

California Department of Education (<http://www3.cde.ca.gov/pgms/prt.aspx>)
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Program Grant Management System (PGMS)

Imperial Valley ROP (131 - Secondary)

LEA Profile

Allocation Amount	\$67,330.00
Budgeted Amount	\$67,330.00
Indirect Amount	\$3,206.00 *
Application Due Date	Tuesday, May 5, 2015 5:00 PM
Application Status	Certified on Jun 17 2015 3:42PM
Fiscal Activity	N/A
Signed GAN Received by CDE	Not Received

* 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

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
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

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
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
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
- 2015–16 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.

After collecting the required signatures, enter the name and title of the person representing each of the special populations listed below.

Economically Disadvantaged (Title I Coordinator)

Title I Coordinator Name: Philip Villamor
Title I Coordinator Title: Director of Education

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: Wendy Ramirez
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: Director of Education

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.

Imperial Valley ROP (131 - Secondary) has failed to meet one or two of the required targets of performance and is identified as a Needs Improvement Agency. For each performance target not met, explain the expected reasons for low performance, any strategies the LEA plans to implement in order to achieve the state-established performance level, and describe any planned actions to be taken to improve the performance on that particular core indicator.

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.

LEA Level 2011-12:	74.56 %	LEA Level 2012-13:	78.85 %	LEA Level 2013-14:	57.36 %
State Level 2013-14:	58.00 %	Required Target:	52.20 %	Met Target:	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.

LEA Level 2011-12:	64.91 %	LEA Level 2012-13:	74.79 %	LEA Level 2013-14:	53.60 %
State Level 2013-14:	52.00 %	Required Target:	46.80 %	Met Target:	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.

LEA Level 2011-12: 95.32 % **LEA Level 2012-13:** 96.98 % **LEA Level 2013-14:** 97.71 %

State Level 2013-14: 90.00 % **Required Target:** 81.00 % **Met Target:** 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.

LEA Level 2011-12: 92.88 % **LEA Level 2012-13:** 96.73 % **LEA Level 2013-14:** 91.05 %

State Level 2013-14: 92.50 % **Required Target:** 83.25 % **Met Target:** 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.

LEA Level 2011-12: 92.88 % **LEA Level 2012-13:** 96.73 % **LEA Level 2013-14:** 91.05 %

State Level 2013-14: 85.00 % **Required Target:** 76.50 % **Met Target:** 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.

LEA Level 2011-12: 80.93 % **LEA Level 2012-13:** 90.50 % **LEA Level 2013-14:** 93.45 %

State Level 2013-14: 94.00 % **Required Target:** 84.60 % **Met Target:** 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.

LEA Level 2011-12: 36.78 % **LEA Level 2012-13:** 36.72 % **LEA Level 2013-14:** 32.46 %

State Level 2013-14: 37.50 % **Required Target:** 33.75 % **Met Target:** No

Explanation: We are actually not certain this is correct (appears to be purely IVROP data and not consortium), nonetheless we recognize a need to improve our enrollment of underrepresented gender groups in nontraditional fields, and our efforts to do so.

Strategy to improve performance level: Professional Development for instructors / administration regarding importance of / strategies for underrepresented groups in nontraditional fields.

Planned activities: Funds budgeted for in Perkins application for cost of Special Populations professional development (bringing presentation here) and the costs of substitutes for instructors to attend.

Funding source: ☐ District ☒ Perkins ☐ Other

Funding Amount: \$3,330.00

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.

LEA Level 2011-12:	32.35 %	LEA Level 2012-13:	34.47 %	LEA Level 2013-14:	31.43 %
State Level 2013-14:	1.00 %	Required Target:	0.90 %	Met Target:	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. All CTE programs supported with Perkins funds are required to teach student leadership development as an integral part of their CTE sequence of courses curriculum and teach all aspects of industry. There are 6 State sponsored Career Technical Student Organizations (CTSOs). There are two primary services provided by CTOSs. These are CTE teacher professional development with access to student leadership development materials and student competition activities. Here is a list of all CTOSs where the LEA has a membership for CTE teacher professional development:

- DECA
- FBLA
- FFA
- FHA-HERO
- HOSA
- SkillsUSA

Please indicate which CTOS the LEA has a membership in for CTE teacher professional development. If the LEA's industry pathways do not participate in a state sponsored CTOS, please share how student leadership development is included as an integral part of the CTE sequence of courses in those pathways.

The LEAs have memberships in Skills USA, FFA, FBLA and HOSA. While teacher professional development is accessed through each, no one is where all teacher professional development is accessed. The LEA's pathways do participate in CTOSs that support them but they also have access to the leadership development activities provided by IVROP - Imperial Valley Regional Occupational Program. This is accomplished through a unit in each adopted course outline that is inclusive of leadership development activities, as well as the organization of an Outstanding Student Contest, which allows students the opportunity to bring their application and resume to an interview and be interviewed by business leaders, and there are also skills competitions in the Agriculture and Health-Science Industry Sectors, to be expanded to ICT/Business in the coming year. *For Ag, the Ag Incentive Grant utilized at each site specifies the professional development the instructors will participate in through FFA. The sites that make up the collaborative will utilize the link provided by the Perkins Regional Representative <https://drive.google.com/file/d/0B4IDFPih23UJQTc0VjByb2VrNik/view?usp=sharing> which includes a tool for determining all aspects of industry are being attended to, and will have a representative for each industry sector participating in the upcoming webinar opportunities, to ensure compliance in this area.

2. Please discuss the steps that your agency takes to ensure that each pathway being supported by Perkins funds is taught by a properly CTE credentialed teacher with a valid credential with (recent) documented occupational experience outside of education in the pathway they teach.

Each LEA is made aware of the requirements for CTE classes by IVROP and any new instructor of a CTE course gets the assistance of IVROP (who works with SDCOE in San Diego) in determining if they have the appropriate credential for a pathway and/or if they need assistance in getting credentialed. Ultimately, the acceptance of the documentation is handled by SDCOE and the state, but IVROP assists in getting together this documentation. *Again, for the Agriculture Sector/Instructors, the Ag Incentive Grant also has its own assurances regarding the appropriate credentialing of Agriculture Instructors. Moving forward, All Consortium Sites will involve their CTE instructors in filling out a table, sent by IVROP, that designates their courses / pathways taught, credential on file with CTC, and industry experience (to be documented by not only professional development but worksite experiences and/or job shadows) going back for the last 3 years.

3. List and describe each CTE pathway that includes an industry based exam as the final for the program and/or post-secondary credit for the capstone course. Provide details relating to the CTE Pathway, school, capstone course, and industry exam/postsecondary credit sponsor, how many students successfully meet one/both of these.

For the consortium, there are several courses in targeted pathways that receive post-secondary credit through articulation agreements with the local community college, IVC - Imperial Valley College. In the Arts, Media and Design Sector, Media and Design Pathway, the capstone Graphic Design Course articulates to an Adobe / Photoshop Course (3 units). For the ICT Sector (Information Services Pathway), the Computerized Office Applications Course articulates with a Microsoft Word1 and Microsoft Excel 1 course (each worth 1 credit, 2 credits possible in the agreement). Our Agriculture and Natural Resources Sector, (Ag. Mechanics Pathway) Ag. Mechanics Course articulates with a Basic Shop Skills Course (3 units). Last year, 24 of 24 students passed the Graphic Design Credit by

Exam/Project agreement, 21 of 26 Computer Applications students tested received Word 1 Credit, and 20 of 26 received Excel Credit. No Ag. Mechanics students tested for shop skills last year.

4. **Discuss the composition and purpose of your District Advisory Committee including how often they meet; whether there is a board policy outlining duties and responsibilities. Additionally, comment on how you are able to utilize information provided by your local EDD advisory member or his/her equivalency.**

Each JPA - Joint Powers Association member district of IVROP, which includes all of those in the Imperial Valley Perkins Consortium, has an MOU - Memorandum of Understanding with IVROP which details that IVROP will organize an "annual CTE Perkins advisory meeting." This same agreement details that IVROP will hold separate advisory meetings for the different industry sectors throughout the year. There is not currently an IVROP board policy that outlines the specific duties / responsibilities of each member but the practice has been to make sure we are meeting the requirements of Education Code 8070; there is, in fact, an IVROP proposal going before districts to more formally detail who attends the CTE Advisory meeting so that districts have a clearer understanding of the make-up and what comes out of it, as well as a stated process for district reporting. An EDD advisory member is invited to this meeting (who specifically reports on the targeted sectors/pathways salaries, growth etc. in the Imperial Valley and California generally. The representative details EDD job related services that can be taken advantage of by businesses and students as well. The chairperson for the last five years could also be said to be an equivalent of the EDD representative. We have the President/CEO of the local Imperial Valley Economic Development Corporation as part of our meeting, and the information they usually bring is along the same lines as input received from EDD; they are able to let the group know about emerging industries, trends, etc. in much the same sort of way as the E.D.D.

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
Calipatria	Across Multiple Sectors	Across	\$4,200.00
Calipatria	Agriculture and Natural Resources	Animal Science	\$3,063.00
Calipatria	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$2,855.00
Calipatria	Hospitality, Tourism, and Recreation	Food Service and Hospitality	\$1,500.00
Calipatria	Information and Communication Technologies	Information Support and Services	\$2,405.00
Holtville	Agriculture and Natural Resources	Agricultural Mechanics	\$4,835.00
Holtville	Agriculture and Natural Resources	Animal Science	\$5,255.00
Holtville	Agriculture and Natural Resources	Plant and Soil Science	\$2,025.00
Holtville	Information and Communication Technologies	Information Support and Services	\$5,825.00
ICOE	Health Science and Medical Technology	Patient Care	\$2,800.00
Imperial	Agriculture and Natural Resources	Agricultural Mechanics	\$3,500.00
Imperial	Agriculture and Natural Resources	Animal Science	\$4,000.00
Imperial	Agriculture and Natural Resources	Plant and Soil Science	\$3,500.00
Imperial	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$5,945.00
Imperial Valley ROP	Across Multiple Sectors	Across	\$4,870.00
San Pasqual	Agriculture and Natural Resources	Agricultural Mechanics	\$3,124.00
San Pasqual	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$3,424.00
San Pasqual	Information and Communication Technologies	Information Support and Services	\$4,204.00
		Total	\$67,330.00

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 - Section Approved

[illegible]

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 2015-16?

☒ Yes ☐ No

Describe in detail the changes made to the CTE plan.

Calipatria has added a Sector (Hospitality, Tourism, and Recreation) with the Food Service and Hospitality Pathway. The new course sequence form has been sent to the Region Monitor.

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 | 916-324-5706

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy