

California Department of Education (<http://www3.cde.ca.gov/pgms/prt.aspx>)  
Page Generated: 9/15/2015 9:02:01 AM

## Program Grant Management System (PGMS)

### Imperial Valley ROP (131 - Secondary)

#### LEA Profile

Allocation Amount	\$74,157.00
Budgeted Amount	\$74,157.00
Indirect Amount	\$0.00 *
Application Due Date	Thursday, May 1, 2014 11:59 PM
Application Status	Certified on Oct 8 2014 2:57PM
Fiscal Activity	N/A
Signed GAN Received by CDE	GAN Signed on Nov 10 2014

\* Subject to change based on Capital Outlay and actual expenditures

#### Local Education Agency (LEA) information

##### LEA Contact Information

**LEA Name:**

Imperial Valley ROP (131 - Secondary)

**CDS Code:** 13-74401-0000000

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

**Phone:** (760) 482-2600

**Fax:**

**E-mail:** [eobergfell@ivrop.org](mailto:eobergfell@ivrop.org)

**Superintendent**

**Name:** Edwin Obergfell

#### Perkins Coordinator Information

##### Perkins Coordinator

**Name:** Philip Villamor

**Title:** Perkins Coord

**Phone:** 760-482-2605

**Extension:**

**Fax:**

**E-mail:** [pvillamor@ivrop.org](mailto:pvillamor@ivrop.org)

**Street Address:** 687 State Street

**City:** El Centro

**State:** CA

**Zip Code:** 92243

**Perkins Coordinator Contact During Summer**

**Phone:** 760-412-9337

**Extension:**

**E-mail:** [pvillamor@ivrop.org](mailto:pvillamor@ivrop.org)

## Fiscal Coordinator Information

### Fiscal Coordinator

**Name:** Cecilia Duron  
**Title:** Director of Business  
**Phone:** 760-482-2611 **Extension:**  
**Fax:** 760-482-2750  
**E-mail:** [cduron@ivrop.org](mailto:cduron@ivrop.org)  
**Street Address:** 687 State Street  
**City:** El Centro  
**State:** CA  
**Zip Code:** 92243

## LEA CTE Advisory Chair Information

**Name:** Tim Kelley  
**E-mail:** [tim@ivedc.com](mailto:tim@ivedc.com)  
**Phone:** 760-353-8332

## Section I - State Assurances and Certifications

### Certifications Sign-off

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

The following Assurances, Certifications, and Grant Conditions are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application; Every year, the LEA must download them, collect the appropriate signatures, and keep them on file to be available for compliance reviews, complaint investigations, or audits.

- California Department of Education General Assurances
- Drug Free Workplace Certification
- U.S. Department of Education Debarment and Suspension
- U.S. Department of Education Lobbying
- Perkins IV Assurances and Certifications
- 2014–15 Grant Conditions

### Section I - LEA Sign-off Section

- ☒ Other updates to the local CTE plan can be submitted in narrative form with a reference to the Local CTE Plan chapter, section, and question.

### Section I - CDE Review and Sign-off Section

- ☒ Section I - Section Approved

## Section II - Representatives of Special Populations

### Representatives of Special Populations Sign-off

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the activities needed to prepare these students for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

Download the [Sign-off Form](#) for Representatives of Special Populations, collect the appropriate signatures, and keep the form on file to be available for compliance reviews, complaint investigations, or audits.

Congratulations, no action is necessary on this page. Imperial Valley ROP (131 - Secondary) has met or exceeded the required target in each of the core indicators of performance and is determined to be a Compliant Agency

#### Economically Disadvantaged (Title I Coordinator)

Title I Coordinator Name: Philip Villamor  
Title I Coordinator Title: CTE Coordinator

#### Limited English Proficiency (English Learner Coordinator)

English Learner Coordinator Name: Lupe Garcia  
English Learner Coordinator Title: Program Assistant

#### Disabled (Handicapped) (Special Education Coordinator)

Special Education Coordinator Name: Gabrielle Aguirre  
Special Education Coordinator Title: Project Coordinator

#### Single Parent or Single Pregnant Women (Title IX Coordinator)

Title IX Coordinator Name: Lupe Garcia  
Title IX Coordinator Title: Program Assistant

#### Gender Equity or Nontraditional Training (Title IX Coordinator)

Title IX Coordinator Name: Philip Villamor  
Title IX Coordinator Title: CTE Coordinator

### Section II - LEA Sign-off Section

- ☒ As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2014–15 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2014–15 Perkins IV application for funds.

### Section II - CDE Review and Sign-off Section

- ☒ Section II - Section Approved



## Section III - Assessment of Career Technical Education Programs

Section 123(b) of Perkins IV requires states to conduct annual evaluations of the progress and efforts grant recipients are making toward achieving the core indicator performance levels established for the state's CTE programs. California LEAs provide data to the CDE through the 101-E1 report in the fall and 101-E2 report in the spring, and these data are used to determine the core indicators.

This section identifies the LEA's actual performance on each of the Core Indicators of performance and indicates if the LEA has met the state-established performance targets.

N/A may indicate that the LEA:

- Failed to report the required data for that indicator
- Is one of the State Special Schools or California Education Authority
- Did not receive Perkins funds in the prior year and was not required to report data

If 5S1 is the only indicator showing an N/A, the LEA failed to submit the required CDE-101 E2 report

### 1S1 Academic Attainment-Reading/Language Arts

**Numerator:**

Number of 12th grade CTE concentrators who have met the proficient or advanced level on the English-language arts portion of the California High School Exit Examination (CAHSEE).

**Denominator:**

Number of 12th grade CTE concentrators.

<b>LEA Level 2010-11:</b>	73.68 %	<b>LEA Level 2011-13:</b>	74.56 %	<b>LEA Level 2012-13:</b>	78.85 %
<b>State Level 2012-13:</b>	61.00 %	<b>Required Target:</b>	54.90 %	<b>Met Target:</b>	Yes

### 1S2 Academic Attainment-Mathematics

**Numerator:**

Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE.

**Denominator:**

Number of 12th grade CTE concentrators.

<b>LEA Level 2010-11:</b>	71.66 %	<b>LEA Level 2011-13:</b>	64.91 %	<b>LEA Level 2012-13:</b>	74.79 %
<b>State Level 2012-13:</b>	45.50 %	<b>Required Target:</b>	40.95 %	<b>Met Target:</b>	Yes

### 2S1 Technical Skill Attainment

**Numerator:**

Number of CTE concentrators enrolled in a capstone CTE course who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

**Denominator:**

Number of CTE concentrators enrolled in capstone CTE courses during the reporting year.

<b>LEA Level 2010-11:</b>	94.04 %	<b>LEA Level 2011-13:</b>	95.32 %	<b>LEA Level 2012-13:</b>	96.98 %
<b>State Level 2012-13:</b>	89.00 %	<b>Required Target:</b>	80.10 %	<b>Met Target:</b>	Yes

### 3S1 Secondary School Completion

**Numerator:**

Number of 12th grade CTE concentrators who earned a high school diploma, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities).

**Denominator:**

Number of 12th grade CTE concentrators who left secondary education during the reporting year.

<b>LEA Level 2010-11:</b>	86.38 %	<b>LEA Level 2011-13:</b>	92.88 %	<b>LEA Level 2012-13:</b>	96.73 %
<b>State Level 2012-13:</b>	91.43 %	<b>Required Target:</b>	82.29 %	<b>Met Target:</b>	Yes

#### 4S1 Student Graduation Rate

**Numerator:**

Number of 12th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate.

**Denominator:**

Number of 12th grade CTE concentrators.

<b>LEA Level 2010-11:</b>	86.38 %	<b>LEA Level 2011-13:</b>	92.88 %	<b>LEA Level 2012-13:</b>	96.73 %
<b>State Level 2012-13:</b>	83.50 %	<b>Required Target:</b>	75.15 %	<b>Met Target:</b>	Yes

#### 5S1 Secondary Placement

**Numerator:**

Number of 12th grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation.

**Denominator:**

Number of 12th grade CTE concentrators who left secondary education during the reporting year and responded to a follow-up survey.

<b>LEA Level 2010-11:</b>	94.73 %	<b>LEA Level 2011-13:</b>	80.93 %	<b>LEA Level 2012-13:</b>	90.50 %
<b>State Level 2012-13:</b>	93.71 %	<b>Required Target:</b>	84.34 %	<b>Met Target:</b>	Yes

#### 6S1 Non-traditional Participation

**Numerator:**

Number of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields.

**Denominator:**

Number of all CTE participants enrolled in a program sequence that leads to employment in nontraditional fields.

<b>LEA Level 2010-11:</b>	39.92 %	<b>LEA Level 2011-13:</b>	36.78 %	<b>LEA Level 2012-13:</b>	36.72 %
<b>State Level 2012-13:</b>	36.85 %	<b>Required Target:</b>	33.17 %	<b>Met Target:</b>	Yes

#### 6S2 Non-traditional Completion

**Numerator:**

Number of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in a nontraditional field who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

**Denominator:**

Number of all CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields.

<b>LEA Level 2010-11:</b>	30.59 %	<b>LEA Level 2011-13:</b>	32.35 %	<b>LEA Level 2012-13:</b>	34.47 %
<b>State Level 2012-13:</b>	22.00 %	<b>Required Target:</b>	19.80 %	<b>Met Target:</b>	Yes

#### Section III - LEA Sign-off Section

☒ Assessment of Career Technical Education Programs section is complete and ready for CDE review.

#### Section III - CDE Review and Sign-off Section

**Section III - Section Approval**



## Section IV - Progress Report Toward Implementing The Local CTE Plan

The implementation of each LEA's local Career Technical Education (CTE) plan directly affects the implementation of the State CTE Plan. Through the five-year duration of Perkins IV, 2008–2013, LEAs will report on the progress they have made toward implementation of their local CTE plan. This progress report is an opportunity to reflect on the goals outlined in the local CTE plan as well as noting the successes and challenges that occurred during the previous school year.

Additionally, the LEA should set measurable CTE outcomes for the next school year based on the needs of the CTE students and programs offered by the LEA and the results of the core indicator data reported in Section III.

LEA personnel must respond to the following questions:

### LEA Response

1. In last year's application (Section IV, question 4), the LEA identified at least three goals from the local CTE plan on which it would focus during the school year. What progress has the LEA made toward achieving those specific goals? How has the LEA improved, enhanced, or expanded CTE for students during the school year?

We have made good progress toward our first goal of aligning our Course outlines with the New CTE Standards. Meetings at end and beginning of year made instructors more aware of the changes and we have had specific meetings/time set aside for actual aligning of the outlines (all subjects currently aligned with a few instructors yet to indicate whether their alignment/outlines are any different than those submitted). Additionally, work on outlines has included aligning to Common Core, so outlines are CTE and Common Core aligned. We indicated that our second goal would be looking at courses / challenging districts to look at courses in the Information and Communications Technology Sector to see if/how these courses will change and where classes will be in future. Currently, districts have looked at courses, Computerized Office Applications in particular (as noted in last year's app.), and have done standards alignment work but no one in consortium has identified a plan to add to offerings yet, as is the hope (to have a sequence that takes students further). The third area that was identified was articulations, and work has continued here (collaborations with IVC - Imperial Valley Community College leading to better planning for articulation process). Articulations of courses within the sequences that Perkins supports include: Computerized Office Applications (articulates for Word and Excel Courses at IVC - 2 units); Graphic Design (articulates with Adobe emphasis Graphic Design Course at IVC - 3 units); Ag Mechanics (articulates with basic shop skills course at IVC). As indicated already, it is the process itself that has been enhanced/expanded. The process of letting students/teachers know about articulation process and getting them registered as IVC students as part of the process has historically been most difficult and where most effort is going currently.

2. The PGMS online application requires that LEAs verify that there is a documented historical inventory at the district for all CTE programs. Please describe the process used to update and verify your districts existing inventory system.

For each district that is part of the consortium, an inventory check is part of procedures annually, most districts simply utilizing an excel program that includes the historical inventory areas listed at end of this application ( description, name, serial or other identification number, acquisition date, original cost, funding source, location, use, condition, and date and mode of disposal for equipment with market value of \$500 or more). The process for districts involves use of a form with these areas on it for school site instructors and administrators. Instructors give forms to Principals who in turn have to turn in a form to district office. Updated inventory records are submitted to IVROP at the end of each fiscal year.

3. All Perkins expenditures, expended to supplement other funds, must be coded using one of the following goal codes 3800 - Secondary CTE, 6000 - ROCP, and 4630 - Adult CTE. Please describe the other local funding sources that your district uses to support the Career Technical Education programs (also required to be coded with goal code 3800, 6000 or 4630) in the Local Control Funding Formula.

Each district that is part of the consortium identifies their CTE expenditures using goal code 3800. IVROP identifies CTE expenditures using goal code 6000. General Funds are used to support the CTE programs and also follow the same coding (Districts use 3800. IVROP uses 6000).

4. Identify at least three measurable outcomes from the local CTE plan on which the LEA will focus in 2014–15.

1. Each IVROP Course at consortium sites will develop/save online lesson plan (with standards - CTE and Common Core) for the Oral Presentation Common Assessment Assignment (Where more than one course exists - instructors will work together on development of the lesson). 2. Instructor from local school outside of consortium utilized to update consortium ICT instructors on success of ECS and AP Computer Science Courses at school - One meeting in Fall (before school) and One mid-year visit by instructors/admin. to school site. 3. Work with school sites (together with interested parties at IID - Imperial Irrigation District) on possibilities of Energy Pathway, plan for introducing and possibly including in new 5 Year Perkins Plan; work will be done initially with consortium member, Imperial Unified, possibly even introducing new course in 14-15 but at least agreeing on necessary curriculum / path in 14-15. Results of work shared with interested sites (including possibilities for integration through Ag Courses if desired by districts).

### LEA Sign-off Section





## Section IV - CDE Review and Sign-off Section

☒ Section IV - Section Approval

## Section V - Sequence of Courses to Be Funded

This section is used to budget expenditures for each Pathway in an Industry Sector.

### Add Program

Only those Pathways identified in an LEA's approved Local CTE Plan, or submitted in a revision to the Local Plan may be supported by Perkins IV funds.

### Program Detail

Site Name	Industry Sector	Career Pathway	Budget Amount
Across All Sites	Across Multiple Sectors	Across	\$777.00
Across All Sites	Agriculture and Natural Resources	Agricultural Business	\$1,748.00
Across All Sites	Agriculture and Natural Resources	Agricultural Mechanics	\$3,031.00
Across All Sites	Agriculture and Natural Resources	Agricultural Mechanics	\$3,195.00
Across All Sites	Agriculture and Natural Resources	Agricultural Mechanics	\$5,014.00
Across All Sites	Agriculture and Natural Resources	Animal Science	\$1,800.00
Across All Sites	Agriculture and Natural Resources	Animal Science	\$2,130.00
Across All Sites	Agriculture and Natural Resources	Animal Science	\$5,032.00
Across All Sites	Agriculture and Natural Resources	Animal Science	\$5,760.00
Across All Sites	Agriculture and Natural Resources	Plant and Soil Science	\$538.00
Across All Sites	Agriculture and Natural Resources	Plant and Soil Science	\$1,727.00
Across All Sites	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$4,013.00
Across All Sites	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$5,727.00
Across All Sites	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$6,324.00
Across All Sites	Information and Communication Technologies	Information Support and Services	\$3,051.00
Across All Sites	Information and Communication Technologies	Information Support and Services	\$4,365.00
Across All Sites	Information and Communication Technologies	Information Support and Services	\$6,549.00
Imperial Valley ROP	Across Multiple Sectors	Across	\$2,857.00
Imperial Valley ROP	Across Multiple Sectors	Across	\$3,120.00
Imperial Valley ROP	Across Multiple Sectors	Across	\$3,549.00
Imperial Valley ROP	Health Science and Medical Technology	Patient Care	\$2,875.00
Imperial Valley ROP	Public Services	Public Safety	\$975.00
		<b>Total</b>	<b>\$74,157.00</b>

### Inventory Verification

Each LEA maintains a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown. [CEC 35268]

Imperial Valley ROP (131 - Secondary) conducts a historical inventory verification at least every 2 years for all of the following:

- Description
- Name
- Serial or other identification number
- Acquisition date
- Original cost
- Location (room)
- Use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

☒ Yes ☐ No

### Teacher Qualification

**All CTE courses must be taught by an appropriately credentialed teacher as determined by the California Commission on Teacher Credentialing. The following are required for a teacher to be considered appropriately credentialed CTE teacher:**

- Possesses a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which s/he is assigned, (a Single Subject, Designated Subject, Single Subject with Subject matter Authorization, New Career Technical Education Credential by industry sector)
- Has employment experience, outside of education, in the career pathway addressed by the CTE program or other evidence of equivalent proficiency. [CTE State Plan]

☒ All teachers in my LEA are appropriately credentialed CTE teachers

### LEA Sign-off Section

☒ Sequence of Courses to Be Funded section is complete.

### Section V - CDE Review and Sign-off Section

☒ Section V - Section Approval

## Section VI - Budget and Expenditure Schedule

Object Code	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	Total
	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	
1000 Certificated Salaries	\$2,840.00	\$1,220.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,060.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$15.00	\$567.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$582.00
4000 Books/Supplies	\$56,912.00	\$0.00	\$300.00	\$0.00	\$0.00	\$0.00	\$100.00	\$0.00	\$57,312.00
5000 Services/Operating Expenses	\$6,375.00	\$3,605.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,223.00	\$0.00	\$12,203.00
6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00	\$0.00
<b>Total</b>	<b>\$66,142.00</b>	<b>\$5,392.00</b>	<b>\$300.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,323.00</b>	<b>\$0.00</b>	<b>\$74,157.00</b>

☒ Section VI - Section Approved



## Section VII - Local CTE Plan Update

Applicants may update their local CTE plans annually, if necessary. Review the local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program. This is particularly important if:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

**Are there any changes made to the local CTE plan for 2014-15?**

☒ Yes ☐ No

**Describe in detail the changes made to the CTE plan.**

Calipatria High School will be adding a course to their ICT (Information and Support Pathways) Sector. A Computer Repair/Installation course (capstone level course) added to sequence. Currently, sequence turned in with 5 year plan lists: Intro to Business Tech. (Intro) Computers 1 (Intro) Computers 2 (Concentration) Computerized Office Applications (Capstone) Depending on Site, a student takes the Intro to Business Tech or the Computers 1 and 2 before Computerized Office Applications. For now, the Computerized Office Applications will remain a capstone course at each site, with Computer Repair/Installation being an additional Capstone Course being Offered. As noted in plan, discussion still underway and planned for in consortium for coming year (to discuss ICT sectors/pathways and offerings and implementing changes to be ready for new 5-year plan when it comes)

## Section VII - LEA Sign-off Section

☒ Local CTE Plan Update section is complete and ready for CDE review.

## Section VII - CDE Review and Sign-off Section

☒ Section VII - Section Approved

Questions: Perkins Support Team | [perkins@cde.ca.gov](mailto:perkins@cde.ca.gov) | 916-324-5706

California Department of Education  
1430 N Street  
Sacramento, CA 95814

Web Policy