Business community members sitting on the IVROP advisory committees, provide input and recommendations on the industry specific equipment and material needed by students for successfully entry into the workforce based upon input provided by IVROP teachers on the equipment/materials used in classes.

Working with the school districts, IVROP staff has developed a funding plan for ROP courses and the purchase of classroom supplies and materials. Unfortunately, in most cases, the majorities of the school funds are used for teacher wages and benefits due to the fact that many of the ROP teachers are veteran teachers and are at the high end of the salary schedule. Schools have seen the value of CTE courses and have agreed to supplement the purchase of equipment and materials through other funding sources (Ag Incentive, Perkins 131, etc.). Most districts rely on IVROP funds for expanding the course offerings and purchase of instructional equipment/materials. In May 2008, districts were encouraged to expand program offerings at their school sites through a mini application process. Through this process, IVROP reimbursed districts for start-up costs of equipment, supplies and minor facility upgrades. A total of three applications were funded to offer Dental Assistant, Welding, Business Entrepreneur, and Medical Terminology.

IVROP management staff continues to stay involved in a variety of activities that promote economic development and meeting workforce needs within Imperial County. The superintendent sits on the local Workforce Development Board, P-16 Council, Imperial Valley Economic Development Committee and the One Stop Committee. Since these committees are comprised of both private and public sector employers, these connections have helped serve as strong linkages for additional resources to our ROP classes and students. This has been in the form of donated equipment, funds for supportive services to students, paid work experience opportunities and

other contributions. Additionally, administration's involvement with local committees has helped IVROP stay abreast of new and emerging industries along with the development of partnerships that have allowed us to leverage resources to better meet the needs of our students. All of this information is regularly shared with teachers and other staff members for classroom and project planning purposes.

Action Plan #4

The fourth item of the Action Plan addressed staff understanding of the ESLRs. Our objective has been to ***design a plan for ensuring that project-funded staff members have an understanding of the ESLRs and how to integrate them into their project goals and objectives.*** The rationale for this action was to ensure participant attainment of the ESLRs, shared vision and goals of IVROP, and to communicate the importance of the ESLRs to IVROP employees and the key role that they play in supporting them. The growth target for this objective is the development of an employee orientation packet of the ESLRs and a professional development calendar for periodic overviews.

A majority of the Action Steps for this Plan item have been completed with the exception of one and three requiring ongoing follow-up. All IVROP students and participants receive an IVROP student folder with the Expected Student Learning Results (ESLRs) and the IVROP mission statement printed on each side of the folder. The IVROP mission statement/ESLRs posters are prominently posted in each classroom or project office/classroom area where it is readily available for staff and students/participants to view. Additionally, the IVROP guidance technicians and staff provide presentations on the ESLRs and mission statement to each class/project participants. Teachers, guidance technicians, and project staff discuss examples of the ESLRs during these presentations or project activities. Throughout the year, teachers, guidance technicians and project staff continue this awareness of the ESLRs by identifying examples of the ESLRs that the students/participants have learned in each of their instructional components.

New IVROP employees are provided with an interactive training on the meaning of the ESLRs, along with examples of how to incorporate the ESLRs in their project activities. All projects have developed a form specifically for their project identifying the performance objective, method of measurement/assessment, plan for implementation and method of documentation and reporting. The content on the form is reviewed by the project staff on an annual basis.

b. Comment on any additional areas that were addressed within the Action Plan.

As a result of the visiting committee recommendations, we have incorporated the following within the Action Plan:

Suggestions to Strengthen Areas Already Identified in the Action Plan Sections:

- 1. Develop strategies to increase the participation of teachers across school sites and disciplines as appropriate to collaborate on curriculum in support of Action Plan growth areas 1 & 2.*
- 2. Plan funding allocations for implementation of long-range Action Plan objectives.*
- 3. Provide staff development in support of Action Plan objectives.*

The recommendations for each of four Action Plans have been addressed. Direct involvement by ROP teachers and their site administrators across school sites and disciplines has made instruction much more relevant to students and has allowed the teachers to explore and implement additional methodologies in teaching their subject areas. For example, funding received from a Health Science and Medical Technology proposal, has assisted an ROP nursing assistant instructor to work collaboratively with a teacher in each of the core subjects (science, social studies, mathematics, and language arts). The newly developed integrated lessons and participation in academic and career related activities has made the instruction more relevant and career focused for the students.

This past year, an extensive funding allocation plan was developed to address long-range goals and objectives. A professional development calendar has also been developed to support the Action Plan objectives along with provisions for adequate funding through ROP or project sources to support these events and/or conferences.

Additional Critical Areas for Follow-up Identified by the Visiting Committee:

- 1. Continue to explore the use of data as a tool in evaluating student achievement of the ESLRs.*
- 2. Continue to develop a system to collect, monitor and report data on student achievement of the ESLRs.*
- 3. Continue efforts on the implementation and assessment of ESLRs.*

Provisions have been made to collect and report data on the attainment of student achievement of the ESLRs. An annual calendar has been developed that identifies an ESLR of the Month. Teachers and staff members use this as a guide in the development of their lesson plans and focus on that given ESLR when looking at and assessing student work. During this coming school year, IVROP staff has begun providing teachers with lesson plans that are aligned to that given ESLR of the Month. This lesson plan will also be tied to the use of student portfolios, which tie all the ESLRs together. Additionally, an ESLR Form has been developed and used by teachers to identify student attainment of a given ESLR. Teachers are asked to assess student proficiency of each ESLR on the Form. Student input on the knowledge of ESLRs' is collected annually through a student questionnaire, which is reported annually to the Board of Trustees.

<p>c. Indicate what impact the Action Plan has had on the quality and level of student learning.</p>

The quality of student learning has improved over the last three years and it is anticipated that the completion of the remaining tasks on each of the growth areas will further enhance the quality of our programs. Work completed on our Action Plan has ensured a connection to and the reinforcement of academics and work-based skills into our curriculum. Student test scores at all of the schools within the JPA have continued to improve along with a higher percentage of our high school students passing the California High School Exit Exam. The IVROP teachers and staff continue to be committed to high standards and quality programs, which helps to ensure that students strengthen their academic skills and acquire work-based knowledge. The IVROP leadership continues to be dedicated to providing students, teachers, and businesses with the tools, resources, and flexibility that will ensure the success of all students. The Action Plan has helped IVROP continue to be responsive to the needs of our businesses, students and participants and actively exhibit the ability to change when needed.