


CALIFORNIA DEPARTMENT OF EDUCATION
 Secondary, Postsecondary, and Adult Leadership
 Division

DUE DATE: October 31, 2008

Carl D. Perkins Career & Technical Education Improvement Act of 2006
2008-2012 LOCAL PLAN for CAREER TECHNICAL EDUCATION

LOCAL EDUCATIONAL AGENCY (LEA) NAME: Imperial Valley Regional Occupation Program	
LEA COUNTY-DISTRICT (CD) CODE: 13-74401	
LEA ADDRESS: 687 State Street El Centro, CA 92243	
NAME OF LEA SUPERINTENDENT OR CHIEF ADMINISTRATOR: Mary Camacho	
CHECK TYPE OF PLAN: <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Adult <input type="checkbox"/> State Institution	LOCAL BOARD APPROVAL DATE: November 13, 2008
NAME OF PERSON COORDINATING THE LOCAL PLAN DEVELOPMENT: Phil Villamor TITLE: Carl Perkins Coordinator	Telephone Number: 760-482-2605 Ext: FAX Number: 482-2751 Email Address: pvillamor@ivrop.org

CERTIFICATION: I hereby certify that this Local Plan for Career Technical Education meets the requirements of Perkins IV, Section 134 and the 2008-2012 California State Plan for Career Technical Education. This plan presents the agency's commitment to provide a career technical education program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This LEA will use Perkins IV funds associated with this plan to supplement state and local career technical education funds and to improve, enhance, or expand our career technical education programs through 2012. To the best of my knowledge, the information contained in this plan reflects input from all stakeholders as identified in Perkins IV, Section 134(b)(5).

SIGNATURE OF SUPERINTENDENT OR CHIEF ADMINISTRATOR 	DATE: 10-30-08
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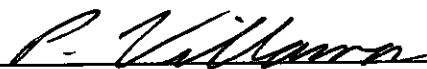
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CDE APPROVAL:	DATE:

2008-2012 Local Plan for Career Technical Education

**In fulfillment of State Plan requirements and the
requirements of the
Carl D. Perkins Career and Technical Education
Improvement Act of 2006
P.L. 109-270**

Imperial Valley ROP Section 131 Consortium Plan
Agency Name

Person at, or representing, the eligible recipient responsible for answering questions on this plan:

Signature: 
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Date: 10/10/08

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Introduction

1. **Provide a clear and specific introductory statement of the plan, what it is about, and the importance of this plan for your agency.**

Response:

This is a plan for a consortium of small districts in the Imperial Valley (Imperial Unified, Calipatria Unified, San Pasqual Unified, and Holtville Unified) who, working together with Imperial Valley Regional Occupational Program (IVROP), will offer sequences of Career Technical Education (CTE) courses to students served by these institutions. There are sequences of courses identified in the following industry sectors:

- 1) Agriculture and Natural Resources
- 2) Arts, Media, and Entertainment
- 3) Building Trades and Construction
- 4) Hospitality, Tourism, and Recreation
- 5) Information Technology
- 6) Manufacturing and Product Development

There are planned expansion of programs into the Energy and Utilities Industry sector and Health Science and Medical Technology Industry Sector. The importance of the plan for the students and schools involved cannot be overstated. The Imperial Valley is a rural, low-income area that has nonetheless grown tremendously over the past 10 years. Numerous entry-level job opportunities have been created and will continue to open related to these pathways. The only question is whether or not we will have prepared our students to take them on. Having a variety of courses in any one of the pathways represented in the plan is a challenge for any district. The availability of ROP courses to finish off sequences at a given district, or even to transfer to other districts is crucial for the preparation of these students and the continued growth of the Imperial Valley.

Chapter One

Career Technical Education in the Local Education Agency

- 1. Describe the current status of the career technical education (CTE) delivery system, in the local and regional area.**

Response:

The Career Technical Education delivery system has been significantly improved in recent years. Recognizing the need for standards based instruction and articulation of courses between high schools, ROCPs and community colleges, IVROP has involved the districts included here in numerous professional development opportunities to assist them in aligning their courses with the CTE standards and frameworks. Overall, IVROP has facilitated work on three career programs of Study (Media and Design Arts in the Arts, Media and Entertainment Sector; Support Services in the Health Science and Medical Technology Sector; and Child Development in the Education, Child Development, and Family Services Sector) in the past couple of years utilizing Career Technical Preparation and pathways funding.

Additionally, the Tech Prep representative for ROP is actively involved with the local community college in finalizing articulation of coursework so that students have a clear pathway of options from the junior high level through the community college and, in some cases, on to the university levels. Finally, successful SB70 grants have provided additional opportunities for IVROP to work together with and prepare members of the consortium and other districts in the valley for clear pathways that recognize the need for collaboration between CTE and academic instructors in preparing our students to meet the demands of the future workforce.

- 2. Provide information regarding the participation of students in CTE programs as compared to total district enrollment. Information should include enrollment, demographics, and achievement data.**

Response:

School District Tables Measuring CTE Performance vs. whole school

Imperial High School: Chart 1 - 07-08 CTE students (grades 9-11) scoring Proficient And Above on the California Standards Assessment Tests; Chart 2 – All Students

	Total # CTE Students	#Proficient or Above (L/A)	%Proficient or Above (L/A)	#Proficient or Above (Math)	%Proficient or Above (Math)
All Students	210	95	45%	61	29%
Hispanic	140	56	40%	36	26%
Caucasian	59	33	56%	20	34%
Asian	5	4	80%	4	80%
African	6	2	33%	1	17%
English Learners	11	0	0	0	0
Special Ed.	7	0	0	0	0
SED	67	19	28%	13	19%
Male	129	62	48%	41	32%
Female	81	32	40%	19	23%

	Total # Students Whole School	#Proficient or Above (L/A)	%Proficient or Above (L/A)	#Proficient or Above (Math)	%Proficient or Above (Math)
All Students	675 LA 672 Math	344	51%	218	32%
Hispanic	482 LA 481 Math	217	45%	138	29%
Caucasian	162 LA 161 Math	99	61%	70	43%
Asian	12	10	83%	7	70%
African	16	6	38%	3	19%
English Learners	60	5	8%	4	7%
Special Ed.	39	1	3%	1	3%
SED	261 LA 259 Math	98	38%	64	25%
Male	319	151	47%	108	39%
Female	356	193	54%	110	31%

Holtville High School: Chart 1 – CTE 07-08 students (grades 9-11) scoring proficient or Above on the California Standards Assessment Tests (CSTs).

	Total # CTE Students	#Proficient or Above (L/A)	%Proficient or Above (L/A)	#Proficient or Above (Math)	%Proficient or Above (Math)
All Students	188	93	49%	49	26%
Hispanic	140	57	41%	36	26%
Caucasian	59	33	56%	20	34%
Asian	1	*	*	*	*
African	1	*	*	*	*
English Learners	40	6	0	0	0
Special Ed.	19	1	0	0	0
SED	188	93	49%	49	26%
Male	100	49	49%	49	26%
Female	88	44	50%	21	24%

	Total # CTE Students	#Proficient or Above (L/A)	%Proficient or Above (L/A)	#Proficient or Above (Math)	%Proficient or Above (Math)
All Students	401	189	47%	76	19%
Hispanic	308	127	41%	48	17%
Caucasian	84	58	69%	22	27%
Asian	1	*	*	*	*
African	1	*	*	*	*
English Learners	123	14	69%	12	12%
Special Ed.	37	*	*	*	*
SED	401	189	47%	76	19%
Male	181	81	45%	43	25%
Female	221	83	38%	34	16%

Calipatria High School – CTE students grades 9-11 CST Results

	Total # CTE Students	#Proficient or Above (L/A)	%Proficient or Above (L/A)	#Proficient or Above (Math)	%Proficient or Above (Math)
All Students	190	80	42%	18	9%
Hispanic	151	64	42%	16	11%
Caucasian	25	11	44%	1	4%
Asian					
African	8	2	25%	0	0
English Learners	46	5	11%	5	11%
Special Ed.	8	0	0	0	0
SED	190	80	42%	18	9%
Male	94	36	38%	14	15%
Female	96	44	46%	4	4%

Calipatria High School – All students grades 9-11 CST Results

	Total # Students	#Proficient or Above (L/A)	%Proficient or Above (L/A)	#Proficient or Above (Math)	%Proficient or Above (Math)
All Students	279	107	38%	260	10%
Hispanic	222	85	38%	210	11%
Caucasian	34	16	47%	30	7%
Asian	*	*	*	*	*
African	14	2	14%	12	0%
English Learners	75	6	8%	69	10%
Special Ed.	22	2	9%	16	0
SED	279	107	38%	260	10%
Male	145	50	34%	133	13%
Female	134	57	43%	123	7%

San Pasqual High School - Chart 1 - 07-08 CTE students (grades 9-11) scoring Proficient And Above on the California Standards Assessment Tests; Chart 2 – All Students

	Total # CTE Students	#Proficient or Above (L/A)	%Proficient or Above (L/A)	#Proficient or Above (Math)	%Proficient or Above (Math)
All Students	9	3	33%	0	0
Hispanic	3	1	33%	0	0
Caucasian	1	1	1	0	0
Native American	5	1	20%	0	0
English Learners	1	0	0	0	0
Special Ed.	1	0	0	0	0
SED	9	3	33%	0	0
Male	5	1	20%	0	0
Female	4	2	50%	0	0

	Total # CTE Students	#Proficient or Above (L/A)	%Proficient or Above (L/A)	#Proficient or Above (Math)	%Proficient or Above (Math)
All Students	ELA =207 Math=184	42	20%	26	14%
Hispanic	99	17	17%	11	11%
Caucasian	28	9	32%	3	11%
Native American	80	16	20%	12	15%
English Learners	39	3	8%	2	.5%
Special Ed.	19	2	10%	1	5%
SED	207	42	20%	26	14%
Male	104	14	13%	12	12%
Female	103	28	27%	14	14%

Imperial High School – 12th Grade CAHSEE Results for CTE Students

	Total # CTE Students	#Passing (L/A)	%Passing (L/A)	#Passing (Math)	%Passing (Math)
All Students	57	56	98%	56	98%
Hispanic	37	37	100%	37	100%
Caucasian	17	16	94%	16	94%
Asian	0	NA	NA	NA	NA
African	3	3	100%	3	100%
English Learners	0	NA	NA	NA	NA
Special Ed.	5	4	80%	4	80%
SED	16	16	100%	16	100%
Male	32	31	97%	31	97%
Female	25	25	100%	125	100%

Imperial High School – 12th grade CAHSEE results (all students).

	Total # Students	#Passing (L/A)	%Passing (L/A)	#Passing (Math)	%Passing (Math)
All Students	156	154	98.7%	154	98.7%
Hispanic	108	107	99.1%	107	99.1%
Caucasian	39	38	97.4%	38	97.4%
Asian	3	3	100%	3	100%
African	5	5	100%	5	100%
English Learners	4	3	75%	3	75%
Special Ed.	9	8	88.9%	8	88.9%
SED	48	46	95.8%	46	95.8%
Male	77	76	98.7%	76	98.7%
Female	79	78	98.7%	78	98.7%

Holtville High School – 12th Grade CAHSEE Results (CTE students)

CTE Students	Total # Students	#Passing (L/A)	%Passing (L/A)	#Passing (Math)	%Passing (Math)
All Students	71	70	99%	71	100%
Hispanic	54	53	98%	54	100%
Caucasian	17	17	100%	17	100%
Asian	0	NA	NA	NA	NA
African	0	NA	NA	NA	NA
English Learners	24	23	96%	24	100%
Special Ed.	7	7	100%	7	100%
SED	71	70	99%	71	100%
Male	32	31	97%	32	100%
Female	39	39	100%	39	100%

Holtville High School – 12th Grade CAHSEE Results (All students)

	Total # Students	#Passing (L/A)	%Passing (L/A)	#Passing (Math)	%Passing (Math)
All Students	153	152	99%	153	100%
Hispanic	122	121	99%	122	100%
Caucasian	29	29	100%	29	100%
Asian	0	NA	NA	NA	NA
African	0	NA	NA	NA	NA
English Learners	41	40	98%	41	100%
Special Ed.	7	7	100%	7	100%
SED	153	152	99%	153	100%
Male	80	79	97%	80	100%
Female	73	73	100%	73	100%

Calipatria High School - 12th Grade CAHSEE Results (CTE Students)

	Total # Students	#Passing (L/A)	%Passing (L/A)	#Passing (Math)	%Passing (Math)
All Students	62	61	98%	62	100%
Hispanic	50	49	98%	50	100%
Caucasian	8	8	100%	8	100%
Asian	1	1	100%	1	100%
African	3	3	100%	3	100%
English Learners	16	15	94%	16	100%
Special Ed.	5	5	100%	5	100%
SED	62	61	98%	62	100%
Male	31	30	97%	31	100%
Female	31	31	100%	31	100%

Calipatria High School – 12th Grade CAHSEE Results (all students)

	Total # Students	#Passing (L/A)	%Passing (L/A)	#Passing (Math)	%Passing (Math)
All Students	75	74	99%	74	99%
Hispanic	60	59	98%	59	98%
Caucasian	11	11	100%	11	100%
Asian	1	1	100%	1	100%
African	3	3	100%	3	100%
English Learners	20	19	95%	20	100%
Special Ed.	7	7	100%	7	100%
SED	75	74	99%	74	99%
Male	34	33	97%	34	100%
Female	41	41	100%	40	98%

San Pasqual High School did not have Seniors enrolled in Career Technical Education Courses.

As the tables represent each different consortium school, it is not so easy to make generalizations across schools but the compilation of the data did prove beneficial for all involved. One thing that can be said is that all schools involved are doing a great job with their CAHSEE pass rates overall, and only one 12th grade CTE student is reported as having not passed the CAHSEE. Another area that stands out, both for whole school student populations and CTE students who are apart of that, is the mathematics scores on CST tests for students in grades 9-11 are not nearly as good (fewer students scoring proficient) as English.

Chapter Two

Building High-Quality Career Technical Education Programs

- 1. Provide your agency's vision and mission for the delivery of career technical education (CTE) in the future.**

Response:

The vision of this consortium for the continued delivery of career technical education in the valley is "the more data/demand driven pathways the better." The consortium would like to continue to offer pathways and courses that provide the opportunity for our students to enter post secondary opportunities and the workforce as prepared as possible for their future challenges. The consortium is committed to identifying and supporting multiple pathways to match the multiple interests of our students; we recognized the need to channel those interests into more specific areas but will continue to work toward keeping as many doors open for our students as possible.

Working together with the Imperial Valley Economic Development Committee, our local P-16 Council, the Workforce and Development Board, Imperial Valley College, San Diego State University, and all other potential collaborators, we hope to identify the best opportunities for the future of our students and the valley and offer sequences of courses designed to ultimately result in a prepared workforce that will continue the recent economic growth of the Imperial Valley.

- 2. List the goals and expected outcomes for CTE as defined by all stakeholders.**

Response:

The overriding goal of all consortium members is plentiful career pathway options for their students. More specifically, a goal of pathways that make available opportunities to become part of the local industry workforce will always be a focus. For example, one particularly rural community involved in the consortium – San Pasqual – has the specific input of it's Native American community to guide it in this effort; they are in the process of building a very large casino, in addition to one that is already in the area, and have identified specific hospitality needs, as well as basic computer skills knowledge as necessary for many of the jobs that will be associated with this effort. Combined with the goal of multiple, meaningful career pathways is a supporting goal that these career pathways will always be well publicized and readily available. A goal necessary to ultimate success with the previous two is acceptance of pathway course work by post-secondary institutions that results in post secondary credit or, at least, less course work necessary as pre-requisites for continuing to follow a sequence at that level.

The expected outcomes related to these goals is that the pathways and related industry sectors already included within this plan are expanded to include some of the growth we expect to see in sectors like energy and utilities. We expect that courses in the agricultural sciences, agricultural mechanics, and welding will be appropriately supplemented in terms of "all aspects of the industry" in the coming years to make sure that we are, in fact, including the areas that relate to new energy and utilities growth areas that relate to these industries.

Further expected outcomes is that there are new course sequences offered by consortium high schools and IVROP in the energy and utilities and/or health science and medical technology sectors. In all cases, the expectation is that counseling, school administration and teaching staff have the information necessary to inform students of these opportunities and receive ongoing professional development to help them with this.

The final expected outcome – necessary to the full success of the others – is formal articulation agreements with post-secondary institutions that will allow for the credit or abbreviation of prerequisite courses mentioned previously. "Articulation Days" with the local community college and state college extension will take place, as well as efforts to expand such agreements statewide where possible.

3. **Provide information regarding the participation of students, parents, business/industry representatives, and community leaders in the development of this plan.**

Response:

Each district involved with the development of this plan has Career Technical Advisory committees for their districts in addition to the advisory committees that exist for each ROP course that the many sequences offered often culminate in. These committees include business/industry representatives and community leaders (as required by ed. code). Additionally, there are many opportunities for students and parents to be involved in the plan, FFA – Future Farmers of America and HOSA – Health Occupations Students of America, being a couple of bigger examples.

Of course, the School Site Councils and School boards, through which the annual applications for Perkins Funds and the 5-Year Plan must go, are also part of the process. Further opportunities for student input are given with the "Student Evaluation of the Program" given at the end of each school year for all ROP students. Students are surveyed as to how the class has assisted them with future goals, whether or not they have received job readiness skills, their access to career information, and overall quality of the course. Results are shared with the instructors of classes, administrators of schools, and IVROP board members to further refine the course offerings and create a better plan for delivery of Career Technical Education.

4. **Provide a list of the CTE industry sector(s) and career pathway(s) to be assisted with the Perkins IV funds and designed to be consistent with the overall CTE vision and meet or exceed the state adjusted levels of performance. (This response could be a table.)**

Response:

Industry Sector	Career Pathway
Agriculture and Natural Resources	Agricultural Business Agricultural Mechanics Agriscience Animal Science Ornamental Horticulture Plant and Soil Science
Art, Media, Entertainment	Media and Design Arts
Building Trades and Construction	Cabinetmaking and Wood Products
Hospitality, Tourism, and Recreation	Food Service and Hospitality
Information Technology	Information Support and Services Media Support & Services
Manufacturing and Product Development	Welding Technology

5. Describe the process and rationale for determining the CTE program(s) to be assisted with Perkins IV funds.

Response:

Each district involved in this consortium plan consults with its own Career Technical Advisory Committees (and CTE clubs like FFA and HOSA) on the Industry Sectors and Pathways that the school is involved with and develops its own Career Technical Application for Funding based on these discussions. After the applications for funding have been submitted to the state and approved, all members come together to discuss the existing industry sectors and pathways being offered by the districts, how each does or does not compliment/supplement the others, and what areas might be expanded into in the next few years. Together, through meetings facilitated by Imperial Valley Regional Occupational Program, the team determines which programs are to be assisted with Perkins IV funds in the 5 Year Plan. Decision making is further facilitated by the data on emerging industries and achievement data (both academic and career technical) brought to the meeting by all involved.

6. Describe how labor market information is used to determine the CTE programs

offered by the Local Educational Agency. (State Plan)

Response:

IVROP gets up to date labor market information from the WIB (Workforce Investment Board) and provides this to all consortium members. The IVEDC (Imperial Valley Economic Development Corporation) also has a plethora of information regarding the valley's growth, likely economic growth areas, and plans for how this growth might occur. It utilizes and distributes information from E.D.D. and its WASC reviews as well. The school's student organizations as well as the CTEACs (Career Technical Education Advisory Committees) and ROP advisory committees use this information to discuss adjustments to curriculum and/or dropping/adding pathways and industry sectors related to these reports.

Chapter Three

Responses to Satisfy the Requirements of Perkins IV and the State Plan

Section 1: Alignment of the Career Technical Education program

1. All interested individuals are informed about the State Plan and Perkins IV requirements.

- A. Describe how parents, students, academic, and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved and participate in the ongoing development, implementation, and evaluation of local CTE programs. (Perkins IV Section 134[b][5], State Plan)**

Response:

As part of the annual process of continuing to fund the courses at each school, the Perkins application for funding is submitted to each school board involved in this process after it has had input from the CTEACs at each school involved. Additionally, the different club advisory groups and ROP advisory committees also have input to the courses and sequences of courses within each industry sector/pathway.

Representatives of special populations are consulted as part of this process (required element of plan is signatures by representatives of these groups). Industry/business representatives are part of the required elements of this process as well, and students and parents are also included in these opportunities. Counselors, faculty, and administrators are consulted with through all parts of the process, but especially in preparing for identifying which courses will be funded for the next year, as whether or not courses are offered or expanded is a master scheduling issue. The individual plans that come out of this process are, in this year, coordinated into this 5-year local plan; online surveys involving the represented districts and several follow-up meetings, together with the existing district plans, result in this collaborative 5-year local plan.

- B. Describe how such individuals and entities are effectively informed about, and assisted in understanding the requirements of the State Plan and the Perkins Act, including the requirement for CTE programs of study. (Perkins IV Section 134[b][5], State Plan)**

Response:

Individuals and entities involved in the development of the plan for each district are informed about the requirements of the State Plan, Perkins Act, and CTE programs of study as part of the meetings and opportunities already listed. Additionally, instructors address issues related to the Perkins requirements in their classrooms. Teachers, counselors, and administrators are further aware of the scheduling issues related to Perkins requirements, receiving information about these requirements through their project coordinator's department and CTEAC meetings; all are aware of the fact that

courses that do not make up a sequence of courses do not get funded through the Perkins Act. They are instructed, when thinking about adding Career Technical Education courses to the schedule, to consider whether it fits into a sequence of courses or not. Additionally, IVROP provides professional development opportunities for teachers, counselors, and administrators which further reinforces these concepts.

Representatives of business and industry, labor organizations and other interested parties are involved in the development of, implementation, and evaluation of career technical education through IVROPs advisory meetings twice a year. The agenda for this coming years meetings is below. Each meeting is attended by at least two industry representatives. An example of a list of industry representatives that is on file for all program meetings follows: (Ag Fabrications and Welding – Cal Energy, G.W. Heineke, Airgas, Imperial Irrigation District, Cal Trans). Names to call connected to each company listed on our advisory list is standard, and usually includes at least two.

Program	Fall 2008 Meeting		Spring 2009 Meeting		IVROP Staff Contact	
	Date Time	Location	Date Time	Location	Guidance Technician	Management Facilitator
<i>Changes are Highlighted and some Spring Meetings are combined</i>						
Pharmacy Technician	10/02/08 07:00 am	Carrows, El Centro	03/10/09 07:00 am	Carrows, El Centro	Fall;Debbie Spring;Janet	Roberto Avila
Community Office Occupations and Computerized Office Systems	10/02/08 11:30 am	Jalisco Grill, El Centro	04/01/09 11:30 am	El Zarape, Imperial	Janet Macken	Stephanie Collins
Automotive Technology	10/02/08 11:30 am	CUHS, Shop El Centro	03/31/09 11:30 am	IVROP Office, El Centro	Debbie Burquist	Joab Gonzalez
Food Technology & Culinary Arts	10/08/08 03:30 pm	El Zarape, Imperial	04/22/09 03:30 pm	Cicinelli's, El Centro	Debbie Burquist	Wendy Ramirez
Construction Courses: Construction & Building Technology, General Contracting, and Advanced Woodworking (Joint with IVC)	10/09/08 07:00 am	Aspen in the Desert, Brawley	05/07/09 7:00 am	Aspen in the Desert, Brawley	Diane Harris	Edwin Obergfell
Ag Fabrication & Welding - <i>Combine spring meeting with Ag Mech/Diesel</i>	10/14/08 06:00 pm	Golden Corral, El Centro	04/29/09 05:30 pm	Golden Corral, El Centro	Janet Macken	Gabriel Aguirre
Careers with Children (Joint with ICOE & IVC)	10/14/08 11:00 am	BUHS	04/21/09 11:00 am	IVC	Diane Harris	Abril Ayala & Wendy Prewitt
Landscape, Design, Installation & Maintenance	10/15/08 07:00 am	Aspen in the Desert, Brawley	03/25/09 07:00 am	Aspen in the Desert, Brawley	Diane Harris	Edwin Obergfell

Fire Science	10/15/08 11:30 am	El Zarape, Imperial	03/24/09 11:30 am	El Zarape, Imperial	Debbie Burquist	Stephanie Collins
Health Courses: Nursing Assistant, Home Health Aide and Medical Terminology - Combine spring meeting with Medical Clerical	10/21/08 12:30 pm	Jalisco Grill, El Centro	03/18/09 12:30 pm	Jalisco Grill, El Centro	Diane Harris	Lupe Garcia
Truck Driving	10/28/08 12:00 noon	Cicinelli's, El Centro	05/13/08 12:00 noon	Cicinelli's, El Centro	Diane Harris	Lupita Rodriguez
Computer Assisted Drafting	10/28/08 12:30 pm	Johnny Carino's, El Centro	04/28/09 12:30 pm	Johnny Carino's, El Centro	Debbie Burquist	Gerry Uyeda
Graphics Courses: Computer Design & Animation, Desktop Publishing, Graphic Design & Photography - <i>Combine spring meeting with Digital Video Production</i>	11/06/08 05:30 pm	BUHS Rm 39, Brawley	03/31/09 05:30 pm	Cicinelli's, El Centro	Janet Macken	Luis Torres
Dental Assistant	11/06/08 5:30 pm	Jalisco Grill, El Centro	Date TBA Time TBA	Class Rm	Debbie Burquist	Lupe Garcia
Stage & Theatre Technology	11/12/08 11:30 am	BUHS Board Rm, Brawley	04/21/09 11:30 am	BUHS Board Rm, Brawley	Diane Harris	Cynthia Dagnino
Computerized Accounting and Income Tax Preparation	11/13/08 11:30 am	Johnny Carino's, El Centro	04/29/09 11:30 am	Johnny Carino's, El Centro	Debbie Burquist	Cynthia Dagnino
Digital Video Production - <i>Combine spring meeting with Graphics Courses</i>	11/13/08 12:00 noon	George's Pizza, Holtville	04/28/09 05:30 pm	Cicinelli's, El Centro	Janet Macken	Luis Torres
Interior Design	11/14/08 12:00 noon	El Zarape, Imperial	04/08/09 12:00 noon	El Zarape, Imperial	Debbie Burquist	Wendy Ramirez
Computer Repair	11/18/08 04:30 pm	Golden Corral, El Centro	03/25/09 04:30 pm	Golden Corral, El Centro	Debbie Burquist	Daniela Davila
Medical Clerical - Combine spring meeting with Health Courses	11/19/08 12:30 pm	Cicinelli's, El Centro	03/25/09 12:30 pm	Jalisco Grill, El Centro	Janet Macken	Lupe Garcia
Retail Trades/Marketing and Customer Service	11/20/08 11:00 am	Johnny Carino's, El Centro	05/06/09 11:15 am	Johnny Carino's, El Centro	Diane Harris	Joab Gonzalez

Careers in Criminal Justice and Security Guard (joint with CUHS Law Enforcement/Legal Services Academy)	11/6/08 11:30 am	Cicinelli's, El Centro	04/21/09 11:30 am	IVROP Office, El Centro	Debbie Burquist	Roberto Avila
Ag Mechanics II and Diesel/Farm Mechanics - <i>Combine spring meeting with Ag Fab/Welding</i>	12/04/08 05:30 pm	Golden Corral, El Centro	04/29/09 05:30 pm	Golden Corral, El Centro	Janet Macken	Gabriel Aguirre
Banking & Finance	Cancelled	Cancelled	Cancelled	Cancelled	Fall;Christina Spring;Diane	
Janitorial	Cancelled	Cancelled	Cancelled	Cancelled		
Machinist	Cancelled	Cancelled	Cancelled	Cancelled		
Energy & Utilities	Date TBA Time TBA	Location TBA, El Centro	Date TBA Time TBA	Location TBA, El Centro	Janet Macken	Roberto Avila

2. Describe how the appropriate courses of not less than one CTE program of study will be offered. A program of study as described in Perkins IV Section 122(1)(A) and the State Plan;

- Incorporates secondary education and postsecondary education elements
- Includes coherent and rigorous content aligned with challenging academic standards and relevant CTE content aligned with the California CTE Standards and Framework in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education
- May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and
- Leads to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree (California Education Code [EC] 51224, Perkins IV Section 135[b](2))

NOTE: A Program of Study Worksheet (page 17) must be completed for at least one program of study.

Response:

Included at end of plan

3. Describe how students will be provided with strong experience in, and understanding of, all aspects of the industry in which they are studying. (Perkins IV

Section 134[b][3][c], Section 135[b][3], State Plan)

NOTE: All aspects of the industry include; planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry. See the *Instructions and Guidelines* document (pages 22-24) for further explanation of all aspects of industry.

Response:

Using the CTE Frameworks and standards as the guide to organizing courses and course sequences, our teachers are sure to include these important areas (as they are part of these documents). Furthermore, the CTEACs and ROP advisory committees in place seek input on exactly these areas; our classes make sure that they are teaching relevant, up to date material by soliciting advice from those who are currently doing the work, industry professionals. Changes that these professionals can let us know about, that haven't made their way into course materials yet, is crucial to offering relevant, up to date coursework. As indicated previously, the end of year survey asks for student input on issues related to most of these issues and this information as well is shared with instructors and administrators to insure constant refinement of course offerings.

- 4. Describe how students participating in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. (Perkins IV Section 134[b][3][D], State Plan)**

Response:

Students in our CTE programs are assured of being taught coherent and rigorous content that is aligned with challenging academic standards. Imperial Valley's teachers of CTE courses have undergone significant professional development regarding CTE frameworks and standards. Completer Classes offer certificates that are based on completion of specified skill sets, and teachers are provided with data on their students CST levels at the beginning of each school year. Additionally, the districts offering these courses do not have graduation requirements that are different for CTE students as opposed to other students. Graduation requirements are the same for CTE students as all others and are definitely challenging; every school mandates completion of Algebra, at least three years of mathematics instruction, at least one year of a foreign language, four years of English and, as our schools are in California, students must pass the CAHSEE(California High School Exit Exam). CAHSEE prep classes and/or parallel math/English classes exist for all students who have trouble passing this test. All teachers are provided with information on which students are proficient or not proficient in Language Arts and Mathematics, as well as those that have and have not passed CAHSEE; in this way, not only are students given the opportunity to get additional help in CAHSEE or parallel courses but teachers of CTE courses realize the need for extra assistance in these areas for the identified students as well.

- 5. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in section**

9101 of the Elementary and Secondary Education Act of 1965). Include the implementation and alignment of the CTE Content Standards and Framework. (Perkins IV Section 134[b][3][E], State Plan)

Response:

The Imperial Valley has a P-16 council and a commitment to provide the opportunity to the most challenging courses in core academic areas to every student, no matter what their interests. The feeling in the valley is, no matter what the future holds for our students, some sort of post secondary education is in store for them, and we want them as well prepared for that as possible. Students, from 7th grade counseling on, are made fully aware of the different opportunities available to them (the A-G requirements of our four-year universities, the technical degrees and transfer opportunities that our community colleges provide, and the specialty/trade schools that are available as well).

Students are challenged to understand that all of these opportunities require core academic success. Every student is given every opportunity to become successful in the core academic subjects of Language Arts and Mathematics above all else. Again, in California this is emphasized with the existence of the CAHSEE and the support classes that surround that. Students are not tracked if they are interested in taking a CTE course or sequence of courses. Teachers, administrators, and counselors work together to insure that fulfilling any CTE sequence does not mean that AP or College Preparatory courses are not available.

- 6. Describe in detail the CTE curriculum and instructional strategies used to deliver the CTE courses that foster “essential employability skills” such as; the ability to work in a team, critical thinking, problem solving, and leadership skills, referenced in the eleven “foundation standards” in the California CTE Model Curriculum Standards. (State Plan)**

Response:

Students are provided with a challenging, coherent and relevant curriculum that fosters essential employability skills. The CTE curriculum and frameworks are used as a guide for the outline and instruction of each course. Courses have outlines that identify the number of hours for each unit of study, and these outlines always include an employability skills component. These outlines are always a component of the advisory meetings that are held and therefore receive constant input/updating from industry as well. Additionally, much professional development work has been offered to consortium teachers to link courses/course outlines to the CTE standards which they are addressing (which includes by extension the Language Arts and Mathematics standards being addressed). IVROP has also taken an active role in encouraging research-based instruction and learning. Nationally known theorists such as Alan November, Willard Daggett, and Chad Foster have presented locally to IVROP staff and teachers. Portfolio training by Diane Hodges has also been provided.

IVROP employs Guidance Technicians that visit the campuses involved in this consortium and “essential employability skills” is their main charge. These guidance technicians make themselves available to make presentations at each campus and do specific activities aimed at these purposes. Included in the activities that these guidance technicians provide are: resume writing, mock interviews, team building activities, and guest speakers

from local industry.

- 7. Summarize progress to date in achieving academic and CTE integration and describe planned activities to continuously improve progress in this area over the next five years. Response should address activities such as staff development, curriculum development, collaborative program planning and implementation, and team teaching. (Perkins IV Section 135[b][1])**

Response:

Progress to date concerning academic and CTE integration is evident on several levels. IVROP has made a significant effort to provide staff development opportunities for this purpose, which include not only standards work amongst CTE teachers but course sequencing efforts as well and articulation efforts between high school and community colleges. The push for integration of mathematics and language arts academic standards into all other courses (CTE included) is a simple matter of fact for every district in the Imperial Valley and has only been made stronger by the CTE state plan reinforcing the need for this effort. IVROP has identified four professional development goals to continue to address over the next 5 years:

- 1) Take an active role in encouraging research-based instruction and learning
- 2) Encourage teachers to use an integrated classroom instructional approach to continue to develop pathways
- 3) Provide staff development that encourages and promotes maximum student results
- 4) Introduce staff to new technology and theorists that encourage student engagement and acquisition of knowledge

- 8. Describe how students are being encouraged through counseling and guidance to pursue the coherent sequence of courses in the CTE program areas of their interest. (Perkins IV Section 134[b][11], EC 51228, State Plan)**

Response:

Counseling and guidance technicians have their own copies of the sequences of courses available to students and are directed to make students aware of the benefits of completing a sequence as opposed to just one course. The use of "Career Locker" results (the results of a program that we use to survey students on areas of interest and create possible career goals, etc) available to students and counselors alike is also part of this process. If the Career Locker indicates that a student is well suited for a particular area of interest, the argument to take the sequence in that area becomes stronger. This process begins in 7th grade, thanks to recent supplemental funding for such counseling efforts, and continues on through high school. Also, programs such as AVID and MESA are often utilized by ROP to further present career opportunities through speakers and/or curriculum designed for this purpose.

- 9. For each CTE program that will be assisted with Perkins IV funds, complete and include a Career Technical Education (CTE) Sequence of Courses worksheet that appears as the last page of the template. (Perkins IV Section 135 [b][2])**

NOTE: The State Plan describes a coherent sequence of courses as a minimum of two or more CTE courses offered in a single CTE program area totaling at least 300 hours of instruction or a single multi-hour course consisting of a minimum of 300 hours of instruction. Program sequences must include a capstone course.

Secondary CTE programs may include a Regional Occupation Center/Program (ROCP) course as the "capstone" course.

Response:

Included at the end of this plan

10. **Linkages between secondary and postsecondary educational institutions include; California Community Colleges, State Universities, UC's, private postsecondary agencies, and apprenticeship programs.**

Summarize progress made in developing formal written articulation agreements with CTE programs in grades 11-14 and with local workforce preparation systems, i.e., (WIA Boards). Include copies of any formal articulation agreements along with a current list of articulated courses making up the program of study. (Perkins IV Section 135[b][2], State Plan)

Response:

All involved agriculture programs in the consortium have had articulation agreements with Mt. San Jacinto College in the past but all need updating at this point as well. Of particular interest to the consortium is articulating several of our sequences with our local community college, Imperial Valley College, even to the extent that some of those articulations would then be further articulated with the local San Diego State University Extension campus, so that we can have the 2+2+2. Efforts connected to an SB70 grant involving IVROP, Imperial Valley College, and College of the Desert will result in our first "Articulation Day" event in the valley occurring before the Christmas break. The director of our WIA board and representatives of business and industry are part of the quarterly planning connected to this grant, and are involved in helping to plan for internships related to our CTE programs as well.

11. **Describe methods to be used to coordinate CTE services with relevant programs conducted under the WIA, ROCP, and other state or local initiatives, including cooperative arrangements established with local workforce investment boards, and community-based organizations, in order to avoid duplication and to expand the range of and accessibility to CTE services. (State Plan)**

Response:

Hopefully made evident in previous responses to prompts, this collaborative is definitely a cooperative arrangement to coordinate CTE services and programs, avoid duplication, and expand the range of accessibility. The small districts that are part of this collaborative benefit from the existence of courses offered through IVROP at neighboring districts, since their students have a chance for a greater variety of opportunities, and each district also gains from being able to offer completer courses through IVROP and take advantage of

professional development opportunities planned collaboratively to make the most use of limited resources. All districts in the consortium also benefit from the relationship of IVROP with industry and the WIA. IVROP works closely with the WIA board to develop and implement courses and/or additions to existing courses to better meet labor market demands of the community. Information from the WIA is shared through IVROP staff at the various advisory meetings held twice a year for each industry sector represented in the Perkins applications.

12. Indicate plans to offer additional programs of study.

Response:

As alluded to in the introduction and Ch. 2 #2 for this 5-Year Plan, the collaborative plans to offer additional programs of study in the areas of Energy and Utilities, and Health Science and Medical Technologies. Both areas have been identified by our local WIA and the IVEDC (Imperial Valley Economic Development Committee) as areas of tremendous growth over the next ten years. Numerous positions in Health Science are already in need of filling, so plans to offer courses in these areas are actually in the works already, and the need for positions in the Energy and Utilities sector is foreseen for a combination of reasons.

One, our Imperial Valley has been identified as a region where multiple forms of renewable energy (solar, geo-thermal, wind) are available and/or possible. Two, California State law mandates a certain amount of renewable energy (20%) be part of the power companies offerings, and this percentage is to be greater in time. Our region, and our collaborative, are still in the process of identifying exactly what sorts of skill sets will be needed to fill the positions that will be offered related to this industry. We anticipate that, to some extent, courses already offered in some of our pathways may be expanded to include exposure to these areas as part of the "all aspects of the industry" but we also anticipate that we may identify whole new courses/course sequences to be offered in relation to this emerging industry sector.

IVROP, together with Imperial Valley College and College of the Desert is currently offering professional development opportunities (including externships) to schools within the collaborative to explore developing and refining pathways in 3 industry sectors: Energy and Utilities, Health Science and Medical Technology, and Public Services.

13. Describe the activities related to the use of technology. Such activities may include:

- **Training of career technical teachers, faculty, and administrators to use technology, which may include distance learning**
- **Providing CTE students with the academic and career technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields**
- **Encouraging schools to work with technology industries to offer voluntary internships and mentoring programs, including programs that improve the**

mathematics and science knowledge of students (Perkins IV Section 135 [b](4))

Response:

The activities related to the use of technology are numerous and include efforts through IVROP and each of the districts involved with the collaborative. CTE teachers are encouraged to attend state conferences and regional ROC/P Association workshops to further enhance their base of knowledge and are encouraged to make use of opportunities to learn about infusing technology into the classroom.

Each district has offered, as part of its on site staff development, specific technology training to assist teachers in using the tools available at each site to improve learning in the classroom. Part of this training, offered at sites and at the county office of education as well, has been training to utilize a student data information system (DataDirector). Administrators and teachers alike have received training over the past year in using this program to gather important student assessment information (like CST and CAHSEE scores) to better plan for instruction of their classes.

Another program used at each school district is California Streaming; this provides a library of videos/web pictures for instructors to use as part of their classroom instruction. Each video/picture provided there is also linked to California's Standards. All schools in the county are hooked up to the county office of education for delivery of internet services and all, as such, have the capacity for distance learning.

IVROP and all consortium districts encourage teachers to be open to opportunities to utilize this important technology (be it providing an opportunity to have a guest expert industry speaker (via webcast) or an actual course offered from somewhere else. Tutoring opportunities in mathematics are offered via the web as well. The local county office of education has made known to all schools several web sites where students can receive assistance with homework and/or mathematics concepts from real teachers/tutors via afternoon webcasts.

Finally, students may receive further technology experience through paid and unpaid internships made available to them through IVROP with private and public employers.

Section 2: Support and Services for Special Populations

NOTE: The term "Special Populations" means: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women, displaced homemakers, and individuals with limited English proficiency.

- 1. Describe the extent to which CTE programs provide full and equitable participation of individuals who are members of special populations. (Perkins IV Section 135[b][9])**

Response:

The collaborative does not discriminate against members of special populations. Full and equitable participation is insured through the different programs in place to assist with those groups that fit the "special population" definition. Regarding English Learner populations, every teacher (regardless of course) is mandated to receive CLAD (Cross Cultural Language Acquisition Development) training so that they are equipped with the cultural sensitivity and teaching methodologies to address this population. Individuals with disabilities are planned for through the IEP process which has as its goal the "least restrictive environment," meaning every effort is made to place these students in whatever class they can reasonably expect to take on.

CTE teachers are encouraged to make every effort to ensure that their class is accessible to all students. Students affected by homeless/foster care situations are attended to by school sites with the assistance of district liaisons, present at each Imperial Valley district. CTE teachers are made aware of the liaisons and related services. Individuals from economically disadvantaged families are targeted by districts, not classroom teachers, as this is illegal.

Preparing for where Title I and/or Economic Impact Aid funding (funds that may address economically disadvantaged students) is distributed is a district by district decision and may or may not result in CTE program enhancement. Single parents and single pregnant women are provided the same opportunities to complete their regular courses as all students and receive the additional opportunities of schools for pregnant minors or continuation schools which can offer more flexible hours as may be needed. Enrollment at these schools does not mean that CTE courses are not available. Every effort is made to ensure that these courses are still available even if a student decides to take advantage of one of these schools.

- 2. Describe the strategies adopted to overcome the barriers that result in lowering rates of access to or lowering success in the assisted programs for special populations. (Perkins IV Section 134[b][8][A])**

Response:

There are several successful strategies that have been adopted to overcome barriers related to access or success for special populations. One key barrier that has been attacked is "transportation." Being able to get to a program/course offering that one

desires is a possible barrier for any student, and transportation agreements have been set up between the districts involved with IVROP programs so that a student desiring to take a course at another school is able to do so. Related to this, offering courses at different times, including at night in some cases, makes it more possible for our displaced homemaker population to attend some of these courses.

In the case of homeless and foster youth, not only does each district have a liaison to attend to the needs of these special populations but IVROP has a particular program, Project Ace, that is aimed at assisting with the needs of foster youth and former foster youth (personal counseling and assistance with job readiness and training are just part of the strategies employed in this program).

Ensuring that all teachers are CLAD/English Learner certified is a way districts have assisted with making sure our English Learner population's needs are met.

As the special populations include displaced homemakers and single pregnant women, and the ABEL Program through ROP – which focuses on abstinence education - aims to result in less of these particular populations, we consider this to be a strategy as well.

Finally, IVROP has set aside funding to provide professional development training for the 08-09 school year to instructors related to individuals preparing for nontraditional fields. The point of the training will be making their programs marketable and truly inclusive of (in a classroom setting) individuals preparing for nontraditional fields.

3. Describe in detail how CTE programs that are designed to enable special population students meet the local adjusted levels of performance will be provided. (Perkins IV Section 134[b][8][B])

Response:

All special population students have access to our CTE programs. CTE teachers have received specialized training which has enabled them to adapt their lessons to meet the various needs of our students with special needs. These accommodations may vary depending upon the needs of the students.

Some accommodations may include the following: modifying lesson plans, allowing more time for tests, having printed material read to the special needs student, etc. Adaptive equipment has been purchased and can be found in some classrooms. Throughout the school year, special needs students also attend career fairs, maintain portfolios, receive employability training and are exposed to guest speakers from various occupations. Additionally, a large percentage of our CTE teachers attend Individual Educational Plan meetings of their students to provide input and transition recommendations for student success.

4. Describe the planned activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. (Perkins IV Section 134[b][8][C])

Response:

There are numerous activities in place that are being used and will continue to be addressed to prepare special populations for jobs in high skill, high wage, or high demand occupations. This work is already underway and will be further enhanced by Carl Perkins. The school districts, working with partners, have begun to create a model for the development of new career pathway options in industry clusters that are not only relevant to the existing business community, but strategically selected for their higher paying jobs. Additional pathways are planned through Carl Perkins that will be aligned with industry standards.

To further address the needs of special populations, the school districts have established business advisory committees to support growth within the identified career clusters. This will better assist us in meeting industry needs by preparing our special populations for these high-demand targeted industries by building curriculum based upon information and knowledge from employers. The special population students will be better focused and more engaged in a pathway of their choice, which will result in a better academically and technically prepared workforce industry is demanding. Exposure to careers through pathways, industry visits and speakers will increase the knowledge base of special populations in both soft and hard skills, which have previously been areas of concern by industry. Lastly, the articulation of classes will allow special populations to have a seamless course of study enabling them not to repeat subject matter, allowing for more breadth and depth of content matter; whereby, better preparing them to enter into business with a broader range of skills and self-sufficiency.

Also, the planned activities for single parents and displaced homemakers includes the opportunity of more flexible scheduling through pregnant minor and continuation programs and always includes the opportunity to continue to pursue CTE programs. Independent Study is possible in all cases, and counseling about opportunities outside of each school's district - including night courses through the community college or the ROP - is part of this process as well. As high skill, high wage, and/or high demand occupations that lead to self-sufficiency is the goal of career technical education, making the specific support programs for these populations as flexible as possible (so that they can access the courses) is very important.

5. **Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. (Perkins IV Section 134[b][9])**

Response:

The programs in place for each of these special populations, and the new pathways being worked on by all partners is how they will be not only "not discriminated against" but assisted in being successful in whatever path they chose to take.

6. **Describe strategies to identify, recruit, retain, and place male and female students who desire training for nontraditional fields. (Perkins IV Section 134[b][10])**

NOTE: Nontraditional fields are those in which one gender comprises less than 25 percent of the total number of employees. Examples: cosmetology is a nontraditional occupation for males; construction is a nontraditional occupation for females. CTE programs for these occupations are classified as nontraditional programs.

Response:

As indicated in answer number two of this section, there is staff development planned for related to the identification, recruitment, and retention of male and female students for nontraditional fields. Additionally, through planning meetings related to the 5-Year Plan development process, districts have been asked to instruct their CTEACs to address this issue and suggest the use of non-traditional guest speakers (both in the recruitment process and for use in current classroom presentations). District representatives will also be checking in with their counseling departments (who have been given this instruction in the past) to ensure that the full array of choices is being given to each student, regardless of gender.

Section 3: Guidance and Counseling

- 1. Describe how ongoing career guidance and academic counseling will be provided to students regarding CTE, including linkages to future education and training opportunities. (Perkins IV Section 134[b][11], EC Sections 51224 and 51228, State Plan)**

Response:

Beginning in 7th grade (utilizing secondary counseling funding), career guidance and academic counseling are provided regarding CTE. Part of this process is an effort to utilize Career Locker so that the students have a good idea of what training opportunities/pathways might be best for them. Continuing on into high school, students have ongoing high school counseling, including specific 10th grade counseling efforts aimed at this specific goal, and they have the double benefit of IVROP Guidance Technicians that visit the various schools providing career counseling and information about jobs/training opportunities. Guidance technicians, working with teachers, also work toward getting members of the business/industry communities to volunteer as speakers for our classes as well.

- 2. Describe how local career guidance and academic counseling efforts are aligned with other state efforts, i.e., Senate Bill 70, 10th Grade Counseling, other counseling and guidance funds. (State Plan)**

Response:

As previously indicated, our counseling efforts (7-10 and beyond) include not only academic counseling but career guidance, and counselors possess and utilize the pathways documents that have been created collaboratively between IVROP and the districts. So, the supplemental counseling monies, AB490 and the more recent supplemental secondary counseling funds that reach all the way to 7th grade, help support career technical education as well. ROP supports the implementation of SB70 by combining Perkins funds toward program goals, just as the schools that are part of the SB70 capitalize on sequences that have already been assisted with Perkins funds and receive the extra support of the SB70 work plan and funding. A current SB70 grant that involves IVROP, the local community college, and several junior high and high schools, specifically strengthens the career counseling piece by bringing a ten day curriculum to courses involved in the SB70 grant and, of course, this curriculum will be offered to all schools in the county interested in employing it.

Section 4: Comprehensive Professional Development Provided to Teachers, Counselors, and Administrators

- 1. Describe professional development activities for CTE teachers that go beyond those activities offered to all teachers through the use of district funds. (State Plan)**

Response:

Professional development activities for CTE teachers that go beyond those offered to all teachers include pathway specific trainings in standards aligned lessons and pathway development. Additionally, often part of the individual annual Perkins Plans submitted by districts are professional development opportunities for related staff. Also, as previously indicated, professional development specific to improving opportunities for students preparing to enter nontraditional fields is a planned area of professional development being offered through IVROP in the upcoming program year. Additionally, opportunities for faculty externships is also a service provided through IVROP last year that will continue on into the coming year as well, made possible through Tech Prep and SB70 funds.

- 2. Describe the professional development activities implemented or planned for the implementation that focus on the California CTE Model Curriculum Standards and Framework. (State Plan)**

Response:

IVROP has offered academic teachers, CTE teachers and counselors at the high school and community college levels opportunities to attend professional development activities to learn more content knowledge on their particular discipline along with methodologies on how to design and integrate lessons. Some of these training sessions have included the following: an explanation of the language arts content standards, training for the review and understanding of the California Career Technical Education (CTE) Model Curriculum Standards and training on the introduction to the California CTE Model Curriculum Frameworks. Most recently, teachers had the occasion to meet in subject specific teams, which allowed for more in-depth review and analysis of subject content, CTE and industry standards as they relate to the course they teach. Approximately seventy-five percent (75%) of our teachers have addressed the alignment of their course to the State Content and CTE Standards. Of those, approximately sixty percent (60%) have completed this task.

Continued exposure to emerging trends and research through conferences, workshops and seminars will continue to allow staff to make specific suggestions for curricular changes to better align courses with workforce needs and skills. This Carl Perkins funding will allow IVROP staff and teachers to continue to work on monitoring and revising the courses to reflect changes in the industry. As IVROP continues to incorporate cross-curricular work with academics and a real-time work environment, the outcome will be a comprehensive educational work program that will convert students into effective and valuable life-long learning employees. Over time, all of these activities will promote greater interest by our students in CTE fields, and satisfy industries struggling to find a skilled workforce.

3. **Describe the ongoing professional development initiative(s) made to effectively integrate and use challenging academic and CTE standards that is provided jointly with academic teachers. Include any professional development activities conducted in conjunction with secondary and postsecondary agencies. (Perkins IV Section 135[b][5][A][i])**

Response:

The opportunities for externships through SB70 and Tech Prep are, and have been, open to academic teachers as well as CTE course teachers. Job shadowing/externship opportunities were made available just over this last summer for 7 welding teachers (those involved from the community college and local high schools reported on how they would utilize the experience in their classrooms and previously worked together on assessments). Opportunities to be offered this next year in conjunction with the community college include externships in targeted industry sectors and professional development opportunities (which includes the opportunity for high school and college level teachers to work on possible curriculum changes/additions together). The product of much of this work is expected to be articulation agreements. This work will be sponsored in part by our SB70 and Tech Prep grants. All schools in the consortium utilize the first few teacher work days of each year to allow teachers to look at student assessment data (CST and CAHSEE scores), target students that need assistance and plan for how they will do that in their given classes (CTE or academic). No matter what course is to be planned for, the emphasis is always on the standards, administration directs teachers to look for what standards to target to improve student achievement.

4. **Describe the pre-service and in-service training provided to staff in effective teaching skills based on research that includes promising practices. (Perkins IV Section 135[b][5][A][ii])**

Response:

Pre-service training provided includes the teacher education programs and BTSA, and includes the CLAD/English Learner training referenced earlier. Teaching skills emphasized throughout the valley would include adherence to the standards for the teaching profession (which is part of BTSA training and included in each district's evaluation instrument for teachers). Included in this is the notion that students must be presented with an objective, receive guided and independent practice related to that objective, and be assessed in a manner that accurately measures the objective and provide opportunities to re-teach/relearn related to that objective if necessary. All teacher training, and the administrative training relevant to evaluating teacher instruction, includes this emphasis. District's utilize PAR (Peer Assistance Review) programs for teachers struggling with effective instruction.

5. **Describe the in-service and pre-service training provided to staff in effective practices to improve parental and community involvement. (Perkins IV Section 135[b][5][A][iii])**

Response:

Periodically, IVROP staff members provide teachers and staff with training on effective practices for improved parental and community involvement. These training sessions

cover a variety of ways teachers and other professionals can use in their quest to promote and encourage community and parental involvement. Some of the strategies include *marketing and outreach* techniques, which provide teachers with ways to develop eye-catching brochures along with how and when to effectively use the brochure. Teachers are also provided with knowledge of the best school and community location sites to place materials for maximum visibility. Staff members learn about successful resources and services to use with a variety of parent and community groups.

Strategies for working with community members along with inexpensive ways to recognize them for their contributions are also covered in the workshops. Positive ways to maintain a good working relationship and positive rapport with parent and community members is also discussed.

6. Describe the in-service and pre-service training provided to staff in the effective use of scientifically based research and data to improve instruction. (Perkins IV Section 135[b][5][A][iv])

Response:

Examples of pre-service training provided to all teachers would be the data analysis described in question number 4 previously; every district is very thorough about providing opportunities for their teachers to look at student assessment data, identify areas for improvement, and then plan for which standards will be used to help achieve that improvement (ways to do this, including how to access the standards and frameworks, is always part of this professional development time). Each district routinely provides, usually at the beginning and in the middle of the year, in-service opportunities on how to utilize technology in the classroom. Recent examples of product inservices related to these trainings would include DataDirector (a tool for teachers to access and use assessment information more effectively), California Streaming (an online resource for teachers to access videos/pictures complete with standards and lesson plans for utilizing them in the classroom, and opportunities for reading fluency and/or English Learner trainings on programs such as Accelerated Reading and English in A Flash. The trainings related to California Streaming – and other on site specific opportunities – would include how to use technology such as LCD projectors and digital projection devices like ELMOs. In-Service trainings publicized by every member of the consortium and available through the county include opportunities who were not already CLAD/English Learner Certified to become so. Classroom Management is also an ongoing opportunity for instructors, often part of routine staff in-services and always made available by our schools to those looking to improve or review this important tool.

7. Describe the professional development programs for teachers of CTE and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry. (Perkins IV Section 135[b][5][B])

Response:

Imperial Valley ROP makes sure that teachers of CTE and teachers involved in delivering services to CTE students are aware of professional development opportunities, often

making funding available for such conferences; the Cue conference for technology is one that has often been made available. All consortium members work to make sure that they are able to provide release days for teachers to attend such opportunities and professional development for CTE teachers in particular is often part of their intended use in their annual Perkins applications.

8. Describe the internship programs that provide relevant business experience to teachers. (Perkins IV Section 135[b][5][C])

Response:

Faculty and counseling personnel need to have experiences in workplace settings; we will provide these experiences through internships/externships and professional development activities. Carl Perkins funding will enable us to place teachers and counselors in worksites. These internships/externships will be used to provide work experience at a variety of worksites to teachers and counselors in high-skill, high-wage industry sectors. Teachers and counselors will be given an orientation to familiarize them with the process. A follow-up meeting will be conducted so that staff will have an opportunity to share their experiences with one another.

Exposure to the various aspects of an industry may include the following: Planning, technical and production skills, underlying principles of technology, labor issues, and health, safety and environmental issues. This will offer teachers and counselors experiences that will enable them to refine and upgrade their curriculum and develop learning communities within the business community. This will also promote the interfacing of local businesses establishments with educators so those educators can learn how curriculum should be augmented or altered to make it more relevant to industry needs and requirements. This will better help us prepare students for jobs in emerging technologies. Additional outcomes from these internships (externships) will be increased dialogue between and among educators and the business community. Educators will develop new insights into industry skill requirements—both soft and hard skills. Lastly, the increased communication between educators will help in the placement of students in internships, whether they are paid or unpaid.

9. Describe the programs designed to train teachers specifically in the effective use and application of technology to improve instruction. (Perkins IV Section 135[b][5][D])

Response:

IVROP provides opportunities for application of technology to improve instruction in multiple ways. One, it provides opportunities for teachers to go to conferences and/or participate in trainings that instruct on using technology for such purposes. Also, IVROP holds meetings for the instructors of courses at the districts at the beginning of each year where online grading and attendance are reviewed, as well as the IVROP website. The IVROP website includes a resource library that instructors are encouraged to utilize.

As alluded to in previous questions, each district involved in the consortium utilizes a system called DataDirector, which makes assessment information more accessible for

teachers and the end result is teachers are able to improve instruction in their classrooms because of this. Also referenced earlier, California Streaming is offered as a resource to all instructors and training related to its effective use (use of LCD projector and/or digital projection devices) is routinely offered by the sites.

Section 5: Accountability and Evaluation of Career Technical Education (CTE) Programs

- 1. Describe the process that will be used ^{X2/} assess the academic and career technical performance of students participating in CTE programs. (Perkins IV Section 134[b][7], State Plan)**

Response:

Academic performance of students is assessed through CST testing and CAHSEE. The districts in this consortium all utilize a data program called DataDirector which allows for the disaggregation of specific data in many report forms. It is possible for all teachers to find out how their students have performed on these assessments each year, and even to compare multiple years. Additionally, the data allows for identification of specific clustered areas within the more general areas. Career technical performance is assessed with specific assessments on content and skill knowledge within the specific pathways and culminates in each concentrator course with a certificate that identifies these proficiencies for future program or employment placement.

- 2. Describe the process that will be used to evaluate and continuously improve the quality of CTE programs offered to students. What provisions are or will be in place to set priorities for local CTE program improvement and ensure alignment with the CTE Model Curriculum Standards and Framework. (Perkins IV Section 134[b][7], Section 135[b][6], State Plan)**

Response:

The tools for monitoring academic attainment as assessed by the CSTs and CAHSEE are already in place. Provisions that are and will continue to be in place to set priorities for local CTE program improvement are the ROP and CTEAC advisory groups of each district. Model Curriculum Standards and Frameworks will be used as part of the planning for such meetings and business/industry representatives will be asked how well they believe current programs are doing in addressing these.

- 3. Describe plans to increase the active participation of representatives from the workforce and economic development agencies including members of business, industry, and labor in planning, implementing, and evaluating funded programs. (State Plan)**

Response:

One plan that is already in the beginning stages of implementation, is to combine advisory boards that exist at the community college and high school/ROP level. Instead of asking these important partners in workforce and economic development and business and industry to show up to multiple meetings, we are looking to combine these advisory committees wherever possible. We believe this will make for better attended and functioning advisory meetings.

- 4. Describe the actions being taken and/or planned by the agency to ensure**

participation in California Longitudinal Pupil Achievement Data System (CALPADS) and California Partnership for Achieving Student Success (Cal-PASS) data systems process. (State Plan)

Note: It is expected that CALPADS will be fully implemented beginning July 2009.

Response:

Signed "intent to use" agreements regarding use of Cal-Pass exist for each district represented by the consortium. IVROP will make districts aware of the method for formally joining and will provide staff development to teach partners how to extract and report the necessary data within the system and/or purchase compatible software or perform equipment upgrades.

Section 6: Use of Funds

Section 135(a) of Perkins IV states, "Each eligible recipient (LEA) of the Section 131 and 132 funds shall use these funds to improve CTE programs." Federal grant funds must supplement, or augment, and not supplant state or local funds. Federal funds may not result in a decrease of state or local funding that would have been available to conduct the activity had federal funds not been received. LEAs must be able to demonstrate that federal funds are added to the amount of state and local funds that would be made available for uses specified in this local plan.

While the regulations do not provide a definition of "program improvement," it is clear that the funds may not be used to simply maintain an ongoing program. The CDE has interpreted this requirement to mean that the funds may only be used to support activities intended to enhance the effectiveness of existing programs, modify or update existing programs, and to develop and implement new programs.

- 1. Describe how the Perkins IV funds supplement general funds and funds from other resources, such as School Improvement, Title I, Senate Bill 70, Proposition 1D, tenth grade counseling, other guidance and counseling and others to improve the academic and technical skills of students participating in CTE programs. (State Plan)**

Response:

Perkins IV funds, in the case of this consortium effort, can be said to supplement general funds and funds from other sources mostly because they make up such a small percentage of the money that it takes to run such courses/programs. By regulations set up within the act, the money cannot be used to pay for a teacher beyond the first two years and there are no current examples of this. Paying for the teacher to instruct the program is the primary cost of any course.

Additionally, all schools provide staff development to all teachers and so any further staff development offered through the funds is, indeed, supplemental. As indicated numerous times, our districts have taken advantage of not only 10th grade counseling, but the seventh grade counseling, as opportunities to promote career technical education, and the ROP courses that many courses culminate with have the additional benefit of guidance technicians that provide numerous more opportunities to the students in these courses (as well as to any other course at the high schools that ask to take them up on these efforts). The supplies and materials that are afforded through Perkins Funds are always qualifiable as improvements that simply wouldn't have been possible without these funds.

Program of Study Worksheet

This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Industry Sector: Arts, Media, and Entertainment Signature of Secondary Administrator: *N. J. Canale*
 Career Pathway: Media and Design Arts Signature of Postsecondary Administrator: *G. Hukera*
 Program of Study: Graphic Arts Date: 10.17.08

This Program of Study is a formalized Tech Prep articulated pathway [] Yes ☒ No

LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	SAMPLE Occupations Relating to this Pathway
SECONDARY								Occupations Requiring Less Than a Baccalaureate Degree
	9	English 1 English CP/Honors	Algebra 1 Geometry	Physical Science Biology	Geography	Intro. to Computers	P.E. Foreign Language Art 1	► Graphic Designer
	10	English 2 English CP/Honors English AP	Geometry Algebra II	Biology Chemistry	World Cultures	Graphic Arts 1	P.E. Art 1 Foreign Language	► Web Designer
	11	English 3/Amer. Lit English 3 CP/Honors English 3 AP	Algebra II Pre-Calculus Trigonometry	Chemistry Anatomy/Physiology Physics	U.S. History	Graphic Arts 1 Graphic Arts 2/ROP 3D Media/Sculpture	Art 1 Art 2	► ► ►
	12	English 4/World Lit English 4 CP/Honors English 4 AP	Trigonometry Pre-Calculus Adv. Math/Calculus	Chemistry Anatomy/Physiology Physics	Civics/Econ.	Graphic Arts 2/ROP 3D Media/Sculpture	Art 1 Art2	Occupations Requiring a Baccalaureate Degree
POSTSECONDARY		Articulated Dual Credit courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
	Year 13	General Education English 089 or higher English Composition 101	General Education Math 090 or Higher	Natural Science (3 units) Social and Behavioral Science (3 Units)	Political Science 102 and History 120 or 121 Political Science 102 and History 120 or 121	Hopeful Articulation Graphic 2/ROP counts for CIS 146 and CIS 147 at Community College (CSU transferable) CIS 134-136 (Web Design) CIS 148 (Adobe Photoshop II)	General Education Physical Education Activity (1 unit) General Education Physiual Education Activity (1 Unit) Art 160 (Graphic Desgin)	► ►
	Year 14	Communication and Analytical Thinking (3 units)		General Education Life Science or Physical Science Health Education 102		CIS 152 (Camtasia Studio - video w/computers)	Art 165 (Design for the Web)	Industry recognized
	Year 15				33			certifications, licenses, or Credentials related to this pathway
	Year 16							► A.A. Degree in Arts ► A.A. Degree in Computer Info. Systems ► B.A. Degree in Arts ► B.A. Degree in Graphic Design

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- **Identify the Industry Sector title and the Career Pathway title for each sequence.**
- **List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.**
- **Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.**
- **Complete a separate “Course Sequence” form for each sequence to be assisted with Perkins IV funds.**

District funded course provided in this sector if not included in this sequence:

[illegible]

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Industry Sector: Agriculture and Natural Resources

District funded course provided in this sector if not included in this sequence:

[illegible]

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Industry Sector: Agriculture and Natural Resources (Only at Holtville)

Career Pathway: Agricultural Mechanics

District funded course provided in this sector if not included in this sequence:

[illegible]

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Industry Sector: Agriculture and Natural Resources (At San Pasqual, Imperial, and Calipatria) **Career Pathway:** Agricultural Mechanics

District funded course provided in this sector if not included in this sequence:

[illegible]

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Industry Sector: Agriculture and Natural Resources

District funded course provided in this sector if not included in this sequence:

[illegible]

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- Identify the Industry Sector title and the Career Pathway title for each sequence.
- List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.
- Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.

Industry Sector: Information Technology

Career Pathway: Information Support and Services

District funded course provided in this sector if not included in this sequence:

[illegible]

Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- Identify the Industry Sector title and the Career Pathway title for each sequence.
- List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.
- Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.

Industry Sector: Information Technology

Career Pathway: Media Support & Services

District funded course provided in this sector if not included in this sequence:

[illegible]