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Accrediting Commission for Schools

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ACS WASC Postsecondary School Initial Visit Report

Postsecondary schools should complete this form prior to the initial visit. Please respond to all questions and state the degree to which the school is meeting the ACS WASC Postsecondary Criteria.

Today's Date: 9/7/2018

Name of School:	<u>Imperial Valley Regional Occupational Program</u>		
Address:	<u>687 State Street</u>	<u>El Centro, CA</u>	<u>92243</u>
	Number and Street	City and State	Zip Code
Mailing Address (if different):	_____		
	Number and Street	City and State	Zip Code
Telephone #:	<u>760-482-2642</u>	Fax #:	<u>760-482-2750</u>
Email Address:	<u>eobergfell@ivrop.org</u>		
Chief Administrator:	<u>Edwin P. Obergfell, Superintendent</u>		
ACS WASC Coordinator:	<u>Juan Campos, Education Coordinator</u>		

Eligibility Requirements: The Commission provides accreditation services to schools located in the states of California and Hawaii, the Pacific Islands, and East Asia.

Postsecondary schools that may apply to the ACS WASC Commission for affiliation must be:

- Non-degree granting vocational and technical school
- Non-profit
- Not using correspondence education as the primary mode of curriculum delivery.

Section One School Description

Please answer the following questions in narrative format to accurately describe your school and academic program. Provide at least one paragraph for each of the description characteristics listed below.

Community and Institutional Characteristics: Characteristics of the school and the community it serves must be described in narrative form by including the items listed below. If the school consists of more than one campus, characteristics must be addressed for each location (history, staffing, program offerings, community information, etc.).

Basic School Information:

- ✓ **Narrative description of your school — who are you, why do you exist, what do you do best, what makes you unique as an institution**

As the Imperial Valley Regional Occupational Program enters its 38th year of implementation (originating in 1981), recent funding and legislative changes have helped IVROP seize the opportunity to refocus, rebrand, and take aim at the future. On April 17th, 2018, Imperial Valley Regional Occupational Program (IVROP) celebrated its 20 Annual Showcase and Recognition Ceremony; the theme was “Past, Present, and Future.” This theme has served as our mantra as we shift our focus on the future.

Presently, IVROP continues to thrive as a leader in helping high school students prepare for careers. In the last several years, our focus areas have changed in order to support the residents of the Imperial Valley. Career Technical Education (CTE) remains one of our critical focus areas. Our two other focus areas include Employer Connections as well as Family Development and Stabilization. These three critical focus areas have helped to cement Imperial Valley ROP as the Imperial Valley's experts for empowerment.

The focus of CTE programs is to improve the career skills, workforce readiness, professional skills, and long-term career (and post-secondary) outcomes of students throughout the Imperial Valley. When students are encouraged to think strategically about their lives and to immediately pursue their goals, they are better prepared to enter college or a career.

The focus on Employer Connections has helped bridge critical linkages between education and industry by bringing both of these organizational structures together to guide the continuing development of career pathways, workforce preparation, job placement, and industry support of education. When our community members are provided an education relevant to their chosen career path and the connections to find employment, they are more likely to be self-sufficient and financially stable.

The focus on Family Development and Stabilization provides comprehensive and multifaceted services and programs, as well as linkages to a network of partners intended to propel families, individuals, and the entire community forward on pathways of success. When parents are given the opportunity to acquire tools for effective parenting, we strengthen the bond between child and parent while reducing the risk of child abuse and neglect. As a result, families are kept intact, and children are more likely to grow up to have stability and success in their lives.

As we look to the future and plan ahead for other opportunities and new focus areas, this process and development of the Initial Visit Report has revealed the need to develop and strengthen our data-driven decision making, continual improvement process, and professional development across the organization. These various items are detailed in our Action Plan. Part of that plan includes creating an Internal Education Evaluation Team composed of the Superintendent, Education Coordinator, key Management, and Faculty, which will focus on identifying any critical missing data and evaluative pieces that may support all aspects of student instruction and success, and evaluate the professional development needs of faculty and staff. The focus on continual improvement and transparency is a big part of our organizational promise to the community.

✓ **School address, website, branches, extension sites, etc.**

Our main IVROP administrative facility is located at 687 State Street, El Centro, CA 92243. Our website address is www.ivrop.org.

Our additional locations include the following:

- Main St. CDC building – 623 Main St. El Cento, CA 92243
- Ocotillo Classroom – 1560 Ocotillo Dr. El Centro, CA 92243
- Central Union High School, 1001 Brighton Avenue, El Centro, CA 92243
- Desert Oasis High School, 1302 South 3rd Street, El Centro, CA 92243
- Southwest High School, 2001 Ocotillo Drive, El Centro, CA 92243
- Imperial County Behavioral Health, 2695 South 4th Street, El Centro, CA 92243
- Imperial County Behavioral Health, 205 Main Street, Brawley, CA 92227
- Imperial County Behavioral Health, 1535 East Main St., CA 92227
- ICOE, Alternative Education, 253 E. Ross Ave., El Centro, CA 92243
- ICOE, Calexico Academy School, 813 Andrade Ave., Calexico, CA 92231
- ICOE, Del Rio Academy School, 1501 “I” Street, Brawley, CA, 92227
- “Sperber Office,” 1398 Sperber Rd., El Centro, CA 92243

✓ **History of the school (date school began, number of students in first years, original mission and purpose, location, facilities, etc.)**

The Imperial Valley Regional Occupational Program (IVROP) originated 1981. 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. Our original focus was providing vocational education to students throughout the Imperial Valley. Our original mission/vision was: *The Imperial Valley Regional Occupational Program is*

dedicated to developing and providing quality career technical education and supportive services that empower all students to become successful, contributing members of a global society. The original student enrollment numbers were very small in the first several years, with only a few classes totaling about 150 students per year. The original IVROP administrative office was located at 11th and State Streets in El Centro, which was the location of the Imperial County Office of Education at the time. The original courses were offered on the high school campuses of IVROP's Joint Power Authority districts.

✓ **Student demographics (ethnicity, gender, enrollment patterns, etc.)**

High School:

Employment Readiness:

- Gender: 94 female, 85 male
- Grade levels: 165 seniors, 10 juniors, 4 sophomores
- Special needs: 7 students
- Ethnicity: 158 Hispanic, 13 White, 4 Black, 2 Asian, 2 Other

Alternative Education:

Medical Terminology:

- Gender: 25 female, 44 male
- Special needs: 8
- Ethnicity: 64 Hispanic, 1 White, 4 Black

Medical Assistant:

- Gender: female 18, male 10
- Special needs: 5 students
- Ethnicity: Hispanic 28, White 0, Black 0

Arts and Media:

13 male students and 9 female students (additional demographic data unavailable)

Adult Programs:

ALTO Program: The population for the program in Brawley is as follows: 73 Hispanic, 19 White, 6 Black, 2 Other, and 1 Chinese. There are 63 females and 38 males. By language, there are 70 English and 31 Spanish and most have some bilingual skills. By age, 14 are 18-30, 46 are 30-50, and 41 are 50+.

The population for the El Centro ALTO program is as follows: 32 Hispanic, 1 Caucasian, 3 African/American. There are 25 females and 11 males. By language, there are 18 English and 18 Spanish, most of whom have some bilingual skills. By age, 9 are 18-30, 12 are 30-50, and 15 are 50+.

Truck Driving: See attached chart.

Security Guard: See attached chart.

Certified Nursing: See attached chart.

✓ **Governance structure of the school**

IVROP is governed by a Joint Powers Authority (JPA) agreement comprising of 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. Other documents that support our organizational governance are individual Memorandums of Agreements that are established with each of the eight districts. IVROP has tried to establish three year MOA terms with all of the districts, and succeeded with all except one, which is done on a yearly basis. The MOAs establish the delivery of core CTE related services to the high school programs at each of the districts. Evidence of the JPA and MOAs can be provided as requested. The organization is governed by a seven member board of trustees (one vacant seat). Daily oversight is entrusted to the Superintendent, with support from a cabinet team of senior administrative managers.

✓ **School wide Learning Outcomes (SLOs)**

Students will demonstrate the following outcomes:	
College and Career Readiness	<p>Set positive educational and/or career goals and seek appropriate support in the execution of goals.</p> <p>Complete academic and career technical education programs that support college and career pathways.</p> <p>Utilize time effectively and produce high quality work.</p> <p>Exhibit appropriate employability skills including resume writing, job application completion, and interview etiquette.</p>
Academic Skills and Knowledge	<p>Demonstrate and apply a variety of academic and career skills and knowledge, to complete projects which reflect originality and high standards.</p> <p>Use critical thinking skills, to research, evaluate, analyze, and solve problems in new and creative ways.</p> <p>Utilize appropriate professional and academic terminology.</p>

Students will demonstrate the following outcomes:	
	Use verbal, written, artistic, and technological forms of communication and active listening skills to communicate effectively with others.
Life Skills	<p>Demonstrate responsibility, integrity, and ethics of being a member of a community through positive decisions, and interactions with others.</p> <p>Demonstrate self-motivation, adaptability, resiliency, and the ability to deal with adversity.</p> <p>Demonstrate appropriate care for own health and well-being as well as for others around them.</p> <p>Demonstrate financial literacy, responsible money management, and budgeting skills.</p>
Professional Skills	<p>Demonstrate responsibility, professionalism, and appropriate ethics by abiding by school, community, and workplace rules, laws, and regulations.</p> <p>Demonstrate teamwork and collaboration and contribute positively to the school or work environment through positive decisions and interaction with diverse groups.</p> <p>Use existing and new technology, resources, tools, and a variety of techniques to accomplish tasks and solve problems.</p>

- ✓ **The total number and types of programs offered and the number of students in attendance**

High School:

Career Readiness: This is a Career Technical Education course that helps high school students, primarily 12th graders, prepare for employment and career exploration. The program is administered by an IVROP instructor at three schools within the Central Union High School Districts. The course is an elective that provides credits toward graduation: Students in attendance: 179

Alternative Education:

Medical Terminology: This course was first offered during the academic school year of 2015-16. This course is available to all students in the 9th-12th grade year. The program is administered

by an IVROP instructor at two schools within the County Office of Education's Alternative Education Program. This program is an elective Career Technical Education course that is part of the health pathway and gives students credit toward graduation. Students in attendance: 9

Medical Assistant: This course became available for the first time during the 2017-18 academic school-year. This course only served students in the 11th and 12th grade. The program is administered by an IVROP instructor at two schools within the County Office of Education's Alternative Education Program. Students enrolled in this course, participate in a 180 day course that equips them with the knowledge and skills required to work in a medical field environment as a medical assistant. Students in attendance: 13

Arts and Media: This program is an elective Career Technical Education course, and gives students credit toward graduation: Students in attendance: 22

Adult Programs:

Project ALTO: ALTO serves Imperial County Behavior Health adult clients 18 years old and up. It is open enrollment (by referral only), so the student population is fluid and constantly changing. Classes are offered in Brawley and El Centro, and are taught by two IVROP GED instructors. Students in attendance: 120

Truck Driving: This training is funded by WIOA. The training is a basic commercial truck driving training program that leads participants to obtaining their Class A license. Students in attendance: 24

Security Guard: This training is funded by WIOA. The training leads participants to certification as security guards: Students in attendance: 23

Certified Nursing Assistant: This training is funded by WIOA. The program leads to certification as a CNA. Students in attendance: 14

✓ Typical class size for teachers

High School:

Career Readiness: Southwest High School classroom are between 25-32 students (two periods). Central Union High School classroom are between 21-28 students (two periods). Desert Oasis High School classroom are between 12-22 students (one period).

Alternative Education:

Medical Terminology: Class size is usually 15 - 25 students depending on school enrollment.

Medical Assistant: Class size is usually 10 - 20 students depending on student necessity for elective credits to graduate high school.

Arts and Media: This course serves on average 22 students, divided into 2 periods at 11 students per period.

Adult Programs:

ALTO: The Reading and General Education groups average 15 to 20 students per class in El Centro. Average daily attendance for ABE, PRE-GED, GED PREP, and Tutoring is 5 students. At the Brawley class, attendance varies from 5 to 16 students for GED preparation. IVC tutoring varies from 1 to 2 students per week.

Truck Driving: 5 - 10 students per group

Security Guard: 15

Certified Nursing Assistant: 2-5 students per group

✓ **Types of certificates awarded**

High School:

Career Readiness: Typing Words per Minute Certification, and Teamwork Building (upon completion).

Alternative Education:

Medical Terminology: Students receive their Medical Terminology Certificate, CPR License, Perfect Attendance, Honor Roll, Most Responsible, Integrity, and Academic Achievement.

Medical Assistant: Medical Assistant Certificate, Typing Certificate, CPR License, Perfect Attendance, Honor Roll, Most Responsible, Integrity, Academic Achievement.

Arts and Media: No information available at this time.

Adult Programs:

Project ALTO: General Education Diploma

Truck Driving: All students receive a certificate of completion from IVROP, Commercial Class "A" license from the Department of Motor Vehicles.

Security Guard: All students receive a certificate of completion from IVROP, Guard Card and Firearms permit from the California Bureau of Security and Investigation Services.

Certified Nursing Assistant: All students receive a certificate of completion from IVROP, California Department of Public Health (CNA) and Home Health Aid certification from the California Department of Public Health.

✓ **Total number of administrative and teaching staff members**

High School: Principal (3 total for each campus)

Career Readiness: 1 Teacher, Education Coordinator

Alternative Education: Principal (2)

Medical Terminology and Medical Assistant: 1 Teacher, Education Coordinator

Arts and Media: 1 Teacher, Education Coordinator

Adult Programs:

ALTO: 2 Teachers, Education Coordinator

Truck Driving: 3 Instructors, Program Manager

Security Guard: 1 Instructor, Program Manager

Certified Nursing Assistant: 1 Instructor, Project Coordinator

✓ **Calendar system used**

The ALTO program follows a July-June calendar and is open entry/exit. The other programs use a school district board approved academic calendar in conjunction with an annual fiscal calendar July-June.

✓ **Typical load for the average student**

High School:

Career Readiness: Students gradually build a Career Readiness Portfolio gathering all the tools typically needed to apply and succeed in the workforce. Students start by building a simple resume, filling out a generic resume and cover letter, then collect letters of recommendation. Outside of the portfolio, students learn and discuss common workplace practices, phone etiquette, professional emails, customer service, etc.

Alternative Education:

Medical Terminology: Students are required to attend their course daily for one hour. Students take notes during class instruction as well as group activities. Group activities lead to group projects and presentations. At the end of the week, students take an exam on the topics learned for the week.

Medical Assistant: Students are required to attend their course daily for two hours. Students have homework on a daily basis that is due at the end of the week. At the end of the week, students take an exam on the topics learned for the week. Students complete online assignments using the computer program, Evolve. In this course, students will participate in hands-on learning: telephone techniques, office procedures, venipuncture, injections, EKG, and vitals.

Arts and Media: No information available at this time. The course started late during the 17-18 academic year, so students were in class for less than one month.

Adult Programs:

ALTO Program: Varies according to each student's need and can be 1-15 hours of class and homework per week. Based on TABE test results students are assigned to Adult Basic Education (ABE), PRE-GED, or GED PREP. Additionally students attending college or any other adult education programs are provided tutoring as needed. Books for the Reading group are provided in both English and Spanish to promote inclusion. The General Education groups include: Holiday Thematic activities, Historical topics, Life Science topics, Physical Science items, Personal Growth/Health topics, and Famous people to name a few.

Truck Driving: The CDL course is a total of 210 hours. Training is usually 4 hours per day, 20 hours per week, and a total of 8 – 10 weeks. During weeks 1 and 2 students generally start off with an exam based off of material they study from the DMV Truck Driver handbook. Students read the DMV manual and take on average 1 test/quiz per classroom session. By the 3rd and 4th week of training students continue to receive classroom instruction/testing as well as hands on practice of the pre-trip inspection of the vehicle. By week 5 the majority of students have obtained a learner's permit by having passed the written DMV general knowledge and endorsements tests. The endorsements include: Hazmat, Tankers, Airbrakes, and Doubles/Triples. Week 5 – 8 students receive behind the wheel training only if they have obtained their learners permit and endorsements. Week 8 – 10 students begin taking the DMV behind the wheel exam to obtain a Class A license.

Security Guard: Trainees receive lecture, participate in hands-on exercises, and are tested every day. Courses are conducted Tuesday through Friday, 9:00am to 5:30pm. The course is 110 hours in duration (typically 4 weeks).

Certified Nursing Assistant: Students meet Monday- Friday, 6 hrs per day (8:00-2:30), 30 hrs per week, for a total of 290 hours (course lecture, skills practice, worksheets).

Community Information:

✓ **Description of geographic area**

Imperial County is located in the rural, agrarian, isolated, southeast corner of California’s Sonora Desert. Encircled by Riverside County, San Diego County, and the borders of Arizona and Mexico, this county is one of the most economically disadvantaged areas in the State of California. Imperial County, the last county formed in California, was created in 1907. Imperial County is comprised of 4,174 square miles.

The major east-west thoroughfare is Interstate 8, which connects the County to San Diego and Yuma. State routes 86 and 111, along with Interstate 10, are also important connecting routes to Riverside. In terms of geographic miles, Imperial County is the ninth largest county in California, which makes for challenges in the fair delivery of educational resources throughout our community.

The Imperial County is populated by three major cities, El Centro (County Seat), Brawley, and Calexico. The remaining cities include Calipatria, Holtville, Imperial, and Westmorland. Surrounding census designated places include: Bombay Beach, Desert Shores, Heber, Niland, Ocotillo, Palo Verde, Salton Sea Beach, Salton City, Seeley, and Winterhaven. There are over 50 unincorporated communities throughout the vast county.

✓ **Population of area served by the school**

The Imperial Valley is home to 182,830 residence according to U.S. Census estimates (July 2017).

✓ **Population characteristics**

- 84.3% Hispanic or Latino
- 10.6% White (not of Hispanic Origin)
- 3.4% Black
- 2.5% American Indian/Alaska Native
- 2.2% Asian
- 1.7% Two or more races
- 75.7% speak a language other than English at home
- 67% high school graduates or higher (25 years +)
- 14% with a B.A. or higher
- \$42,560 median household income (2016)
- 23.6% poverty

✓ **Anticipated changes in school demographic data.**

There are no expected changes anticipated at this time of the current demographic data.

Student Learning Data:

✓ **Gathered learning data from multiple sources (as many as possible)**

High School:

Career Readiness: Data is gathered through students' written samples, projects, surveys, student work samples, pre and post assessments, and formal exams.

Alternative Education:

Medical Terminology: Data is gathered through student writing samples, projects, surveys, student work samples and formal exams.

Medical Assistant: Data is gathered through student writing samples, projects, surveys, student work samples and formal exams.

Arts and Media: This program is fairly new with only one month of program implementation during the tail end of the 2017-2018 school year. Several formal and informal assessments and identifying sources of learning data will need to be developed in collaboration with the school and teacher, and IVROP's Internal Education Evaluation Team.

Adult Programs:

ALTO Program: Students are referred to take classes by Behavioral Health Treatment Team. Students are assessed using the Test of Adult Basic Education (TABE). Based on their scores they are assigned to Adult Basic Education (ABE), Pre GED, or GED PREP. The TABE test establishes a base line to track retention and progress. We try to re-evaluate every 6 months, but this is not always achieved due to the transient nature of this population.

Truck Driving: Students are given quizzes, and they are retested. The instructors make observations during hands on portions of the course, and ask students questions in regards to the training to assess their knowledge. The program will be looking into the feasibility of daily quizzes.

Security Guard: Students are tested using written, verbal, and demonstration methods. The program will be looking into the feasibility of daily quizzes.

Certified Nursing Assistant: Data is gathered through observation of student work, and formal exams. The program will be looking into the feasibility of daily quizzes.

✓ **Disaggregated and interpreted student learning data (three years if possible)**

The high school and alternative education programs do not have classroom based data systems established, but do have access to school based data systems. The programs are fairly new and do not have three years of data. The Internal Education Evaluation Team will work with the teachers

to secure available data, and help develop classroom systems for collecting student learning data. There are classroom systems in place to review individual student progress.

The ALTO program has evidence of individual student learning data and re-evaluation scores for the past three years for the Brawley program. The names are omitted for confidentiality. The available data is not currently disaggregated. IVROP's Internal Education Evaluation Team will work with the teachers to secure available data, and to help develop classroom systems for collecting student learning data.

The adult job training programs do not currently have disaggregated student learning data systems in place. Individual learning data is not available. The programs are tracking student demographics. IVROP Internal Education Evaluation Team will work with the Program Manager and teachers to secure available data, and to help develop classroom systems for collecting student learning data.

✓ **Conclusions drawn from the analysis of learning data (trends, irregularities, and anomalies)**

High School:

Career Readiness: Modifications are made typically for students attending alternative education class at Desert Oasis because this student population typically has lower reading and writing scores; therefore, the speed in which the curriculum is covered is reduced and more time is spent on lecture and checking for understanding.

Alternative Education:

Medical Terminology: The data concludes that students are learning faster through hands on experiences. Scores are higher with one on one review of pre and post exams. Students enjoy peer collaboration more than individual work. Student exposure to interactive classroom games increased their performance in their weekly exams.

Medical Assistant: The data concluded that students are learning faster through hands on experiences. Scores are higher with one on one review of pre and post exams. Students enjoy peer collaboration more than individual work.

Arts and Media: This program is fairly new with only one month of program implementation during the tail end of the 2017-2018 school year. Several data systems will need to be developed in collaboration with the school, teacher, and IVROP's Internal Education Evaluation Team to collect learning data and support data analysis.

Adult Programs:

ALTO Program: Students are referred to GED if they do not have a high school diploma. Usually the students have not been in school for three to five years (some longer). Students show

greater progress when they attend school regularly and during the first six months as their growth academic register is reactivated. When students fail to comply with their mental health treatment or have other health issues, they regress. Those with the better treatment compliance, regular attendance, and commitment show the best progress. Many students stop their treatment for some reason which leads them to stop attending GED.

Truck Driving: Quizzes are reviewed, classroom and behind the wheel observations and interactions help instructors assess students learning and informs changes and focus areas of instruction. More formal assessments and data collection systems, along with disaggregated data, are required.

Security Guard: Assessments are conducted through meeting with trainees showing issues with learning, to detect the problem and find a solution for that trainee. More formal assessments and data collection systems, along with disaggregated data are required.

Certified Nursing Assistant: The instructor reviews test results upon completion of course. The overall results are assessed to determine areas needing emphasis during instruction. In-class test results determine students' areas of need, and the instructor addresses those during instruction.

✓ **Supporting charts and graphs to display learning data.**

The high school and alternative education programs do not have classroom based data systems available to chart and graph learning data. This information must be accessed and downloaded through the school-based data systems. The data gathered can be displayed in charts and graphs to analyze learning data and outcomes. IVROP's Internal Education Evaluation Team will work with the teachers to secure the available data, and to help develop classroom systems for collecting student learning data for later analysis and developing charts and graphs. There are classroom systems in place to review individual student data.

The ALTO Program has individual learning data and ongoing evaluation results available in Excel format, but it is not available in chart or graph formats. IVROP's Internal Education Evaluation Team will work with the teachers to review available data, and to help develop classroom systems for collecting student learning data for later analysis and developing charts and graphs. Student evaluation results are included as evidence.

The adult job training programs do not currently have student learning data systems in place. Individual learning data is not available. The programs are tracking student demographics. IVROP's Internal Education Evaluation Team will work with the Program Managers and instructors to secure available data, and to help develop classroom systems for collecting student learning data, which will support the development of charts and graphs.

✓ **Summary of major conclusions of analysis and what recommendations would best address identified key issues**

High School:

Career Readiness: Generally, Desert Oasis students need more time and support in the classroom. The students typically have lower reading and writing levels, which impacts instructional time. Thus, the instructor spends more time on lecture and checking for understanding. The teacher will benefit from a classroom based data collection system or method to better collect and analyze student learning data, such as tests and quizzes. IVROP's Internal Education Evaluation Team will work with the teacher to secure available data, and help develop classroom systems for collecting student learning data. There are classroom systems in place to review individual student progress. The use of student satisfaction and feedback surveys will also help inform the teacher.

Alternative Education:

Medical Terminology: Data suggests that students classified as English Language Learners and students with special needs require individualized and differentiated instruction. The program offers students multiple hands on learning experiences which supports learning. The data concludes that students are learning faster through hands on experiences. Scores are higher with one on one review of pre and post exams. Students enjoy peer collaboration more than individual work. Student exposure to interactive classroom games increased their performance in their weekly exams. The teacher needs a system to collect classroom data to analyze student learning data. IVROP's Internal Education Evaluation Team will work with the teacher to secure available data, and help develop classroom systems for collecting student learning data. There are classroom systems in place to review individual student progress such as the grade book. The use of student satisfaction and feedback surveys will also help inform the teacher.

Medical Assistant: Data suggests that students classified as English Language Learners and students with special needs require individualized and differentiated instruction. The data concludes that students are learning faster through hands on experiences. Scores are higher with one on one review of pre and post exams. Students enjoy peer collaboration more than individual work. The teacher needs a system to collect classroom data to analyze student learning data. The Internal Education Evaluation Team will work with the teacher to secure available data, and help develop classroom systems for collecting student learning data. There are classroom systems in place to review individual student progress. The use of student satisfaction and feedback surveys will also help inform the teacher.

Arts and Media: This program is fairly new with only one month of program implementation during the tail end of the 2017-2018 school year. Several data systems will need to be developed in collaboration with the school, teacher, and Internal Education Evaluation Team to support conclusions and recommendations.

Adult Programs:

ALTO Program: Instructors work closely with Behavior Health staff from their Doctor to Mental Health Worker ensuring that each student is approached according to their individual capacity to deal with more stressors. In some cases students will drop out of class while dealing with outside issues and return when ready. Those with the better treatment compliance, regular

attendance, and commitment show the best progress. Many students stop their treatment for some reason which leads them to stop attending GED.

Truck Driving: Classroom and behind the wheel observations and interactions, along with the reviewing of quizzes, help instructors assess student learning and informs changes and focus areas of instruction. More formal assessments and data collection systems, along with disaggregated data are required.

Security Guard: Assessment is done through meeting with trainees showing issues with learning, to detect the problem and find a solution for that trainee. More formal assessments and data collection systems, along with disaggregated data are required.

Certified Nursing Assistant: The instructor reviews test results upon completion of course. The overall results are assessed to determine areas needing emphasis during instruction. In-class test results determine student’s areas of need and address those during instruction.

The adult job training programs do not currently have student learning data systems in place. Individual learning data is not available to inform analysis and conclusions. The programs are tracking student demographics. The IVROP Internal Education Evaluation Team will work with the Program Managers and teachers to secure available data and help develop classroom systems for collecting student learning data. The development and use of student satisfaction and feedback surveys will also help support analysis and help the teacher form conclusions and recommendations.

✓ **Course and program completion rates**

High School:

Career Readiness:

174 completed	= 97% completed
179 enrolled	

Alternative Education:

Medical Terminology:

36 completed	=42% completed
85 enrolled	

Medical Assistant:

13 completed	=46% completed
28 enrolled	

Arts and Media: No data available

Adult Programs:

ALTO:

1 GED Completed	= 14% completed
40 enrolled/ 7 Attempted	

(Tutoring for 3 Adult Ed. Diplomas, 2 IVC Certificate Programs, Tutor 1 Security Guard Certificate, 1 IVC Degree, 1 San Diego State University Degree.)

Truck Driving:

Group #1	4	Completions	3 (75%)
Group #2	13	Completions	9 (69%)
Group #3	7	Completions	1 (14%)

Security Guard:

Group #1	31	Completions	30 (96%)
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Certified Nursing Assistant:

Group #1	8	Completions	8 (100%)
Group #2	6	Completions	5 (83%)
Group #3	11	Completions	10 (90%)

✓ **Job placement rates or military enrollment rates**

High School:

Career Readiness: N/A

Alternative Education:

Medical Terminology: N/A

Medical Assistant: N/A

Arts and Media: N/A

Adult Programs:

GED: N/A

Truck Driving:

Group #1	4	Completions	2 (50%)
Group #2	13	Completions	3 (23%)
Group #3	7	Completions	1 (14%)

Security Guard:

Group #1	31	Completions	7 (22.5%)
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Certified Nursing Assistant:

Group #1	8	Completions	5 (62.5%)
Group #2	6	Completions	1 (16%)
Group #3	11	Completions	5 (45%)

✓ **ESL promotion data**

N/A

✓ **CASAS benchmark data**

N/A

✓ **Licensing exam pass rates**

Alternative Education: N/A

Adult Programs:

Job Training Programs

66 passing	= pass rate 82.5%
80 tested	

✓ GED pass rates

1 pass	= pass rate 14%
7 attempted	

Online Program Description: IVROP does not currently offer online programs.

- ✓ **Types of online instruction**
N/A
- ✓ **Learning management system**
N/A
- ✓ **Hardware and software requirements**
N/A
- ✓ **Teacher and support staff qualifications**
N/A
- ✓ **Personnel involved in the instructional process**
N/A
- ✓ **Curriculum offered both on-site or outsourced**
N/A
- ✓ **Types of instruction offered, synchronous or asynchronous**
N/A
- ✓ **Methods and processes used to ensure that all students have access to the instructional programs necessary for learning success**
N/A
- ✓ **Types of assessment and assessment processes**
N/A
- ✓ **School culture for online environment, including types of school and community activities, opportunities for student involvement, participation data**
N/A
- ✓ **Orientation process for incoming students and parents to understand expectations for the online learning environment**
N/A

- ✓ **Student/teacher interaction on a typical day**
N/A
- ✓ **Student support services, including response to intervention (RTI), academic counseling and support for equal access, personal counseling, college/career preparation support, and health services.**
N/A

Section Two

ACS WASC Postsecondary Criteria

In narrative format, describe to what extent you meet or exceed the ACS WASC Postsecondary Criteria:

Criterion 1 — Institutional Mission and Schoolwide Learner Outcomes

- **Authority — Postsecondary schools must have a charter and/or formal authority from an appropriate governmental agency (where such agency exists) to award a certificate or high school diploma. A school must meet all legal requirements to provide a program of education beyond the secondary level. If incorporated, the school must submit a copy of its articles of incorporation.**

IVROP is a unique LEA in comparison to other Regional Occupational Programs across the State of California because of its diverse programs, funding, and focus areas that provide services to the community beyond just Career Technical Education. 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 within Imperial County. Only three of the seven high school districts (Brawley, Calexico, and Central) and the Imperial County Office of Education were part of the JPA during its inception in 1981. In 1983, the other four school districts (Calipatria, Holtville, Imperial, and San Pasqual) signed on to be a part of the JPA. **The JPA agreement has been included as an attachment.**

- **Mission — The school’s educational mission must be clearly defined, adopted, and published by its Governing Board. The mission must identify its broad educational purposes, its intended student population, and its commitment to successful student learning. The mission must be foundational for school planning and school decision-making processes.**

IVROP’s original vision statement has changed over the past 30 years. The vision statement was reviewed annually. Below is our current mission statement which was recently revised from a vision statement to a “mission statement” and meets the needs of the JPA and recent changes to the organization. The development of the revised Mission statement has included the opportunity for input and feedback from IVROP’s various stakeholders, which includes the IVROP management team, the IVROP Board of Trustees, IVROP staff members, faculty, students, school site administrators, and members of the community. Evidence of this process will be made to the WASC visiting team upon request. The Mission statement is slated to be approved and adopted by the Board of Trustees early this fall.

Mission: Imperial Valley Regional Occupational Program is Imperial Valley’s expert for empowerment. We are dedicated to create paths to opportunities for students of all ages by

empowering them to achieve their career, academic, and life goals to help them become successful contributing members of a global society.

- **School-wide Learner Outcomes (SLOs) — The school must develop measureable learner outcomes that are global in scope and reflect the school’s mission and purpose.**

In years past, IVROP used Expected Learning Results (ESLRs). The IVROP Board will adopt new School-wide Learner Outcomes (SLOs) for the 2018-2019 school year which are informed by our previous ESLRs, the California Department of Education’s ”Standards for Career Ready Practice,” California’s College and Career Indicators, and our student and Community Profiles, along with other information gleaned from advisory committee recommendations, community surveys, and workforce forums. The development of the revised SLOs has included the opportunity for input and feedback from IVROP’s various stakeholders which includes the IVROP management team, the IVROP Board of Trustees, IVROP staff members, faculty, students, school site administrators, and members of the community. Evidence of this process will be made to the WASC visiting team upon request. The SLOs are slated to be approved and adopted by the Board of Trustees early this fall. Each SLO is designed to strengthen any shortcomings or deficiencies which have been identified through analysis of our profile. The SLOs are found below.

Students will demonstrate the following outcomes:	
College and Career Readiness	<p>Set positive educational and/or career goals and seek appropriate support in the execution of goals.</p> <p>Complete academic and career technical education programs that support college and career pathways.</p> <p>Utilize time effectively and produce high quality work.</p> <p>Exhibit appropriate employability skills including resume writing, job application completion, and interview etiquette.</p>
Academic Skills and Knowledge	<p>Demonstrate and apply a variety of academic and career skills and knowledge to complete projects which reflect originality and high standards.</p> <p>Use critical thinking skills to research, evaluate, analyze, and solve problems in new and creative ways.</p> <p>Utilize appropriate professional and academic terminology.</p> <p>Use verbal, written, artistic, and technological forms of communication and active listening skills to communicate effectively with others.</p>

Students will demonstrate the following outcomes:	
Life Skills	<p>Demonstrate responsibility, integrity, and ethics of being a member of a community through positive decisions and interactions with others.</p> <p>Demonstrate self-motivation, adaptability, resiliency, and the ability to deal with adversity.</p> <p>Demonstrate appropriate care for own health and well-being as well as for others around them.</p> <p>Demonstrate financial literacy, responsible money management, and budgeting skills.</p>
Professional Skills	<p>Demonstrate responsibility, professionalism, and appropriate ethics by abiding by school, community, and workplace rules, laws, and regulations.</p> <p>Demonstrate teamwork and collaboration and contribute positively to the school or work environment through positive decisions and interaction with diverse groups.</p> <p>Use existing and new technology, resources, tools, and a variety of techniques to accomplish tasks and solve problems.</p>

Criterion 2 — Organizational Infrastructure and School Leadership

- **Governing Board — The school must have a functioning Governing Board responsible for the quality, integrity, and financial stability of the school and for ensuring that the school’s mission is being carried out. Its membership must be sufficient in size and composition to fulfill all Board responsibilities.**

The governing board of trustees is comprised of elected officials that represent the seven participating school districts, with an 8th member from the ICOE board which serves as the IVROP board president, as defined in the JPA agreement. Most members serve a two-year cycle on the IVROP Board of Trustees. This, however, may vary from district-to-district. The Board Trustee representative for San Pasqual Valley Unified is currently vacant, but a slot on the board remains open for the district.

The Board sets policy, regulations and bylaws that are based on the California School Board Association (CSBA) policy service. The Board adopts policies, procedures and long-term plans which ensures that all programs and classes adhere to the organizational vision and achieve the SLOs. Annually, the Board is provided with a “Board 101” orientation provided by the Superintendent, Business and Human Resourced Director, Education Coordinator, and the IVROP Office Manager. The Board is provided with orientation and information on IVROP’s operational procedures, Memorandum of Agreements with districts, staffing, budget, focus areas, background and history, organizational goals, mission, and Student Learning Outcomes, to name a few.

The Board has granted authority to the Superintendent to effectively manage the day-to-day operation of the organization within the parameters of law and Board policy. In addition, the Board has given the Superintendent the responsibility to plan and implement classes, programs or projects which enhance the quality of educational services at IVROP.

Teachers and staff are aware of the chain of authority used within the district and the IVROP administration. They understand the process to follow to express their complaints and/or concerns.

Imperial Valley Regional Occupational Program
Board of Trustees

Name	Title	Representing
Alicia M. Armenta	Board President	Imperial County Office of Education
Michael Castillo	Board of Trustee	Calexico Unified School District
Matt Hester	Board of Trustee	Holtville Unified School District
Jacinto “Jay” Jimenez	Clerk of the Board	Central Union High School District
Victor Lopez	Board of Trustee	Imperial Unified School District
Margie Pizano	Board of Trustee	Calipatria Unified School District
Carol Sassie	Board of Trustee	Brawley Union High School District
Vacant	Board of Trustee	San Pasqual Valley Unified School District

- Administrator/Director — The school must have an administrator/director appointed by the Governing Board who possesses the requisite authority to administer Board policies. This person cannot serve as the chair of the Governing Board.

The Superintendent is the chief executive officer and educational leader of IVROP. As a member of the governance team, the Superintendent advises and assists the Board in the exercise of its governance responsibilities. The current Superintendent of IVROP is Edwin P. Obergfell.

The IVROP Board has delegated extensive authority to the Superintendent to design and implement classes, programs, and/or projects that would enhance the quality of training offerings in Imperial County. The Board has passed policies that support this and have given the Superintendent and staff the latitude and flexibility to do what it takes to meet the goals and objectives of IVROP.

- Administrative Capacity — The school must have sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support the school’s mission, purpose, and academic programs.

The Superintendent is responsible for developing administrative structures and decision-making processes which allow IVROP to fulfill its responsibilities in an efficient manner. The Superintendent selects members of the IVROP Senior Cabinet, and management team, and assigns managers to supervise instructional programs, personnel, special projects and non-instructional operations based on their education, background and experience. Each manager brings expertise, serving as skilled leaders in their area. The Superintendent provides the management team with guidance and direction. The Superintendent may delegate any of his responsibilities and duties to other Senior Cabinet members, managers or staff, but remains accountable to the Board for all areas of operation under the Superintendent’s authority. The IVROP Organizational Chart has been included as an attachment.

- **Operational Status — The school must be operational with students actively pursuing its instructional programs when it applies for accreditation status. Schools may not apply for accreditation before they begin operations.**

Imperial Valley Regional Occupational School District is an active JPA school district, ROC/ROP school, in Imperial County, California. Our California CDS Code is: 13 74401 1390012 and our District NCES/Federal District ID is: 0600101. Our DUNS # 139126408, our Federal Tax ID is ID # 91-2133310, and our State Tax ID is # 813-9649-1.

IVROP's business and mailing address is 687 State Street, El Centro, CA 92243. The business phone number is (760) 482-2600. The Superintendent is Edwin P. Obergfell, (760) 482-2642 (eobergfell@ivrop.org). Our website is www.ivrop.org. Our organization has been in existence since 1981.

- **Academic Credit — The school must award academic credits based on generally accepted practices. Public schools governed by statutory or system regulatory requirements must provide appropriate information about awarding academic credit. (Non-academic classes such as arts & crafts, senior exercise classes, etc. do not apply). Reminder: ACS WASC accredits schools, not individual programs in schools. All programs will be reviewed during the accreditation site visit.**

Only a few courses offer academic credit via our district JPA partners. Other courses have structured course curriculums with a set number of instructional hours that lead to industry certification.

High School:

- The Career Readiness course offers academic credit via Central Union High School District

Alternative Education:

- The Medical Terminology course offers academic credit via Alternative Education/Imperial County Office of Education.
- The Medical Assistant course offers academic credit via Alternative Education/Imperial County Office of Education.
- The Arts and Media course offers academic credit via Alternative Education/Imperial County Office of Education.

Adult Programs:

- The ALTO program is an open entry/exit program that provide tutoring and GED preparation.
- The Truck Driving program is a 200 hour + 10 hour work readiness program that leads to the Class A Commercial Drivers License and competency certificate.
- The Security Guard program (with firearm) is a 100 hour + 10 hour work readiness program that leads to the Guard Card License, Firearm permit, and competency certificate.
- The Security Guard program (no firearm) is an 86 hour + 10 hour work readiness program that leads to the Guard Card License and competency certificate.
- Certified Nursing Assistant program is a 280 hour + 10 hour work readiness program that leads to the California CNA License, Home Health Aide, and competency certificate

- Admissions — The school must adopt and adhere to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

Our partnering school sites determine admission into courses based in part, on their own needs/standards. (A student who needs to complete academic coursework or academic remediation will not be allowed into the course). For the adult training programs, WIOA funded courses and guidelines are set by the funder. The ALTO Program is an open entry/exit program, and admission is determined by a referral made by the program funder, Imperial County Behavioral Health. All of these policies support the mission of meeting the needs of all of our students, so that they may receive training that is effective for them in the career area in which they are interested.

- Procedural infrastructure — The school must have a system of policies and procedures that govern school operations and administrative decision-making processes.

The governing body has adopted policies and procedures which promote efficiency in the daily operation and delivery of services to all stakeholders (i.e. students, faculty, employers, etc.). Policies and procedures are reviewed on an annual basis to ensure that all information is current, relevant and supports student learning.

IVROP subscribes to the CSBA Board Policy services and is provided with regular policy updates as required by law. IVROP has thorough operating procedures based on Board Policy. As an example, IVROP adheres to the regulations set by ED. Code 42131 which states that the governing board is required to review and certify the annual audit report every year.

The development of written policies for decision-making has been identified as a critical component which will help guide the organization on day-to-day activities. Using the Board Policy manual, policy is set by the board with the goal of assisting, guiding, and supporting administration, teachers, and staff in their effort to attain student achievement of SLOs.

The governing board and leadership develop and sustain budgets, policies, procedures, regulations, vision statements, academic programs, activities, and events that guide both long-range planning and day-to-day operations which focus on student achievement of SLOs.

As a learning organization, IVROP is committed to the development of a system which continuously evaluates itself to ensure that student achievements of the SLOs are being met with rigorous and relevant curriculum. The organization is poised to develop a structure for project managers and their teams to measure program goals/objectives as they relate to the SLOs. SLOSs are a part of course outlines which are reviewed through advisory committee meetings.

Criterion 3 — Faculty and Staff

- **Faculty — The school must have a qualified faculty which is sufficient in size and experience to support all of the school’s educational programs. Faculty responsibilities should include their participation in curriculum development, assessment of student learning, and professional development activities.**

IVROP is poised to oversee its faculty and staff and develop an ongoing continual improvement system because of its strong management team. IVROP is led and guided by Edwin P. Obergfell, Superintendent, with over 20 years of administrative experience in education, workforce and training projects for youth and adults, and nearly 20 years of combined management and administrative history with IVROP. Mr. Obergfell holds an Administrative Credential, and Designated Subjects Teaching Credential, and a Master’s in Business Administration. Mr. Obergfell has significant experience in evaluating and coordinating a variety of educational programs.

IVROP’s Educational Services Department is led by Juan Antonio Campos Jr., Education Coordinator. Mr. Campos holds a Master’s in Education in Career and Technical Education. Mr. Campos has a combined affiliation with IVROP that spans over 16 years. Throughout this time, Mr. Campos has developed a wide range of educational programs throughout the educational spectrum (Pre K through Adults), and has supported the ongoing evaluation and continual improvement of these programs. In this role, Mr. Campos oversees and supervises IVROP’s educational programs, faculty, and managers, and will serve as the chair of IVROP’s Internal Education Evaluation Team.

Jennifer Sutter is the Imperial Valley Regional Occupational Program, Educational Services Program Manager. She holds a Bachelor of Science in Agriculture Education. She is currently finishing her Masters of Education. Mrs. Sutter has worked as a CTE Director and has taught high school Agriculture and Biology. Sutter has worked in education for over ten years with a history of successful implementation and development of CTE programs and curriculum, along with assessment and evaluation development. Jennifer continues to help students better prepare for future education and careers through programs and services developed by IVROP’s Educational Services Department, and will serve as the co-chair of IVROP’s Internal Education Evaluation Team.

Mr. Luis De La Torre is IVROP’s Business and Human Resources Director. De La Torre manages IVROP’s capable business staff and manages the fiscal requirements for the agency. He has served in this role for two years, with extensive prior business and financial background and experience within the public sector. Mr. De La Torre has over 10 years experience in Workforce Development and Health and Human services. Mr. De La Torre has been successful in developing and evaluating workforce development and career training programs for youth and adults. De La Torre holds a degree in Business Administration.

Mr. Gabriel Aguirre is responsible for numerous adult programs through a partnership with Imperial County Department of Social Services, which includes specific job training. Mr. Aguirre holds a Master's in Public Administration and is a Certified Workforce Development

Professional. Over the course of the past 15 years Mr. Aguirre has developed and managed programs addressing youth and adult needs in developing career pathways and exploration, pre-employment preparation and work-based learning, as well as social-emotional asset development all as a bridge to career success and self-sufficiency.

The aforementioned individuals are just some of the IVROP management team that will be part of IVROP's Internal Education Evaluation Team. This team and other individuals to be determined, such as faculty and other key staff will also double as IVROP's Leadership Team throughout its continual improvement, and WASC process.

High School:

Career Readiness: Crystal Cortez-CTE Credential

Alternative Education:

Medical Terminology & Medical Assistant: Roxine Zamora- Preliminary CTE Credential

Arts and Media: Victor Nuno-Preliminary CTE Credential

Adult Programs:

ALTO Program: Douglas Keenan-Designated Subjects Adult Education; Brenda Gonzalez-Ault Education Teaching Credential

Truck Driving: Hugo Medina with over 30 years of experience in training and behind the wheel Class A driving experience; Mario Alvarado with over 25 years of Class A driving experience; Gloria Carlos with 25 years of Class A driving experience and 15 years of training students as commercial drivers.

Security Guard: Henry Alatorre the President/Owner of Imperial Valley Public Safety Training Center that is certified through the California Bureau of Security and Investigative Services to conduct Security Guard with all of its phases (I,II,III) and Firearms training at his facility and local gun range (Imperial Valley Rifle and Pistol Association).

Certified Nursing Assistant: Reyna A. Saldana, RN-Designated Subjects Vocational Education Teaching Credential

- **Personnel Policies — The school must have policies and procedures that govern how faculty and staff members are hired, evaluated, and compensated.**

The IVROP governing board and staff regularly review personnel policies and practices per Board Policy (4000 series), which establishes policies and administrative regulations for

certificated, classified and management/supervisory/confidential personnel. We subscribe to CSBA Board Policy services and are provided with policy updates five times per year. Board policy updates for personnel are reviewed and approved by the board annually. Various policies and procedures are in place related to hiring, evaluation, and compensation.

IVROP makes a concerted effort to hire faculty and staff members who are qualified to guarantee the integrity of the institution. This is achieved in several different ways. Job descriptions highlight the educational and job skills required for the position being filled. A comprehensive job search is conducted throughout the county using the local newspaper, IVROP website, Cal JOBS, Edjoin, e-mail messages to staff and appropriate partner agencies, and postings at all member districts to secure the best and most qualified personnel for the job being advertised.

During a new employee's orientation, employees review the performance evaluation process included in the IVROP Employee Handbook. Employees are informed that there will be an annual evaluation and are given the evaluation form as part of the handbook to review the items they will be evaluated on. All supervisors are provided with written management guidelines on performing employee performance evaluations. Supervisors are expected to meet with each employee on a regular basis to objectively discuss their performance and abilities. Per board policy, employees are given a twelve-month probationary period.

Performance standards for a task are set at a level consistent with the requirements of the position and discussed with employees so employees clearly understand the standards for performance. The Director of Business and Human Services sends out a list of employees to all their respective site supervisors and the date each individual staff member needs to be evaluated.

At the beginning of the new fiscal year, the Director of Business and Human Services will send out a list of employees to all their respective managers including the date that each individual faculty or staff members needs be evaluated.

The evaluation of employees is done on an annual basis by the immediate supervisors using the Employee Performance Evaluation Form, which serves as a written record. This document is constructed in a checklist fashion, with a range of "exemplary" to "needs improvement" in six different categories. There is space for additional comment and goals. Upon completion of the evaluation form, the supervisor schedules a meeting with the employee to meet and review the employee's performance. The supervisor and the employee both sign the form indicating that the evaluation has been reviewed. The Superintendent reviews forms and signs off. The employee's signature does not imply concurrence with evaluation and/or its rating. The employee has the right to include a written statement as an attachment to the evaluation no later than five (5) days following the review date.

IVROP has an annually board approved salary schedule for all employee classifications. Certificated (faculty) positions include different ranges, and all classifications include different steps. The salary schedule is available on the IVROP website. Prospective new hires are notified of their expected salary for the approved classification before a job offer is made. All issues concerning compensation are guided by IVROP’s personnel and board policies. Employees are informed about compensation by their immediate supervisor, Business and Human Resources, and by the IVROP Employee Handbook which is made readily available to all employees on the IVROP website.

Criterion 4 — Curriculum

- **Educational Programs — The school must offer educational programs in recognized and emerging fields of study that culminate in identified student outcomes leading to certificates, licensure, or other indicators of program completion.**

IVROP hosts advisory committee meetings throughout the year. The meetings help to obtain input from employers, businesses, and industry for the development and enhancement of relevant and rigorous curriculum. Input is solicited from teachers and teacher work groups during targeted advisory committee meetings. Such meetings include the sharing of student work and results by IVROP instructors with community/business partners and motions to update or modify curriculum as appropriate. Involvement is crucial to pathway and course development and for preparing students for advanced education or employment. By participating in these experiences, faculty is made aware of emerging industry trends, technological advancements, changes in regulations, and regional labor market trends. Critical ways instructors remain current are through direct faculty participation in employer advisory committee meetings and/or job shadowing/teacher externship experiences. Notes from the meetings document conclusions and suggestions. Online surveys, questionnaires and discussions are also used to document suggestions on key issues.

- **Curricular Mapping — The school must have an organized curricular plan that provides direction for faculty members as they plan for instruction and assessment.**

All IVROP teachers and instructors are required to provide a curricular plan as outlined in the completed sample Curriculum Mapping Chart below.

CORTEZ: Career Readiness Course:				
Dates	Number of Dates	Goals	Standards	Resources

<p>Aug. 13 – Dec. 20</p> <p>Jan. 08 – Jun 04</p>	<p>180 days</p>	<p>Complete a Work Ready portfolio profession in appearance and design with various documents verifying competency.</p>	<ul style="list-style-type: none"> - Apply technical skills and academic knowledge. - Clear communication. - Utilize critical thinking skills effectively. - Productive working with integrity. - Demonstrate creativity, innovation, and initiative. 	<ul style="list-style-type: none"> - CTE Model Curriculum Standards. - College and Career Readiness Standards. - Work Keys ACT - California Career Zone. - 16 Personalities. - Typing.com
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The ALTO Program serves a wide range of students who are classified into three categories: Basic Skills (ABE/Adult Basic Education), Pre-GED, and GED Preparation. The program tailors the curriculum to the each student’s needs. On line and pencil and paper activities are provided for the ABE population. This is presented in both a group and individual tutoring activity. Pre-GED and GED PREP are provided using Essential Ed., which is an online program from which IVROP subscribes. This program provides an individually tailored study program based on pre-assessment in each subject area and tracking as students reach test readiness. Tutoring for students attending outside education (Adult Ed, college) is guided by the instruction of those institutions.

Criterion 5 — Instructional Program

- **Student Learning and Achievement — The institution must define and publish the learner outcomes for each program. Through regular and systematic assessment, it must demonstrate that students who complete programs achieve these outcomes.**

IVROP currently does not publish learner outcomes for each program. The infrastructure is in place through our website to publish results; however, the various educational programs do not have classroom based data systems available to chart and graph learning data for the purpose of publishing the information. The high school programs must access and download data from the school based data systems. The IVROP Internal Education Evaluation Team will work with all of the instructors and the various IVROP Managers to help support the development of data tracking and collection systems, and/or secure available student learning data through the partnering school districts for later analysis and development of charts, graphs, and publishing.

The ALTO Program has individual learning data and ongoing evaluation results available in

Excel format. The TABE test is given every six months to regularly attending students to assess progress, and for some students maintaining baseline levels. Those students using the online Essential Ed GED program use the online assessments, which track when students are ready to take the GED exam. TABE scores are shared with the student and the Behavioral Health staff.

- **Instructional Strategies — The school must provide qualified faculty members who use a variety of instructional strategies that meet the diverse learning needs of students.**

The names, credentials, and experience of all instructors was previously listed. All of the instructors are responsible for the learning needs of their students. Most of the faculty are bilingual, English/Spanish, and are able to communicate with students in both languages, or have access to someone that can assist with Spanish communication. Instructors explain a subject or question to students in either English or Spanish, so that the student can learn and understand the subject matter. Instructors will try to simplify the subject matter as much as possible to assist student learning. Instructors provide one on one instruction, tutoring, and coaching. Instructors also set up peer to peer study groups to assist those students that would benefit from extra assistance in learning the subject presented.

High School:

Career Readiness: Project based learning is used throughout the course to assist student learning. Different teaching strategies are applied to meet the needs of different learning styles. Many games, pop-quizzes, checking for understanding, volunteer participation, popcorn reading, and various other practices are put into effect daily in class. The instructor is bilingual, English/Spanish.

Alternative Education: Project based learning is used throughout the courses to help students learn the content. The teachers are aware of the different learning styles of each student and implements games, pop quizzes, oral and written class participation. All instructors are bilingual, English/Spanish.

Adult Programs:

ALTO- Under contract with Imperial County Behavioral Health, Project ALTO provides wide range of instructional practices. Overall Behavioral Health population served range from Adult Basic Education, Pre-GED, GED Prep, One on One Tutoring, General Education, and Reading Group. Participation is voluntary with open entry and exit.

Tutoring- One on one tutoring is provided to those pursuing a diploma through their local Adult Education school district and those attending college at Imperial Valley College or San Diego State University in Calexico. Course materials, syllabus, and expectations are dictated by those outside institutions. This population has impairments which impact their learning. Pacing the

lesson and activities to an acceptable level helps reduce student anxiety and promote retention. For others, “chunking” of the material into manageable parts promotes understanding, retention, and recall. In some cases, the use of mnemonics aid in retention and recall. For those with other diagnosis, frequent breaks and repetition have proven more effective.

GED Prep- For those working toward the GED test, we employ a multipronged approach. Imperial Valley Regional Occupational Program subscribes to Essential.com, which is an online audio-visual assessment and instructional program. This program develops an individual lesson plan based on the student assessment built into the program. Students work at their pace and can access the program in the classroom or through homework. If a student encounters a lesson for which augmentation is needed, the program will refer the student to the Teacher for the lesson to be re-taught and given help. The additional help is provided using the traditional modeling strategy: I do, We do, You do approach. Materials used include: Steck-Vaughn GED series (both English and Spanish versions), other online skill practice sites, and downloaded or Teacher generated practice materials. The Essential.com program tracks the student’s mastery in all four subject areas and tells, both the student and the Teacher, when the student is ready to test.

Pre GED- Impairments suffered by this population have had a profound effect on academic achievement. The Test of Adult Basic Education (TABE) administered in both English and Spanish has revealed a significant number of this population functioning at an elementary school grade level. These students possess some basic skills but are not at a level to attempt Junior or Senior high school level materials. For these students the TABE results guide their individual assignments. By matching the assignments to the strengths, confidence is promoted to work on areas of weakness. Again, the multipronged approach is employed. Online practice, direct instruction, mnemonics, and repetition are used to promote learning. Scaffolding is used to promote mastery before moving on to a more complex activity. Instruction is not driven by an expected delivery pace, the need and capacity of each student’s pace of learning dictates the instruction. Whether tutoring or doing direct instruction with a small group, promoting confidence and a sense of a safe, secure environment aids in motivation that this population may not have felt in a traditional school setting.

ABE- The Adult Basic Education (ABE) group identifies those that score in the Primary levels of the TABE. This group is included in higher grade level activities, but with a sensitivity to individual expectations. These students usually know their limitations and are guarded to not expose them to their peers. One on One and very small groups (2-3) of students at similar skill levels gives insulation from exposing limitations to the population at large. Some may have a diagnostic relationship to their strengths and weaknesses in the areas of Math and Language Arts. Materials presented are “chunked” in smaller and shorter activities to promote confidence and motivation to continue to attend and flourish. Bear in mind that whether 20 or 50 years old, these students had chosen to quit rather than fail in the traditional classroom setting. For some of this group the goal may be limited to survival level Math and Language Arts skills.

General Education Groups- Once a week a General Education Group is presented the entire attending population. These are usually thematic units presented at a 4-6 grade level. Topics selected are sometimes seasonal or holiday directed, though not always. The unit is read aloud

by student volunteers with the rest following along. Pauses are made to accept questions, stress main points, and/or provide supplemental information. Subject areas include but are not limited to: history, famous people, civics, life science, physical science, and personal development to name a few. After reading and listening to the text, they complete activities which include reading comprehension, spelling, and vocabulary.

Reading Group-Once a week a Reading Group is offered to the entire population. While it began as a small group of high school graduates, interest grew to the point of opening to any one that was interested. Reading aloud by volunteers, the group has read many of the high school literature standards such as: *Of Mice and Men*, *Holes*, *Old Man and the Sea*, *The Outsiders*, and *Tuck Everlasting*, to name a few. For broader cultural appeal, we have read *Rain of Gold / Lluvia de Oro* by Victor Villasenor. All titles mentioned are presented in both English and Spanish, according to the student's preference. This promotes multicultural inclusion and cross-cultural exposure.

Summation-Project ALTO is a challenge on many levels. Given the population served, success is difficult to express in traditional grade or pass/fail terms. The more appropriate measure is: Did you learn something new today?

Adult Job Training (Truck Driving, Security Guard, Certified Nursing Assistant):

- Create pods with student captains. Students more confident and skilled are assigned as captains and work with those who are struggling. Struggling students are encouraged to ask the captain for assistance prior to seeking instructor support.
- Project based learning allows student to work at their own pace and encourages them to push their own level of achievement.
- Provide study guides, worksheets, and notes (Printed note-taking pages from power points, worksheets, or learning guides that students fill in with guidance to reinforce information learned).
- Identifying student strengths and having them share their tools and techniques or having them demonstrate skills mastered to students that are struggling.
- CNA instructor will ask students who are doing very well in class to assist students who are struggling with tutoring sessions.
- CNA instructor will ask students to perform presentations on certain illnesses or CNA elements discussed in class. Students construct poster boards or deliver power point presentations to the class based on their chosen topic. Students work on these assignments both in and out of the class.
- CNA instructor provides handouts of material that will be covered in class and activity sheets.

- CDL instructor will ask students who are performing well in the course and advancing more quickly than others to share how they are able to progress so rapidly. Students who are performing well will discuss their study/learning methods with students who are struggling, and will help struggling students implement these methods into their daily training routines in an attempt to assist struggling students to achieve better grades.
- Think-pair-share: 3 pronged approach to help students process information quickly. Introduce topic and stimulate discussion with questions or prompts. Have students discuss ideas or compare answers in pairs. Open up to class for discussion asking each pair to share thoughts and allow discussion regarding responses from each pair.
- CDL and CNA instructors will introduce new topics and training related information to students and allow classroom discussion to follow. In some cases pairs are formed to discuss topics and allow students to gain a firmer grasp on the course material by discussing peer to peer.
- **Technology Integration — The school must develop technology resources for students and have expectations embedded in the instructional program so that students can be prepared with 21st century skills.**

High School:

Career Readiness: The course uses web based platforms to complete assignments. Websites and platforms used include: Google Drive, Google Classroom, Canva.com, CaCareerZone.org, 16personalities.com, Typing.com, BLS.gov, etc. Students are provided with support and guidance by the instructor to access and navigate through the various websites and platforms.

Alternative Education:

Medical Terminology and Medical Assistant: Technology is a significant component of this course. Teacher uses *RATATYPE* as an online tool to help students earn their typing certificate. *EVOLVE* is an online medical training that helps students learn front and back office procedures. Teacher and student communication or exchange of assignments is done through *Google Docs*. *Careerzone* is used as a career assessment that helps students learn their career pathway. Teacher provides students with access to *Engrade*, their online grading system, to help students monitor their academic progress.

Arts and Media: Students use computers and software for graphic design.

Adult Programs:

ALTO Program: Basic keyboard skills are taught using the Mavis Beacon typing program internet navigation. E-mail and other computer skill tutoring is provided on a individual basis as needed.

Adult Training Programs (Truck Driving, Security Guard, and Certified Nursing Assistant): Students receive instruction on how to search and view educational training video recordings on the World Wide Web (youtube.com). Students have access to computers at the IVROP-Career Development Center to search websites and use as a study and employment resource.

Criterion 6 — Assessment

- **Analysis of Learning Data — The school must have a process in place to gather learning data from multiple sources, disaggregate and analyze the data, draw conclusions and develop recommendations to address identified learner needs.**

The high school and alternative education programs do not have classroom based data systems beyond the grade book. Teachers do have access to school based data systems, and do use formal assessments on a regular basis to measure student learning. Data is gathered through students' writing samples, projects, surveys, student work samples and formal exams. Teachers are able to discern which students need extra help, and provide differentiated instructional strategies to English Learners and students with special needs. The teachers will benefit from a classroom based data collection system or method to better collect and analyze student learning data, such as tests and quizzes. Students are met with individually, depending on their progress, for their individual learning plan. Teacher informs students of weekly assignment or exam outcomes and frequently check on students for understanding. Generally, across the programs, students perform better on assessments when the instruction is coupled with hands-on learning/project based work.

The programs are fairly new and do not have three years of data. The IVROP Internal Education Evaluation Team will work with the teachers to secure available data, and help develop classroom systems for collecting student learning data. Information gathered will be used to support student learning and progress. Students will be asked to complete surveys and pre/post test. Follow-up/tracking sheet will be created to keep record of students who have been enrolled in the course. There are classroom systems in place to review individual student progress. The Arts and Media program does not have any student learning data at this time. The course started late during the 17-18 academic year, so students were in class for less than one month.

The Alto Program has evidence of individual student learning data and re-evaluation scores for the past three years for the Brawley program. Assessment results are use by the teacher to hone in on individual strengths and weakness to provide the scaffolding needed by each individual. Results are shared with the Behavioral Health treatment team for inclusion in the individual's overall treatment plan. The names are omitted for confidentiality. The available data is not currently disaggregated. The IVROP Internal Education Evaluation Team will work with the teachers to secure available data, and help develop classroom systems for collecting student learning data.

The Adult job training programs do not currently have disaggregated student learning data systems in place. Internal Program spreadsheet/Cal Jobs data (capturing enrollment, completion rate, certification/license rate, employment outcomes) are currently being developed. Instructors do use a variety of informal and formal assessments such as exams, written assignments, quizzes, and hands on performance to determine student progress. Generally, more formal assessments and data collection systems, along with disaggregated data are required. While individual learning data is not available, teachers are able to use assessment results to inform the approach and focus of the instruction. The programs are tracking student demographics. The IVROP Internal Education Evaluation Team will work with the Program Manager and teachers to secure available data, and help develop classroom systems for collecting student learning data.

- **Use of Assessment Results — The institution must use learning data analysis results in curriculum review, development of the instructional program, provision of professional growth activities for teachers, and for long-term institutional planning.**

All teachers use student assessment results on a regular basis to determine individual student learning. Regular assessments assist the teacher in meeting the diverse needs of students. Generally, teachers need more professional development opportunities on how to use the assessment results to guide the effectiveness of their teaching instruction. The general lack of formalized data collection systems do not support the collection of assessment data and analysis, and make it hard to gauge what types of professional development teachers need to support their instructional pedagogy. This finding has resulted in the development of necessary action plans related to both evaluation and data collection, and relevant professional development for teachers.

Criterion 7 — Student Support Services

- **Student Services — The school must provide appropriate services that support student learning and development within the context of its institutional mission.**

The high school (Central Union High School District) and alternative education (Imperial County Office of Education) programs have access to Career Specialists, which provide general CTE related student services and support, such as career readiness, guidance, and career exploration. The Career Specialists provide direct student support through an established MOA with the partnering schools. The MOAs with these districts are available upon request.

The ALTO Program offers support services to students within the context of the services already available to the students as a result of being referred to the program by Behavioral Health Services. Depending on the nature of their treatment, students have access to doctors, case managers, and several other mental health support staff that coordinate closely with the GED instructors.

High School:

Career Readiness: Each school site has counseling provided to students each year of their attendance. Each site also offers credit recovery. Each school site offers academic tutoring, both through after school homework centers and individual teacher hours. The teacher is available via Google Classroom to provide students with additional guidance as needed.

Alternative Education:

Medical Terminology and Medical Assistant: Teacher provides students with after school tutoring as a service to support student learning.

Arts and Media: No information available at this time. The course started late during the 17-18 academic year and students were in class for less than one month.

Adult Programs:

ALTO Program: Upon completion on the initial TABE testing, the teacher meets with the student to discuss short term goals for their individual educational development. These goals vary from student to student relative to their strengths and weaknesses.

Adult Training Programs (Truck Driving, Security Guard, and Certified Nursing Assistant): Instructors provide one on one training session before and after class, personal coaching and mentoring, and peer to peer support. Instructors provide group reviews in class.

- **Counseling Services — The school must provide personal counseling support as well as college planning counseling services.**

High School:

Career Readiness: School counselors and teachers have a successful communication to help students who are in need. Counselors are also available to support students with career and college planning.

Alternative Education: Teacher and counselor have professional communication to discuss student personal counseling support when needed. Also, counselor is available to talk to students about their college and career planning.

Adult Programs:

ALTO Program: In addition to the counseling services of the teacher, Imperial County Behavior Health contracts with Imperial Valley College to provide an onsite counselor.

Adult Training Program (Truck Driving, Security Guard, Certified Nursing Assistant): Students are provided with one on one coaching and mentoring. Peer to peer workgroups. Instructors provide one on one training or tutoring for students that need assistance to catch up to the group. Case manager acts as a liaison for students offering guidance, advice, job leads, and any other

resources students may need (educational, behavioral health, and social services).

Criterion 8 — Resource Management

- **Information and Learning Resources — The school must provide access to sufficient information and learning resources that support its instructional programs.**

Each of the following educational programs has their own unique learning resources and unique funding sources to adequately support the programs. Communication and collaboration is the key to ensuring classrooms have adequate resources. The instructors communicate with their respective supervisor and make a request and/or follow the approved requisition process to obtain specific classroom and instructional resources they may need for students. A supervisor may be an IVROP manager or school site administrator who will review and approve the request. Program budgets help guide what funding is available for supplies / materials, etc., and the respective managers or school site administrators need to communicate with teachers about the funding available and allowable use of those funds. IVROP's Business Unit supports all of the educational programs with all aspects of financial accounting. Services include accounting, budget development and monitoring, purchasing and procurement, cash management, internal controls, financial reporting, year-end closing, property management, record retention, and audit. The Business unit is responsible for all IVROP financial matters and also monitors compliance with Board policies, administrative regulations, the Education Code, and the requirements of state and federal agencies, in coordination with each supervisor.

High School:

Career Readiness: Students can view their results through Google Classroom and their overall course grade Aeries.

Alternative Education:

Medical Terminology and Medical Assistant: The teacher provides students with access to their online grading system, *Engrade*. In *Engrade*, students can see their assignments and grades. Students can also access the school website to learn about upcoming events and school resources

Arts and Media: No information available at this time. The course started late during the 17-18 academic year and students were in class for less than one month.

Adult Programs:

ALTO Program: Funding for learning resources is built into the IVROP/ICBH contract. Teachers are encouraged to seek, present, and purchase (with approval) any items which promote student success.

Truck Driving: Instructors conduct one on one training sessions, personal coaching and

mentoring on topics, such as How to manage log book information, and How to balance work, rest time, and shipping paperwork. Students are provided with Department of Motor Vehicles Commercial Driver manual and have access to computers, and are given resource web sites to view on the World Wide Web.

Security Guard: No information available at this time.

Certified Nursing Assistant: Students are provided handouts, videos, and internet research.

- **Financial Resources — The school must manage its financial resources to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.**

The Business unit is responsible for all Imperial Valley Regional Occupational Program (IVROP) financial matters and also monitors compliance with Board policies, administrative regulations, the Education Code, and the requirements of state and federal agencies, in coordination with each project supervisor. The unit works with each project to assist them in complying with legal mandates and to provide quality services and support in all areas of finance and business administration. Our goal is to help IVROP and projects improve the quality, efficiency, and cost effectiveness of all operations. The Business unit establishes guidelines for purchasing, purchase requisitions and issues Purchase Orders for all projects. Each project is responsible for soliciting quotations and formal competitive bids for materials, supplies, equipment, and services.

IVROP recognizes the importance of developing a system of internal control procedures in order to help fulfill its obligation to monitor and safeguard IVROP resources. IVROP has developed and practices internal procedures to provide assurance that staff duties are separated to guard against fraud, assets are protected from improper use or disposition, resources are used appropriately, transactions are processed and recorded properly, transactions are in accordance with IVROP policy and management authorization, and, transactions are in accordance with Federal, State and Local laws and regulations.

As required by Education Code, a County school service fund has been established in the Imperial County Treasurer's Office. This fund is utilized by the Imperial County Office of Education for all school funds within Imperial County including IVROP's funds. All IVROP's revenues are deposited into this account, with the exception of the revolving funds, and all IVROP expenditures are drawn from this account.

IVROP operates on a cash reimbursement basis for most Federal, State and locally funded grant projects. Only a few projects will received scheduled payments based on the contractual guidelines. Cashflow for all other projects is received upon submission and approval of monthly or quarterly expenditure claim forms or by submission of cash draw downs.

IVROP has implemented the Imperial County Schools ESCAPE Information System and previously used the Imperial County Schools Information System (ICSIS) administered by the

Imperial County Office of Education (ICOE) as the fiscal information system for business. The function of this account system is to present fairly and with full disclosure IVROP's financial position in conformity with generally accepted accounting principles (GAAP). IVROP is identified as a Local Educational Agency (LEA) under the California Department of Education and is required to use governmental accounting to record, analyze, and summarize its financial activities and status. IVROP's accounting system operates under one fund known as the General Fund. IVROP is required by law to use prescribed accounting procedures and a standardized chart of accounts which is defined in the California School Accounting Manual (CSAM). The CSAM outlines the requirements for school entities fund accounting, compliance with standardized reporting formats, and the basic rules and procedures that must be followed for Accounts Payable in a California school entity. Financial reports and budgets are requisite on forms prescribed by the State Superintendent of Public Instruction.

IVROP is responsible for ensuring the propriety of expenditures and under State statutes, ICOE is charged with the responsibility to determine the legality of accounts payable expenditures made by IVROP. All of IVROP's accounting functions are submitted to and processed by ICOE including all accounts payable, commercial warrants, payroll warrants and deposits. IVROP is required to record and summarize financial activities using the Standardized Account Code Structure (SACS) for California school entities.

IVROP maintains a healthy reserve and meets all fiscal obligations in a timely fashion. All accounts are balanced on a monthly basis. Grant funded projects submit monthly invoices to the funding agencies for reimbursement. Cash flow is monitored on a weekly basis and, at minimum, cash projections are made over a 12-month period. All of this is done to ensure there are enough funds to maintain current school programs.

With a healthy reserve of 14% for the period ending June 30, 2017 (that including money designated for the ROP educational program), we have sufficient funds to respond to emergencies and budget shortfalls.

- Financial Accountability — The school must annually undergo an external financial audit by a certified public accountant or public agency and report results to school stakeholders.

IVROP adheres to the regulations set by ED. Code 42131, which states governing board is required to review and certify our annual audit report every year prior to January 31st of the following year. All audit findings require an individual plan of corrective action certified by the board and stating the district's plan for correcting the deficiency outlined in the audit findings. All audit certification and corrective action plan forms must be signed by the board and forwarded to ICOE annually before March 15th. All corrective action plans are reviewed and documented by the auditors during their audit of the following year.

- **Facilities** — The school must provide facilities that are clean, safe, and adequate for the academic programs and courses offered.

During the course of the school year staff members meet periodically with teachers to help identify equipment and facility needs. Teachers also report their needs at the semi-annual advisory meetings. The participating district, school site, IVROP staff and the teachers, discuss priorities for supply, tool and equipment needs. If funds become available, IVROP may assist with some of these needs with regular communication.

High School:

Career Readiness: School campuses are inspected and meet the legal operating requirements. Results can be viewed in district website.

Alternative Education Programs: The school and classrooms are inspected annually and must meet the legal operating requirements. The results of the inspections can be viewed in the school’s website.

Adult Programs:

ALTO Program: Classroom and student computers are provided by Imperial County Behavioral Health per contract.

Truck Driving: Classroom Training facility is located at 623 W Main Street (IVROP Career Development Center) in El Centro CA (centrally located). Capacity of sitting 20+ people and facility has 15 computers that are connected to the internet. Some of the behind the wheel training is held at the Imperial County Fairgrounds parking lot.

Security Guard: Training facility is centralized with easy access for students and instructors. 1545 Adams Ave. El Centro, CA 92243.

Certified Nursing Assistant: The classroom is located at 1560 Ocotillo Drive, Suite C, El Centro CA 92243. The classroom has 3 practice stations, 2 hospital beds, bedside table, scale, wheelchair, and supplies for skills practice.

Criterion 9 — Community Connection

- **Public Information** — The school must provide a catalog for its constituencies with precise, accurate, and current information regarding its programs, available financial aid, admissions requirements, and student fees.

IVROP’s maintains information, enrollment, and eligibility requirements for all its programs on its public website. Additionally, IVROP updates a listing of its programs as a pamphlet

which is available in its reception area and other facilities. Students can find the CTE course descriptions on the IVROP website (www.ivrop.org) or more information at their respective high school campus. Information regarding the WIOA adult training programs can be found on the IVROP website. Additional information about the WIOA training programs is also made available to the public at all America's Job Centers of California located in Imperial County, and on the Imperial County Workforce Development Board Website. The ALTO Program is limited to behavioral health clients who are referred by the program funder. Behavioral health clients are informed of this service by the Imperial County Behavioral Health Services. Students must be Behavioral Health clients first to be referred and enroll in the ALTO Program.

Website Links

CTE Course Descriptions:

<http://www.ivrop.org/student-services/service-to-schools/high-school-course-descriptions/>

IVROP WIOA Program:

<http://www.ivrop.org/career-seekers/training/wioa/>

Imperial County Workforce Development Board:

<http://www.ivworkforce.com/job-centers/trainings/>

Imperial County Behavioral Health Services:

<http://www.co.imperial.ca.us/behavioralhealth/index.asp?fileinc=adult>

- Connection to Community — The school must make an effort to connect to community leaders, businesses, and organizations that can enhance the educational opportunities for students.

As previously stated IVROP hosts advisory committee meetings throughout the year. In the last several years, IVROP has transitioned to a large annual regional advisory meeting along with several smaller advisory meetings as needed and as requested by teachers and district partners. The attendee composition of the advisory meetings includes community leaders, businesses, and organizations. These members are critical to the success of each program as they provide input into current industry trends, changes to work requirements, suggestions for setting up classrooms with industry specific supplies, tools and equipment, and they provide work sites, tours, and guest speakers. IVROP is actively involved in the Brawley, Calexico, El Centro, Holtville, and Imperial Chambers of Commerce and the Joint County Chambers of Commerce.

Businesses, industry, and community organizations can, and do, provide additional education, counseling, mentoring, work experience/job shadowing sites, and exposure to work in the real world for youth and adults, as well as expose teachers to the relevancy of the skills being taught to students through teacher externships. The business industry partners serve as presenters for the various programs and provide students information which is critical to the students' successes in their areas of study.

Community leader involvement is critical to the success of the programs and services offered at IVROP, not only for the expertise they bring, but also to show the community that these leaders are involved in the education and technical processes associated with the classes. The board of trustees, business industry partners, and community organization partners regularly attend advisory meetings, which are open to the public. At all advisory committee meetings, IVROP invites all business partners to visit the ROP classes at any time. Some meetings are even held in the ROP classroom and teachers encourage students to attend the meeting and speak with employers.

Community Leaders are also present at our annual Showcase in which each program and project creates a booth to demonstrate what services are offered. The IVROP Board also presents the outstanding student awards for each program, as well as the outstanding alumni award. At this event, presentations are made to the business industry partners who have excelled in their involvement with IVROP.

Criterion 10 — Action Plan for Ongoing Improvement

- **Institutional Planning and Evaluation — The school must systematically evaluate and make public how well it is accomplishing its purposes, including the assessment of Schoolwide Learner Outcomes. The school must provide evidence of planning for improvement of institutional operations and processes, student achievement of educational goals, and student learning levels.**

IVROP has adopted a new action plan process for 2018-2019 with identified action items, which are aligned to its organizational goals. The development of the action plan for the purpose of the Initial Visit Report has included the opportunity for input and feedback from IVROP's various stakeholders which includes the IVROP management team, the IVROP Board of Trustees, IVROP staff members, faculty, students, school site administrators, and members of the community. Evidence of this process will be made to the WASC visiting team upon request. As IVROP continues its self-study and continual improvement process, it will continue to evaluate any emerging issues and will review, add, and edit the action items as needed, in order to fully support the needs of the organization and its constituents, participants, and students.

- *School-wide Action Plan* — The school must have a user-friendly schoolwide *Action Plan* that guides school improvement efforts and provides the basis for all ongoing development activities.

Imperial Valley ROP's School Wide Action Plan is as follows:

1. Develop and maintain an active data collection and self-evaluation process that supports continual improvement and data driven strategies, and organizational efficiency designed

to empower students so that they can experience successful learning and achievement, and lasting positive outcomes.

2. While collecting our course and completion rates for this report, we found that some of the completion rates were low. The newly formed Internal Education Evaluation Team will work with managers and instructors to evaluate the strategies and issues that impact the attainment of program goals and outcomes, completion rates, and successfully meeting other student achievement metrics.

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Improvement	Methods to Report Progress
Develop a list of expectations to be used for program and classroom wide data collection, evaluation, and continual improvement.	July – June, and refined annually as necessary	IVROP Administration Teachers Site Administration	Program objectives and goals, course syllabi and course description, expected student outcomes	Meeting agendas, notes, minutes, action items, action taken	Website, Advisory Committee Meetings, Management Meetings, and Board Meetings
Convene ongoing instructional/teacher leadership team meetings throughout the year to support evaluation and continual improvement efforts of instructional programs for students and participants.	July – June ongoing as needed	IVROP Administration Site Administration IVROP Management Instructors	Meeting agendas and goals and priorities	Notes from meeting documenting incorporation of goals and priorities	Meeting action items, steps taken, student outcome data
Set up procedures / process for capturing and reporting	July – June ongoing as needed	IVROP Admin Instructors JPA Schools Administrators	Focus Group Time, Advisory Committee	Plan for Procedures / Processes documented in published form	Advisory Committee Meetings, Board Meetings

student and participant achievement data			Time, etc., SLOs	(website)	
Implement Procedures for capturing and reporting of student and participant achievement data	July – June ongoing as needed	IVROP Admin Instructors JPA School Administrators	Focus Group Time, Advisory Committee Time, etc.	Reports on Student Achievement, Surveys of Instructors, Students, businesses, community members	Website, Advisory Committee Meetings, Focus Group Meetings, and Board Meetings
Analyze captured student achievement data across courses / program.	July – June ongoing as needed	Administration and personnel	Staff / Admin Time	Reports that compare achievement results across courses / programs.	Advisory Meetings Board Meetings
Publish captured/ analyzed achievement data to public (JPA schools, community, businesses) through online annual report	Summer – December and ongoing, as continually refined	IVROP Admin Tech Team	Staff Time	Published reports comparing achievement results	Advisory Meetings Board Meetings
Convene ongoing Focus Group and team meeting throughout the year to support the ongoing evaluation and continual improvement of this action item	July – June ongoing as needed	Focus Group, IVROP Administration, IVROP Management, Staff, Board, partner time.	Meeting agendas and goals and priorities	Notes from meeting documenting incorporation of goals and priorities, action items, steps taken	Website, Advisory Committee Meetings, Focus Group Meetings, and Board Meetings
Convene ongoing	July – June	IVROP Administration	Meeting agendas	Notes from meeting	Reports from site

regional CTE advisory meetings and other relevant partnership meetings that include community leaders, businesses, and organizations that can enhance the educational opportunities for students.	ongoing as needed	Site Administration	and partner goals	documenting incorporation of mutual partner goal	administrators and IVROP, notes and action items from meeting, publishing on IVROP website
Continue to evaluate and improve systems, procedures, policies, and activities that support communication with partners.	July – June ongoing as needed	IVROP Administration, Board	Admin time, Board time, Board Meetings	Meeting agendas and partner goals	Reports from site administrators and IVROP, notes and action items from meeting, publishing on IVROP website
Set up procedures / process for capturing and reporting activities and achievement of activities to support this goal	July – June ongoing as needed	Focus Group	Focus Group Time, Advisory Committee Time, etc., SLOs	Plan for Procedures / Processes documented in published form (website)	Advisory Committee Meetings, Board Meetings

3. Provide ongoing relevant and sustained professional development for administration, management, faculty and staff, designed to directly support student services and instruction, which directly impact student achievement and learning, and lasting positive outcomes.

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Improvement	Methods to Report Progress
Develop a list of IVROP curriculum / professional development needs	July – June and ongoing annually.	Leadership team (with representatives from all sites)	Time / people List of goals Action plan	Developed Goals	Report to board and to all stakeholders via website and emails to teachers/advisors /
Convene ongoing team meetings throughout the year to support the ongoing evaluation and continual improvement of this goal and identify other PD or training topics required	July – June ongoing as needed	Focus Group, IVROP Administration, IVROP Management, Staff, Board, partner time.	Meeting agendas and goals and priorities	Notes from meeting documenting incorporation of goals and priorities, action items, steps taken,	Website, Advisory Committee Meetings, Focus Group Meetings, and Board Meetings
Convene ongoing regional CTE advisory meetings and other relevant partnership meetings as part of a Focus Group to solicit input and feedback on training/PD needs	July – June ongoing as needed	Focus Group, IVROP Administration, Employer Partners	Meeting agendas and partner goals	Notes from meeting documenting incorporation of mutual partner goal	Reports from site administrators and IVROP, notes and action items from meeting, publishing on IVROP website
Set up procedures / process for capturing and reporting data, activities and achievement of activities to support this goal.	July – June ongoing as needed	Focus Group	Focus Group Time, Advisory Committee Time, etc., SLOs	Plan for Procedures / Processes documented in published form (website)	Advisory Committee Meetings, Board Meetings

**Section Three
Summary**

Identify the three to five major critical areas for follow-up from your school's *Action Plan* that will receive the greatest focus in the next three years.

The following are the preliminary Action Plan items identified by all of IVROP's stakeholders, as previously mentioned. These are the initial items. As IVROP continues its self-study and continual improvement process, it will continue to evaluate any emerging issues and will review, add, and edit the action items as needed in order to fully support the needs of the organization and its constituents, participants, and students.

1. Develop and maintain an active data collection and self-evaluation process that supports continual improvement and data driven strategies, and organizational efficiency designed to empower students so that they can experience successful learning and achievement, and lasting positive outcomes.
2. While collecting our course and completion rates for this report, we found that some of the completion rates were low. The newly formed Internal Education Evaluation Team will work with managers and instructors to evaluate the strategies and issues that impact the attainment of program goals and outcomes, completion rates, and successfully meeting other student achievement metrics.
3. Provide ongoing relevant and sustained professional development for administration, management, faculty and staff, designed to directly support student services and instruction, which directly impact student achievement and learning, and lasting positive outcomes.

Signed:

Position:

Please send one copy electronically to ACS WASC at ahutchinson@acswasc.org.