Accrediting Commission for Schools
Western Association of Schools and Colleges

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ACS WASC Postsecondary School
Initial Visit Visiting Committee Report

> **This form is for use for postsecondary schools using the ACS WASC Postsecondary Accreditation Manual, 2013 Edition.**

Part I

Name of School: Imperial Valley Regional Occupational Program

Address: 687 State St., El Centro, CA 92243

Grades Reviewed: Post-secondary + secondary ROP

Initial Visit Chair: Kit Alvarez

Initial Visit Team Member(s):   Terri Giamarino

Date of Visit: 12-13-18

Introduction

Include a paragraph or two summarizing the important information found in Section One of the completed ACS WASC Postsecondary School Initial Visit Report.

The Imperial Valley Regional Occupational Program (IVROP) originated 1981. The local ROP was developed to enhance the learning career and employment opportunities to high school students and adults through effective business and community partnerships throughout the Imperial Valley region.

Imperial County is in the rural, agrarian, isolated, southeast corner of California's Sonora Desert. The County is bordered by Riverside County, San Diego County, the state of Arizona and the country of Mexico. Imperial County is comprised of 4,174 square miles and is one of the most economically disadvantaged regions of California. The Imperial Valley is home to 182,830 residence according to U.S. Census estimates from July 2017. Eighty-four percent of the population is Hispanic or Latino, and 75.7% speak a language other than English at home. Of the population that is 25 years of age and older, 67% are high school graduates, and 14% have a bachelor's degree which is lower than the state average of 32% according to US Census Bureau Quick Facts for California. The average the County is 23.6%, which is significantly higher than that of the surrounding counties.

IVROP is governed by a Joint Powers Authority (JPA) agreement comprising of eight Local Educational Agencies (LEAs) that includes seven school districts and the Imperial County Office of Education. The seven districts are:

1. Brawley Union High School District
2. Calexico Unified School District
3. Calipatria Unified School District
4. Central Union High School District
5. Holtville Unified School District
6. Imperial Unified School District
7. San Pasqual Valley Unified School District

Memorandums of understanding are executed with each participating LEA that further defines organizational governance and operations pertaining to the delivery of Career Technical Education (CTE) programs and support services. IVROP has a seven-member board of trustees comprised of an elected board member from each of the school districts served. One seat is currently vacant. The daily oversight of the organization is entrusted to the Superintendent, with support from a cabinet team of senior administrative managers.

IVROP has three main areas of focus: CTE, Employer Connections, and Family Development and Stabilization, all of which are designed to support and improve educational and career attainment, economic stability, and the workforce prospects of students and their families.

IVROP programs and services can be categorized into 3 main programmatic areas: high school, alternative education, and adult education. The adult education programs can be further

delineated into 2 categories: ALTO, which is a program offered in cooperation with the Imperial County Behavior Health, and CTE. According to the data provided, IVROP served the following numbers of students during the 2017-2018 school year.   In addition to these direct student enrollments, IVROP provides a variety of support services such as career guidance, curriculum development and community outreach services for its participating school districts and other agencies.

Program Category	High School	Alternative Education	ALTO	Adult CTE	**Total**
IVROP program operated enrollments 2017-2018	179	119	137	61	**496**

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.

- 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.

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

Visiting Committee comments:

Authority- IVROP operates through the authority of a Joint Powers Agreement (JPA) and is a legally recognized organization per California Government Code. Formal agreements and Memoranda of Understanding documents aid in defining operational relationships and conditions among the 8 partnering LEAs (7 school districts and 1 county office of education) and the ROP. Through the system of agreements, high school students can earn elective credits toward graduation through their ROP courses. Programs serving adults have opportunities to earn academic certifications such as a GED (General Education Diploma) and/or industry recognized certifications and licensures.

Mission Statement- The IVROP Mission Statement was updated in the fall of 2018 through a process that involved obtaining input from stakeholders, including staff, faculty, administration, and members of the community. The Mission Statement was then formally adopted by the board.

Imperial Valley Regional Occupational Program is Imperial Valley's expert for empowerment. We are dedicated to creating 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)- In support of the Mission, SLOs were developed that are global in scope and that can be measured. The SLOs are categorized into 4 area and each area is further defined with specific student learning goals. Like the Mission Statement, an inclusive process was sued to engage stakeholders in the development of the SLOs.

Students will demonstrate the following outcomes:	
1. College and Career Readiness	A. Set positive educational and/or career goals and seek appropriate support in the execution of goals. B. Complete academic and career technical education programs that support college and career pathways. C. Utilize time effectively and produce high quality work. D. Exhibit appropriate employability skills including resume writing, job application completion, and interview etiquette.
2. Academic Skills and Knowledge	A. Demonstrate and apply a variety of academic and career skills and knowledge to complete projects which reflect originality and high standards. B. Use critical thinking skills to research, evaluate, analyze, and solve problems in new and creative ways. C. Utilize appropriate professional and academic terminology. D. Use verbal, written, artistic, and technological forms of communication and active listening skills to communicate effectively with others.
3. Life Skills	A. Demonstrate responsibility, integrity, and ethics of being a member of a community through positive decisions and interactions with others. B. Demonstrate self-motivation, adaptability, resiliency, and the ability to deal with adversity. C. Demonstrate appropriate care for own health and well-being as well as for others around them. D. Demonstrate financial literacy, responsible money management, and budgeting skills.
4. Professional Skills	A. Demonstrate responsibility, professionalism, and appropriate ethics by abiding by school, community, and workplace rules, laws, and regulations. B. Demonstrate teamwork and collaboration and contribute positively to the school or work environment through positive decisions and interaction with diverse groups. C. Use existing and new technology, resources, tools, and a variety of techniques to accomplish tasks and solve problems.

IVROP plans on incorporating strategies for measuring student attainment of the SLOs within its action plan.

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.

- 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.

- 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.

- 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.

- 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.

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

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

Visiting Committee comments:

Governing Board-   The Governing Board is comprised of elected officials that represent the school boards of the seven participating school districts and the Imperial County Office of Education.   The governance structure is defined in the JPA agreements. The Board sets policy, regulations and bylaws that are based on the California School Board Association (CSBA) policy service.   The Board adopts policies, procedures, budgets and long-term plans which ensures that all programs and classes adhere to the organizational vision and achieve the SLOs. Board meetings are public and follow the legal requirements of the Brown Act. Orientations are provided annually to help acquaint new board members to the organization, key staff and leaders and procedures.

Administrator/Director- The Board grants authority to the Superintendent to effectively manage and oversee the day-to-day operations of the organization within the parameters of education codes and Board policy. The Superintendent is also the chief academic official of the organization. Employees are made aware of the leadership chain of command within the organization and they report to their supervisors as assigned.

Administrative Capacity- 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, and may delegate responsibilities and duties to Senior Cabinet members, managers or staff, but remains accountable to the Board for all areas of IVROP operations.

Operational Status- IVROP is an active JPA with an official status and is recognized by the California Department of Education. IVROP also has an active Federal ID, DUNS number and Federal Tax ID. It has been active since its inception in 1981. The IVROP main administrative office is located at 687 State Street, El Centro, CA 92243.

Academic Credit- Academic credit, usually elective credit for CTE courses, is issued by the participating school district or LEA per policy and their agreements with the ROP. This is a consistent practice for all ROPs within the state of California. Other CTE courses are aligned to industry standards and provide students with opportunities to achieve industry recognized certifications and credentials. Lastly, students successfully completing the ALTO program may earn their GED.

Admissions- High school students are admitted into ROP programs based on their school district policy. Admission into adult programs is dictated by the program's funding stream. For example WIOA criteria is used for admission into WIOA funded programs. 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 the different programs and their funding streams are consistent with the Mission of IVROP and are designed to aid students in meeting their training needs.

Procedural Infrastructure- IVROP has Board adopted policies and procedures that 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 utilizes CSBA (California School Boards Association) Board Policy services and is provided with regular policy updates as required by law. The governing board and leadership develop and sustain budgets, policies, and procedures for the implementation of programs and services. As a learning organization, IVROP is committed to the development of a system which continuously evaluates itself to ensure that students achieve of the SLOs.

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.

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

Visiting Committee comments:

Faculty- IVROP employs qualified staff for its various program specialty areas from the administrative staff to the support staff. Teachers are qualified for their programs and meet the standards and requirement outlined by their various funding streams. Administrators hold requisite Administrative services credentials and teachers hold appropriate CTE credentials per program mandates. Staff and faculty participate in a variety of professional development opportunities throughout the year including inservices, regional workshops and state conferences. Teachers participate in training pertaining to curriculum development and student assessment. The IVROP Action Plan focuses on student and program assessment and evaluation. Professional development in support of student learning achievement will continue and expand in the subsequent year.

Personnel Policies- IVROP follows its personnel policies for recruitment, hiring, supervision, and evaluation of employees. Each position has an established job description that conveys qualifications, and job duties and responsibilities. Salary schedules and salary placement criteria are made public and they are regularly reviewed by the governing board. IVROP utilizes the County Office of Education's protocols and software and systems for managing human resources with consistency and accuracy. Supervisory staff are responsible for carrying out performance appraisal and evaluation procedures per established organizational policies and protocols.

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

Visiting Committee comments:

Educational Programs- IVROP offers a relevant curricular program aligned to business and community needs. For example, the ALTO program is in direct response to the needs of students served via the County Behavioral Health program. Business advisories make recommendations pertaining to Career Technical Education programs. The curriculum in those programs maintain its relevance as teachers participate in employer advisory committee meetings and/or job shadowing/teacher externship experiences. IVROP has courses which lead to industry certifications and licensure; Certified Nurse Assistant, Medical Assistant, and Truck Driving.

Curricular Mapping-

In addition to course outlines that are aligned to standards, IVROP teachers 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
Aug. 13 – Dec. 20 Jan. 08 – Jun 04	180 days	Complete a Work Ready portfolio profession in appearance and design with various documents verifying competency.	- Apply technical skills and academic knowledge. - Clear communication. - Utilize critical thinking skills effectively. - Productive working with integrity. - Demonstrate creativity, innovation, and initiative.	- CTE Model Curriculum Standards. - College and Career Readiness Standards. - Work Keys ACT - California Career Zone. - 16 Personalities. - Typing.com

Teachers in the ALTO program serve a wide range of students with special needs 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 individual needs and level. Pre-GED and GED PREP are provided using an online program called "Essential Education," which is provides an individually tailored study program based on assessment data and progress in each subject. Students are provided tutoring as needed, and they are guided by IVROP instructors.

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.

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

- 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.

Visiting Committee comments:

Student Learning and Achievement- IVROP does not publish aggregate or disaggregated learner outcomes for their programs. Student outcome data for IVROP high school students is reported via each school's internal data systems. The action plan includes the creation of an IVROP Internal Education Evaluation Team to work with all instructors and the various IVROP Managers to help support the development of systems for data collection and tracking so that reports can be developed and published.

The ALTO Program has individual learning data and ongoing evaluation results. 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.

Achievement data, per each adult CTE program area is collected, however due to the custom nature of each program and its funding source, data is stand-alone data. For example, the Certified Nurse Assistant program has a 100% passage rate on the certification test required by the Department of Health Services. This data is specific to the CAN program. The action plan addresses the need to publish representative data to the public for all program areas.

Instructional Strategies-

Most of the IVROP faculty are bilingual, English/Spanish, and can 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 breakdown subject matter based on student needs and utilize a variety of SDAIE strategies to facilitate student learning and minimize language barriers. Instructors provide one on one instruction, tutoring, and coaching. Peer to peer study groups to assist those students that would benefit from extra assistance in learning the subject are also utilized. A variety of instructional methodologies and strategies are used to meet the needs of the diverse

population including:

- Differentiated instruction at all levels

- Field trips

- Google Classroom in Career Readiness courses

- Guest speakers from the community

- Hands-on learning in laboratory environments

- Internships and clinical rotations for students

- Peer tutoring

- Project-based learning and assessment

- Reading instruction and support

- Tutoring and additional support services

Technology Integration- IVROP has technology resources to meet the needs of the students. Technology is embedded in the courses to prepare students for the 21st Century. Teachers and students have access to computers and other technology-based resources appropriate for their CTE courses.   The list below provides an example of the array of technology-based resources available.

- 16personalities.com

- Canva.com

- California Career Zone

- Engrade

- Google Classroom

- Mavis Beacon

- Typing.com

- YouTube

- Essential Ed

Criterion 6 — Use of 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.
- 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.

Visiting Committee comments:

Analysis of Learning Data- The high school and alternative education programs do not have IVROP classroom-based data systems beyond the grade book, however, 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 formative and summative assessments. Teachers can discern which students need extra help and provide differentiated instructional strategies to English Learners and students with special needs. 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 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.

The programs are 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 systems/processes 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 currently. 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 used by the teacher to identify individual strengths and weakness, and to provide the scaffolding needed by everyone. 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 systems for identifying and collecting data.

The Adult CTE 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 utilized per the funding stream organization or program mandates. Instructors do use a variety of informal and formal assessments such exams, written assignments, quizzes, and hands on performance to determine student progress. 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 to help develop systems for collecting analyzing and reporting student learning data.

Use of Assessment Results- All teachers use student assessment results on a regular basis to inform instruction and 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 aassessment results to guide the effectiveness of their teaching instruction. The general lack of formalized data collection systems does 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.
- Counseling Services — The school must provide personal counseling support as well as college planning counseling services.

Visiting Committee comments:

Student Services- 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 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. Each high school site has a counselor provided to students to support them. In addition, the students are supported by tutoring, after-school homework assistance, and Google Classroom.

IVROP is connected to numerous social services agencies and all students are supported through IVROP's strong collaborative relationships with a network of support service provider agencies.

Counseling Services- Both high school and adult students are supported with access to counselors and/or guidance personnel and have college and/or career plans. The alternative high school site's counselors meet regularly with students to review their plan. In the adult ALTO program, students are supported by their counselors and therapists through Imperial County Behavior Health contract with Imperial Valley College's counselor who provides services via a contract. Students in the Adult CTE program (Truck Driving, Security Guard, Certified Nursing Assistant) are provided with one on one coaching and mentoring. A case manager is provided who 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.
- 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.
- 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.
- Facilities — The school must provide facilities that are clean, safe, and adequate for the academic programs and courses offered.

Visiting Committee comments:

Information and Learning Resources- The Business Unit supports all IVROP's 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 also monitors compliance with Board policies, administrative regulations, the Education Code, and the requirements of local, state and federal program funding streams.   The Unit works with each program and project supervisor through regular and on-going communication to ensure operational effectiveness and that students have the tools, equipment, supplies and resources necessary for success. Information and instructional resources are built into program proposals and program budgets. Resources for programs offered through partnering LEAs are coordinated and teachers are clear as to who they go to for what.

Financial Resources- As required by Education Code, a County school service fund is 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 and expenditures go through this account, except for the revolving cash fund. Internal control procedures are in place to monitor and safeguard IVROP resources. Procedurally, staff duties are separated to guard against fraud, and to protect assets from improper use or disposition,

IVROP operates on a cash reimbursement basis for most Federal, State and locally funded grant projects. Only a few projects receive 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 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), enough funds are available to respond to emergencies and budget shortfalls.

Financial Accountability- 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), which outlines the requirements for LEA 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 follow protocols established by the State Superintendent of Public Instruction. IVROP budget transactions are reviewed by the governing board and are part of the public record. The governing board is also required, per Ed Code 42131, to review and certify the annual audit report every year prior to January 31st of the following year. All audit findings require an individual corrective action plan certified by the governing board and forwarded to ICOE annually before March 15th. IVROP has a multiple-year long track record of having zero audit findings.

IVROP uses the Imperial County Schools' ESCAPE Information System 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).

Facilities- Facilities, equipment and supplies are reviewed and discussed with stakeholders including teachers, business advisors, ROP and district staff and leaders on an on-going basis. Having necessary supplies, equipment and facilities is a requirement for the operation of high quality CTE programs and services that the IVROP management team takes seriously. Throughout the school year, staff members periodically meet with teachers to discuss and identify equipment and facility needs. Business partners are engaged in the

conversation via semi-annual advisory meetings. CTE courses have requirements, and collaborative conversations among stakeholders ensure effective program design and implementation.

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.
- ▪ 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.

Visiting Committee comments:

Public Information- The IVROP website, www.ivrop.org, includes information regarding enrollment and eligibility requirements for all its programs. The IVROP CTE course list and 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- 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. Community Leaders are also present at the annual Showcase in which each program and project creates a booth to demonstrate what services are offered. Business partnerships are recognized, and the IVROP Board presents the outstanding student awards for each program, as well as the outstanding alumni award at this annual event. IVROP also engages with an array of social services and community agencies in order to aid students and their families towards self-sufficiency.

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

Visiting Committee comments:

Institutional Planning and Evaluation- The Initial WASC Accreditation process has resulted in the adoption of a fresh approach to strategic planning using the lens of the WASC criteria for post-secondary institutions. A "back and forth" process for obtaining input from stakeholders was used in the synthesis and development of the action plan. As IVROP continues to deepen its work toward accreditation, additional areas for growth will be identified and incorporated into the plan. The major and most immediate action plan goals involve obtaining the tools and developing the processes and supports needed to operationalize the gathering and analysis of student outcome data. The use of this data is a vital piece in planning for further program and organizational goals in support of student achievement. Data will be used to report on student progress, program effectiveness and to highlight student attainment of learning outcomes, including the SLOs. Growth in the effective use of data will strengthen the organization as it continues to navigate the complexities of program design, grants and fiscal resources.

Schoolwide Action Plan- The IVROP leadership team is committed to the on-going improvement cycle and anticipates evaluating emerging issues for the development, monitoring, and updating of its action plan. A focus on data and assessment for determining program effectiveness surfaced as a major key need for IVROP and the Action Plan. The Visiting Committee recommends further refinements of the action plan in the following areas in order to make it a more effective tool.

- Use letters and/or numbers to delineate major initiatives or scope of work, and further delineate the steps so that they are clear and sequential steps or sets of activities.

- Tighten up the timelines by correlating identified steps with sequential dates. This will aid in planning and deployment personnel, time, and financial resources.

- Identify who the lead person/position is when a group is assigned as "persons responsible."

- Avoid redundancies and overlapping work by the same people doing the same things across initiative areas.

Ongoing School Improvement

Schoolwide Areas of Strength

1. IVROP is committed to its mission and its three primary areas of focus: CTE, Employer Connections, and Family Development and Stabilization, all of which are designed to support and improve education and career attainment, economic stability, and workforce prospects of students and their families.
2. IVROP develops and maintains strong relationships with educational, business, and community partners.
3. Sound business practices and financial control systems are in place benefiting the organization in carrying out its mission and goals.

Critical Areas for Follow-up

1. Continue to refine and clarify the action plan:
   a. Format- consider including tools to make the document it easier navigate and reference such as numbers/letters, for main tasks and sub tasks, as well as page numbers.
   b. Content- review action plan steps for sequencing and to evaluate for redundancies within each action plan item and across action plan initiatives .
   c. Responsible Person(s)- clearly identifying what person, or what position is the lead for each action plan item will strengthen the overall action plan.
   d. Timeline- re-evaluate the timelines for each step to aid in prioritization and sequencing of work.