

**Self Study Report of**

**Imperial Valley  
Regional Occupational Program**

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## ADMINISTRATOR'S PREFACE

Over the last 7 years, IVROP has regularly met with staff and teachers to review progress on the action plan and address any areas which impede student learning. Our process has included regular updates to our board (board members include representatives of all high school districts served by IVROP and representation from the Imperial County Office of education). The process also includes regular updates to our advisory committees (which meet semi-annually) for our courses/industry sectors. It also includes regular communication with our instructors (through e-mail, professional development, and the aforementioned advisory committees). The transitioning of IVROP from a secondary to a postsecondary process was, however, a challenge. Most of the 2010/2011 school year was spent in limbo about what sort of process we would be going through (with us thinking we would be secondary) and, as a result, included a postponement of the process. Even after the postponement it was unclear as to which process we were using for some time, and a final manual for the new process was very late.

*\*The agreed upon manual for the self-study process did not come until July of 2011. Nonetheless, knowing that the self-study would need to move ahead, IVROP administration went ahead with using a template for the process that had been provided as a "Rough Draft" in May of 2011. We began by utilizing WASC's A-Plus Learning, believing the lateness of the official document necessitated finding a way to make everything available to staff immediately for the upcoming school year. Over the summer, available IVROP administrative/program staff made updates to the community profile and began look at all criterion sections and post initial/draft responses. These sections would be taken to the instructional staff in home and then focus groups with their return in the fall.*

The accreditation self study process involved the collaboration of all stakeholders. The process was implemented with many opportunities for instructors at all school sites to give their input. All instructors had an opportunity to give their input on all criterion sections. We conducted special meetings at the beginning of the year at each school site to acquaint everyone with how to access the self-study sections - Community Profile, ESLRs, Mission, Criterion Sections - online and contribute. Two follow up meetings, at each school site included focus on sections 4&5 and then 6&7 and reminders about the process so they could stay informed and contribute. The process involved everyone in looking more specifically at the focus group sections (4-7). In this way, the involvement of all departments and instructors was solicited for each focus group section. Further refining of this input

continued with the work of IVROP program managers and instructors from school sites in what we have called our focus groups. These groups might be better considered Focus Groups Level II (as they involved instructors, project managers, and guidance technicians in further review of the work that came from the school sites: responses to criterion questions, student work, classroom observations, student surveys. There were 4 focus group meetings per group. Part of the information forwarded to our focus groups came from special meetings for the examination of student work, along with guiding questions that related to criterion sections 4-7. These meetings were held at each school site. Teachers examined their own student work and that of others. Also forwarded to Focus groups were the results of observations (learning snapshots). Focus groups weighed this along with the various surveys and student work results in addressing the criterion questions and coming up with Strengths and Key Issues.

### **To what degree did IVROP meet the five overarching WASC self-study expectations?**

**1. The involvement and collaboration of all stakeholders in the self-study process:** In addition to the process already outlined above, stakeholder involvement and collaboration also included the IVROP board, community/business members and parents (through advisory group meetings, Leadership Team meetings, and surveys/interviews). Additionally, as Imperial Valley ROP is very grant-program driven, a good deal of work occurred with our program staff stakeholders. They also provided input on the criterion areas and involved themselves in assessing how each program incorporated and evaluated our ESLRs – Expected Schoolwide Learning Results. Project staff conducted their own interviews of students and parents for further consideration by our focus groups.

**2. The Clarification of the institution’s mission and Expected Schoolwide Learning Results:** Work on the Mission and the Expected Schoolwide Learning Results occurred in the 2009-2010 school year (in anticipation of the Self Study occurring a year earlier) as described in Criterion Section 1. All stakeholders were involved in the process and continue to be involved. The mission and ESLRs were again available for review as part of the orientation and home group meetings in the 2011-2012 year self study process and they are regularly reviewed through the annual teacher meeting and board meetings. Clarification of the mission (Vision Statement) and Expected Schoolwide Learner Results can also be said to have been achieved through the work involved in the assessment of the student program and the development of a new action plan, as detailed in the responses to questions 3 and 4.

**3. The assessment of the actual student program and its impact on student learning with respect to the institutional mission, Schoolwide Learner Results, and the WASC postsecondary criteria:** The community profile contains relevant data which has received much attention from those involved in the process and has helped with the assessment process. Further assistance in assessing the actual student program came from the process already outlined, which includes the examination of student work, classroom observations, and work by home and focus groups on addressing the specific criterion questions posed in the criterion questions for this process. Teachers provided clarification about how ESLRS - Expected Schoolwide Learning Results were included in and assessed in their assignments (by collecting student work and providing cover sheets that detailed ESLR use and assessment). This work was considered by focus groups. Project Managers met with their staffs on ensuring project goals can be reported in relation to the achievement of the ESLRs. Classroom Observations/Learning Snapshots, student and parent surveys also helped to confirm the impact of the program on student learning, the achievement of the ESLRs. All of these activities affirmed and clarified the institutional mission / vision statement.

**4. The Creation of a schoolwide *Action Plan* that develops programmatic plans to address identified key issues:** As further detailed in Criterion 10, we believe the process for developing our Action Plan followed the expected WASC process for considering the Key Issues and Strengths, identified in the 9 Criterion Sections (especially 4-7), serving as a natural next step for the Action Plan that was already in place. Some elements of the previous plan receive new life in this one as refined steps in order to make goals more specific and long lasting. We believe this is a strength as well.

**5. The development of an accountability system for monitoring the implementation of the schoolwide *Action Plan*:** As will be detailed throughout the report, IVROP has a strong monitoring system for the Action Plan already in place. Our board meetings include updates and a review of the Action Plan items, as do our Advisory Committees. Beyond these already existing elements, the new Action Plan does include people, methods, and dates involved with the successful monitoring of the newly developed Action Plan. We have added more venues for publicizing (and thus monitoring) the plan. Included in Growth Area 3 are plans for *publicizing* student achievement results, which necessarily provides another level of accountability. Updates at the site level on how we are progressing with supporting site identified goals for professional development/minimum days are included in Growth Area 4, which adds another layer of accountability.

## Self Study Committees

### Leadership Team

<b>Name</b>	<b>Position/Role</b>
Robert Avila	Program Manager/Criterion 6
Mary Camacho	Superintendent/Criterion 7
Gustavo Figueroa	Student
Norma Galindo	Instructor
Lupe Garcia	Program Assistant/Criterion 5
David Gupton	Instructor/Chair
Oscar Jarquin	Student
Irma Jimenez	Parent
Rick Johnson	Community/Business Representative
Gilbert Mendez	Principal
Edwin Obergfell	Assistant Superintendent/Criterion 5
Sherrie Newell	Parent
Wendy Ramirez	Office Manager
Roger Ruvalcaba	Principal/Criterion 7
Phil Villamor	S.S. Chair/Criterion 4

## **Focus Groups and Other/Home Groups Utilized**

### **Criterion 4 (Curriculum)**

#### **Name**

Philip Villamor  
Lupita Rodriguez  
Jackie Valadez  
Don Jeffers  
Linda Storts  
Alex Jaime  
Amanda Hill

#### **Position/Role**

CTE Coordinator/Chair  
Program Manager – Adult/WIA  
Dental Assistant Instr.  
Computerized Office Instr.  
CAD/Design/Animation Instr.  
Computer Repair Instr.  
Culinary Arts Instructor

### **Criterion 5 (Instruction)**

#### **Name**

Gabriel Aguirre  
Jonathan Archer  
Anita Jones  
Gloria Fortin  
Lupe Garcia  
Gabino Mendoza  
Jason Contreras  
Diane Harris

#### **Position/Role**

Program Manager/Chair  
Graphic Design Instructor  
Community Office Instructor  
Careers w/Children Instructor  
Program Assistant/Chair  
Ag. Mechanics /Resources Instructor  
Stage/Theatre Instructor  
Guidance Technician

### **Criterion 6 (Assessment)**

#### **Name**

Robert Avila  
Wendy Ramirez  
Sam Urie  
Emilio Davila  
Monica Labrada  
Karen Saikhon  
Fernando Nunez

#### **Position/Role**

Program Manager/Chair  
Program Manager  
Ag. Mechanics Instructor  
Computerized Office Instructor  
Law Enforcement Instructor  
Accounting Instructor  
Food Technology Instructor

### **Criterion 7 (Support Services)**

#### **Name**

Joab Gonzalez  
Roger Ruvalcaba  
Stephanie Castillo

#### **Position/Role**

Program Manager/Chair  
Principal – Imperial H.S.  
Counselor – Imperial H.S.

Debbie Burquist  
Mary Cavazos  
Barbara Stensgard

Guidance Technician  
Med. Terminology Instructor  
Food Technology Instructor

**Other/Home Groups Utilized:**

Each Comprehensive School Site had site level meetings. There was one orientation meeting at the beginning of the 2011/12 school year and two follow-up meetings (one focusing on Profile/Progress and Criteria 4/5 and another on Criteria 6/7 input), and then one more meeting soliciting questions on the written responses that were to be forwarded to Criteria 4/5 or Criteria 6/7. Each school also had instructions to complete a learning snapshot/classroom observation and to submit examples of student work; a contact at each site was established to collect the student work and hold a meeting where instructors shared their results.

The list of Comprehensive High Schools, their teachers, and the contact for student work at each site are below. (\* = Contact for Student Work Collection / Examination)

Brawley Union High School District:

**Instructor**

Gloria Fortin  
Anita Jones  
Randy Smith  
Richard Esquivel  
Inez Estrada Lovio\*  
Jonathan Archer  
Jason Contreras  
Frank Cervantez  
Alma Soto

**Course**

Careers W/Children  
Computerized Office Occupations  
General Contracting/Construction  
Landscape Design  
Nursing Assistant  
Graphic Design  
Stage/Theatre  
Welding  
Computerized Office (Desert Valley Cont.)

Calexico Unified School District:

**Instructor**

Daniel Galan  
Joal Uribe  
Melia Hite  
Alex Jaime\*  
Fernando Nunez  
Norma Galindo  
Mike Davies

**Course**

Ag. Fabrications  
Automotive Technology  
Careers With Children  
Computer Repair  
Food Technology  
Medical Office/Terminology  
Law Enforcement (Aurora Cont.)

Calipatria High School:

**Instructor**

Gabino Mendoza  
Rom Medina  
David Gupton\*  
Enrique Cruz

**Course**

Ag. Mechanics/Renewable Resources  
Graphic Design  
Desktop Publishing  
Welding

Central Union High School District

Central:

**Instructor**

Emilio Davila\*  
Jack Hammond  
Ron Shane  
Monica Labrada  
Baker  
Don Jeffers

**Course**

Computerized Office/Accounting  
Advanced Wood  
Automotive Technology  
Law Enforcement Academy  
Graphic Design  
Computer Repair

Southwest High School

**Instructor**

Karen Saikhon  
Sam Urie  
Linda Storts  
Don Jeffers\*  
Amanda Tatum  
Jackie Valadez

**Course**

Accounting  
Ag. Fabrication  
C.A.D./Graphic Design/Animation  
Computerized Office  
Culinary Arts  
Dental Assistant

Holtville High School

**Instructor**

Lisa Natwick  
Luke Larson  
Mary Cavazos

**Course**

Computerized Office/Digital Video  
Diesel/Farm Mech.  
Med. Terminology/Pharmacy Tech.

Imperial High School

**Instructor**

*Imperial Valley Regional Occupational Program*

**Course**

Kathy Tharp	Graphic Design
Barbara Stensgard	Food Technology/Interior Design
Mike Campbell	Ag. Mechanics
Mary Cavazos	Med. Terminology/Pharmacy Tech.
Reyna Saldana	Nursing
Emile Callens	Veterinary Science
Paul Villa	Fire Science
Miguel Vanegas	Computer Repair/Networking

For Home group meetings that involved discussion of Criterion 7 (Support Services), counselors from the school site were invited. Below are the names / sites of counselors who participated in these meetings:

<b><u>Counselor Name</u></b>	<b><u>Site</u></b>
Francisco Roman	Southwest
Julie Moreno	Southwest
Stacy Hauk	Imperial
Stephanie Castillo	Imperial
Herlinda Tan	Central
Mary Zabela Robledo	Central
Ellen Okada	Holtville
Laurie Magin-Blek	Calexico
Marisa Gates	Calipatria
Ruben Felix	Brawley

While Adult instructors whose classes are at school sites were included in Home Group opportunities at schools, there are a couple of Adult Instructors whose classrooms are not on school sites. These instructors gave their input in meetings with Lupita Rodriguez our Adult-WIA coordinator.

We have only one instructor at the County Office of Education Continuation School, who also is a member of CTE Teach (new teacher). She received her information and opportunities for input through Phil Villamor.

Also utilized were the managers/staff of Grant Funded Projects, and all staff, at IVROP. All staff had an initial orientation to the process at the beginning of the 2011/12 school year and had follow-up meetings with the Program Assistant and at Project meetings regarding the process. Projects also solicited their students/parents for self-study related input.

The Names of Program Managers are listed below.

[\*Imperial Valley Regional Occupational Program\*](#)

<u>Manager</u>	<u>Project/Area</u>
Wendy Ramirez	Office
Luis Torres	ACE
Joab Gonzalez	Camino/Toy
Gerry Uyeda	ICFF / Faces
Philip Villamor	SB70
Robert Avila	CNC/Serve Vets
Edwin Obergfell	Juntos
Juan Campos	Padres
Lupita Rodriguez	WIA-ITA
Gabrielle Aguirre	WORK
Wendy Prewett	Workability / NENES
Lupe Garcia	Program Assistant (Guidance Techs.)

An activity was performed with Project Toy student Participants, which resulted in the larger refined survey going out to other projects and courses. Participants names are below, which include the names of our two student representatives to our Leadership Team\*.

Liliana Veliz, Ilse Duarte, Gustavo Figueroa\*, Oscar Jarquin\*, Enrique Muracen, Luis Garcia, Jesus Trevino, Dalia Loera, Sonia Perez, Josie Gallardo, Chris Hernandez, Gielia Medina, Victoria Puga, Eduardo Frias, Ivan Laboria, Fernando Romero, Luis Cabrera, Benjamin Delgado, Kevin Solies, Jairo Cardenas.

Similar to the student group activity, the project that includes both of our parent representatives on our leadership team also had a meeting where they addressed WASC criterion concerns. Their names, including the names of the representatives\* are as follows:

Shannon Elgen, Bushra Ahmad, Sherrie Newell\*, Irma Jimenez\*, Alberto Acosta, Carolina Medina, Juan Silva, Iki Cabrera, Juan Jacobo, Magdallena Ceballos, Maria Galvan, Angelica Pacheco, Rosalinda Lara, Frances Ramirez, Mercedes Banuelos, Martina Galarte, Michael Blanchart, Kristina Hubleman, and Maria Munoz.

# **CHAPTER I:**

## **Profile, Student, and Institution Characteristics**

### **INSTITUTIONAL INFORMATION**

The Imperial Valley Regional Occupational Program (IVROP) originated in 1981. It is one of 74 ROC/Ps in California. IVROP operates as a Joint Powers Agreement (JPA), comprising seven districts (Brawley Union High School District, Calexico Unified School District, Calipatria Unified School District, Central Union High School District, Holtville Unified School District, Imperial Unified School District, and San Pasqual Valley Unified School District) and the Imperial County Office of Education within Imperial County.

The local ROP was developed to enhance learning and occupational opportunities through effective business partnerships and to meet the needs of students, businesses, and the community at large. IVROP provides occupational courses, training, and services that are student/customer driven and are delivered when/where needed. Most of IVROP's courses are targeted for high school students. These courses take place at the various high schools which are part of the JPA. Adult course offerings include courses at the high school level and a few courses which are targeted specifically for adults, located at sites other than the high schools.

IVROP is well respected within the County of Imperial and takes great pride in delivering quality Career Technical Education programs. Not only do we provide quality programs, we are able to respond quickly to the training needs of the business community by putting together classes and/or programs in a timely fashion; which is a win-win for our businesses and our residents.

We as an institution are unique because in addition to courses, IVROP operates a number of grant programs which supplement, complement, and otherwise support career technical education. While many of these grants are temporary (available for a year or two and then expended), there are several which have been in operation five or more years, and/or have continued the primary goals/objectives of previous grants. A listing of all current projects can be found in the appendix with paragraph summaries of the work they are involved with.

The Main Office for IVROP is located 687 West State Street in the downtown area of El Centro. Other offices/sites include the following: Imperial County Office of

Education (ICOE)/Sperber Road Offices, Main Street/Technical Training Institute Offices, One Stop Offices, EDD Offices, CalWORKs Offices, and Ocotillo Classroom. IVROP's website (includes links to courses, programs, the Expected Student Learning Results –ESLRs – competencies, and much more) is [www.ivrop.org](http://www.ivrop.org).

As mentioned previously, IVROP was established in 1981. Only three of the seven high school districts (Brawley, Calexico, and Central) and the Imperial County Office of Education were part of the JPA during its inception. The office facility was located at 11<sup>th</sup> and State Streets in El Centro, which was the location of ICOE at the time. Most of the classes were offered at the three high school facilities. However, several classes were offered in church facilities and at local business sites. The number of students served during the first several years of operation was about 150 per year. In 1983, the other four school districts (Calipatria, Holtville, Imperial, and San Pasqual) signed on to be a part of the JPA.

When created, the mission/vision and purpose of IVROP was to further vocational and technical training programs to avoid unnecessary duplication of courses and prepare students for gainful employment. The purpose of the JPA has changed a bit over the last 30 years. It has become more inclusive and addresses not only vocational and technical skills, but also concentrates on career and educational services in order to empower students to become successful members of society. Below is our current vision statement, which is reviewed annually.

### **Vision Statement**

*The Imperial Valley Regional Occupational Program is dedicated to developing and providing quality training, career, technological, and educational services. These programs will meet the needs of all students empowering them to become successful contributing members of a global society.*

### **Student Enrollment**

Imperial County's diversity is reflected in the chart below. The largest group by far is Hispanic (which is primarily Mexican by ethnicity), followed by Caucasian – non Hispanic making up the next biggest group. This pattern can be seen in the listing of students served by IVROP though the percentage of minority students attending an IVROP class (90.6% for adults and 91.1% secondary) is greater than the general all minority population in Imperial County (80.4%). Conversely, about half as many white non-Hispanic students are enrolled in IVROP courses as would be expected from the general population numbers. Based on conversations with counselors and others, students are enrolled in IVROP classes based on interest and space in their schedule to be able to take an elective course. If a student is college

bound and preparing for college, counselors and students, in some cases, prefer to enroll in “A-G” approved courses.

### Enrollment by Race/Ethnicity for 2010-11 Only

Race /Ethnicity *	IVROP Students (Adult)		IVROP Students (Secondary)		Imperial County Population 2010 Demographic Profile ( <a href="http://www.census.gov/popfinder/">www.census.gov/popfinder/</a> )	
	Count	Percentage	Count	Percentage	Count	Percentage
American Indian/Alaska Native	0	0.0%	21	1.2%	3,059	1.8%
African American	0	0.0%	14	0.8%	5,773	3.3%
Asian	1	0.9%	6	0.4%	2,843	1.6%
Filipino	2	1.7%	4	0.2%	0	0.0%
Hispanic	106	90.6%	1,565	91.1%	140,271	80.4%
Pacific Islander	1	0.9%	0	0.0%	165	0.1%
White – Non-Hispanic	7	6.0%	107	6.2%	22,417	12.8%
<b>Total Population</b>	<b>117</b>	<b>100%</b>	<b>1,717</b>	<b>100%</b>	<b>174,528</b>	<b>100%</b>

\* Excludes students with fewer than 20 hours and dropped or transferred students.

The chart below indicates that IVROP works with both adult and high school student populations, but largely with high school age students in terms of actual courses offered. This is due to both legal (AB 2448) and practical (state budget crisis) matters.

### Age Groups Served (High Schools Students and Adults)

Age Group Distribution (ENR04 HS/Gender)	2007-08	2008-09	2009-10	2010-11
High School Age	1,501 or 78%	1,763 or 85%	1,839 or 87%	1,717 or 93%
Adults	413 or 22%	311 or 15%	276 or 13%	117 or 7%
<b>Total</b>	<b>1,914</b>	<b>2,074</b>	<b>2,115</b>	<b>1,834</b>

\* Exclude students with fewer than 20 course hours and dropped/transferred students.

The chart below provides enrollment numbers on our adult students for the last four years by industry sector.

## Adult Enrollment by Industry Sector

Industry Sector */**	2007-08	2008-09	2009-10	2010-11
Ag and Natural Resources	1	1	1	1
Arts, Media, and Entertainment	7	19	27	2
Building Trades and Construction	3	22	13	1
Education, Child Development, and Family Services	657	690	15	7
Energy and Utilities	10	25	73	65
Engineering and Design	49	3	n/a	1
Fashion and Interior Design	n/a	2	n/a	n/a
Finance and Business	17	14	14	6
Health Science and Medical Technology	55	158	148	53
Hospitality, Tourism, and Recreation	2	1	2	3
Information Technology	89	51	16	13
Manufacturing and Product Development	20	16	25	17
Marketing, Sales, and Service	110	46	17	n/a
Public Services	13	5	24	n/a
Transportation	19	13	6	2
<b>Total</b>	<b>1,052</b>	<b>1,066</b>	<b>381</b>	<b>171</b>

\* Excludes students with fewer than 20 course hours.

\*\* Unduplicated enrollment within a sector, but duplicated count for students in more than one sector.

The adult enrollment has gone down tremendously due to certain grant funding that is no longer available and the fact that our JPA has made a choice to allocate much of the available ROP designated funding to secondary coursework. Additional information can be found in the “Progress Report” as this is a significant change from our prior WASC visit. The implementation of AB 2448, the law mandating a reduction in ROP adult course offerings (down to a maximum of 10%), has also played a part in the enrollment changes. However, more than anything, the reality is the state budget crisis is what the members of our JPA are concerned about. Their first duty is to the K-12 students their districts serve and, when times are lean and “flexibility” is allowed, the choice to utilize what money there is for high school students is the one being made. The chart below provides course enrollment for the last four years by industry sector for secondary students in our program.

## Secondary Enrollment by Industry Sector

Industry Sector */**	2007-08	2008-09	2009-10	2010-11
Ag and Natural Resources	47	53	127	143
Arts, Media, and Entertainment	482	516	462	442
Building Trades and Construction	142	111	100	149
Education, Child Development, and Family Services	154	179	166	64
Energy and Utilities	16	74	87	56
Engineering and Design	83	59	44	26
Fashion and Interior Design	32	26	22	21
Finance and Business	60	114	104	114
Health Science and Medical Technology	147	314	324	360
Hospitality, Tourism, and Recreation	264	329	357	410
Information Technology	317	295	302	290
Manufacturing and Product Development	135	195	192	151
Marketing, Sales, and Service	187	195	153	82
Public Services	88	168	210	109
Transportation	183	146	118	114
<b>Total</b>	<b>2,337</b>	<b>2,774</b>	<b>2,768</b>	<b>2,531</b>

\* Excludes students with fewer than 20 course hours.

\*\* Unduplicated enrollment within a sector, but duplicated count for students in more than one sector.

Secondary course enrollment numbers have been fairly consistent. The slight dip in the most recent year can be attributed to more funds going directly to schools to assist with the economic woes and fewer funds being saved for implementation of ROP evening and/or summer courses.

For both the adult and secondary offerings, classes that align with areas of expected continued strength or growth, in terms of job openings, are being pursued. Health Science and Medical Technology offerings continue to remain a major focus, though the number of adults enrolled has decreased slightly. Additional efforts to offer courses in the energy/utilities area have been made as well. The *Hospitality, Tourism, Recreation sector* includes our Food Technology/Culinary arts courses, which have been consistently strong. Although, these are not specifically identified as areas for growth, this sector is clearly where a number of our students will get their first jobs if they are prepared. Knowledge of this industry combined with employability types of skills learned are a vital part of the offering, (which justifies the high numbers that exist for this sector). Similarly, our *Arts, Media, and Entertainment sector* includes Graphic Design and desktop publishing courses, both of which have numerous entry level connections/skills across industries. Additionally, three of the schools offering the Graphic Design class have had the course accepted for “A-G” credit with the University of California system, which tremendously benefits our students. Similarly, medical terminology at Brawley Union High School has been accepted for “G” elective

credit while the courses at Calexico and Imperial high schools are currently under consideration.

## The Staff That Serves our Students

For all of the IVROP classes, teacher class size averages around 22.2 students. The smallest class has one student and the largest has 40. Most classes operate on a 180-day calendar, with classes varying from one hour daily to three hours daily.

Below is the educational level of ROP teachers compared to all teachers within Imperial County. Given the different credentialing requirements for Career Technical Education Instructors, the gap between IVROP teachers and teachers county-wide (for bachelors and higher degrees) is not significant, there are no implications.

### ROP Teacher Educational Level 2010-11

<b>Educational Level</b> (Highest)	<b>ROP Teachers</b> (Information based on Teacher survey)	<b>Imperial County Teacher Education Level 2010-11</b> <a href="http://www.cde.ca.gov/dataquest">www.cde.ca.gov/dataquest</a>
High School Diploma	6 or 13.0%	n/a
Associates Degree (AA/AS)	4 or 8.7%	n/a
Bachelors Degree (BA/BS)	21 or 45.7%	991 or 59.0%
Masters Degree	11 or 23.9%	667 or 40%%
Doctorate Degree	n/a	8 or 0.5%
Other	4 or 8.7%	2 or 0.1%
<b>Total</b>	<b>46</b>	<b>1,668</b>

Below is a table depicting the educational levels of IVROP staff members. For the purposes of this chart it includes all IVROP employees that are not classroom instructors. There are no implications.

### Staff Educational Level

<b>Educational Level</b> (Highest)	<b>IVROP Staff</b>
High School Diploma	8 or 14.0%
Associates Degree (AA/AS)	16 or 28.1%
Bachelors Degree (BA/BS)	23 or 40.4%
Masters Degree	10 or 17.5%
Doctorate Degree	n/a
<b>Total</b>	<b>57</b>

\*(Information is based on Staff survey 2010-11; 4 blank responses for this area)

### Ethnicity Distribution

As of December 2011, there are 97 full and part-time members of the Imperial Valley ROP staff, including administrators, teachers (hired through IVROP), guidance technicians, counselors, case managers, support, and clerical staff. They range in ages from 18 to 65 with the average age being 37. Imperial Valley ROP employees have been employed with the organization for an average of 4.15 years. Following is a breakdown of staff by their ethnic backgrounds. There appears to be a fair balance of ethnic diversity among the IVROP staff with regard to the ethnic composition of our county. However, the ethnic diversity of IVROP teachers is not as well balanced.

***Implication: IVROP will continue to ensure that teachers receive diversity training to effectively educate and meet the needs of our students.***

**Staff Ethnicity - Based on 2010-11 Program Year, 107 full and part time staff**

<b>Ethnicity Distribution *</b>	<b>IVROP Teachers</b> (Information based on Teacher survey)	<b>IVROP Project/ Administrative Staff</b> (Information based on Staff survey)	<b>All IVROP Teachers &amp; Staff</b>	<b>Imperial County 2010-11 Teachers &amp; Classified Staff</b> ( <a href="http://www.cde.ca.gov/dataques">www.cde.ca.gov/dataques</a> )
American Indian/Alaskan Native	2 or 4.3%	0	2 or 1.9%	14 or 0.4%
African American	1 or 2.2%	1 or 1.6%	2 or 1.9%	46 or 1.3%
Asian	0	0	0	20 or 0.6%
Filipino	0	0	0	4 or 1.1%
Hispanic	17 or 37.0%	52 or 85.2%	69 or 64.5%	2,703 or 75.1%
Pacific Islander	0	0	0	3 or 0.1%
Other	4 or 8.7%	2 or 3.3%	6 or 5.6%	7 or 0.2%
<i>Minorities Subtotal</i>	<i>24 or 52.2%</i>	<i>55 or 90.2%</i>	<i>79 or 73.8%</i>	<i>2,833 or 78.7%</i>
White	22 or 47.8%	6 or 9.8%	28 or 26.2%	768 or 21.3%
<b>Total</b>	<b>46</b>	<b>61</b>	<b>107</b>	<b>3,601</b>

\*The designation of Teachers vs. Project/Administrative Staff is the difference between those who work in IVROP administrative offices and are grant funded and teachers who generally work at school sites and are not usually grant funded.

**Governance Structure**

The organizational structure (governance team) and leadership for IVROP consist of the following people: seven board members who represent each of the seven school districts which belong to the JPA; a representative from the ICOE; and the IVROP Superintendent, Mary N. Camacho.

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

The governing body has adopted policies and procedures which promote efficiency in the daily operation and delivery of services to all stakeholders (i.e., students, [Imperial Valley Regional Occupational Program](#)

faculty, employers, etc.). Policies and procedures are reviewed on an annual basis to ensure all information is current, relevant and supports student learning.

### **Expected Student Learning Results (ESLRs)**

Our ESLRs have been developed based upon our student and Community Profiles along with other information gleaned from advisory committee recommendations, community surveys, and workforce forums. Each ESLR is designed to strengthen any shortcomings or deficiencies which have been identified through analysis of our profile. For instance, *effective communicators* came about examining data which indicated 55% of our student population is not English language proficient. This ESLR helps promote the use of verbal and written forms of communication in given situations. Also, we developed the *responsible individuals* ESLR based upon the fact that only 64.3% of our adult population has a high school diploma. The intent of this ESLR was to promote educational and career goals. All stakeholders including teachers and staff members have provided input in the development of the ESLRs to ensure they reflect the needs of the community and workforce, and that they are measurable and attainable. The ESLRs are found below.

### **ESLRs – Expected Student Learning Results**

<i>Upon completion of the planned program, students will be:</i>	
<b>Responsible Individuals who:</b>	<ul style="list-style-type: none"> <li>• Set and pursue educational and career goals.</li> <li>• Abide by school, community, and workplace rules, laws, and regulations.</li> <li>• Become aware and contribute positively to environmental and global issues.</li> </ul>
<b>Interpersonal Learners who:</b>	<ul style="list-style-type: none"> <li>• Possess an appropriate work ethic.</li> <li>• Dress and act professionally.</li> </ul>
<b>Effective Communicators who:</b>	<ul style="list-style-type: none"> <li>• Use verbal, written, artistic, and technological forms of communication appropriate to the given situation.</li> <li>• Demonstrate career skills.</li> </ul>
<b>Technological Producers who:</b>	<ul style="list-style-type: none"> <li>• Use appropriate resources to complete a task.</li> <li>• Create projects which reflect originality and high standards.</li> <li>• Define, assess, accomplish, adjust, and evaluate intended results.</li> </ul>
<b>Problem Solvers who:</b>	<ul style="list-style-type: none"> <li>• Are self-motivated.</li> <li>• Adapt to and deal with change.</li> <li>• Demonstrate critical thinking skills.</li> <li>• Apply skills to a variety of situations.</li> </ul>

# COMMUNITY INFORMATION

Imperial County, the last county formed in California, was created in 1907. Imperial County is comprised of 4,174 square miles and it is located in the most southeastern corner of the state. Surrounding counties include San Diego to the west, Riverside to the north and Yuma (Arizona) to the east. Imperial's southern border is shared with Mexicali, Mexico.

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

## **Demographics**

The statistics below are representative of the communities and the population served in Imperial County. (Sources: U.S. Census 2010 and California Employment Development Department)

- Imperial County population 174,258
- 80.4% are Hispanic or Latino
- 12.8% are White (Not of Hispanic Origin)
- 3.3% are Black
- 1.8% American Indian/Alaska Native
- 1.6% are Asian
- 4.4% reporting 2 or more races
- 70.8% of population (ages 5+) speaks a language other than English at home, State average is 42.2%
- 63.4% High School Graduates (for persons age 25+), State average is 80.5%
- \$37,846 Median household income (2009), State average is \$58,925
- 72.9% of youth in our county are on free and reduced lunch, State average is 56.7%
- 11.9% of individuals with a Bachelor's Degree or higher, State average is 29.7%
- 22.8% poverty level, State average is 14.2%

## **Economic Base**

The population of Imperial County is extremely economically disadvantaged. For most of the year, Imperial County has the highest unemployment rate for any region in the nation. For 2010, the average unemployment rate was 29.7%.

According to the latest unemployment figures published by the Employment Development Department (EDD) in October 2011, the unemployment rate is at 28.9%; our area's rate is over 2½ times the statewide average. If you combine this year's expected annual unemployment (29%+) and the two previous years, our unemployment rate over the past three years is 28.8%.

### Employment Trends

Imperial County is, historically, an agricultural based community, with 18% of the workforce employed by agriculture. Presently, the public sector/government (largely due to the border patrol and several state prisons) employs a large percentage of the population (36%). There are new industries which are, and promise to be, growing in the future. The renewable energy industry – already well established with the geothermal operating plants of Cal Energy and Ormat – is growing significantly due to California's laws requiring 20% and then 30% of public utility companies' portfolio come from renewable energy. There is so much renewable energy (solar, wind, biofuels) expected to come from the Imperial Valley that the San Diego Gas and Electric Company has constructed the Sunrise Powerlink (transmission lines) from San Diego to the Imperial Valley with this expressed intent.

### Employment Projections

(Per the Employment Development Department – LMI Reports)

2008-2018 Industry Sector Employment Levels



According to California Labor Market Information Division (LMI), the non-farm occupations with the greatest projected growth (in terms of absolute numbers of job openings) are in *Government, Education Services, Health Care and Social Assistance, and Retail Trade*. It is estimated that these three sectors will account for 65% of the job growth in the non-farm employment. Three of the fastest

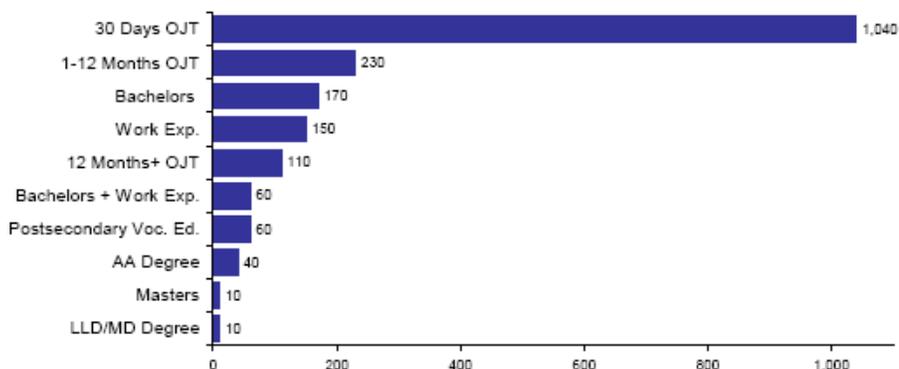
growing occupations within the *Health Care* sector include Home Health Aides, Medical Assistants, and Dental Assistants, all of which are courses offered by IVROP.

Given the industry sector information regarding course enrollment (in *Student Enrollment* section), it is clear that IVROP is already making a concerted effort in the health care arena. Currently, there are a number of places to potentially employ individuals participating in these health-care training classes and/or programs. *Education Services* was identified as an area of projected growth and IVROP course offerings include Careers with Children, which falls in the *Education sector*. We do not have other offerings in this area at this time but some of the growth in this area is believed to be from the expansion in the health care sector. For the *Government* sector, the courses offered have been in the protective services arena, which include fire science, criminal justice, and law enforcement. This focus seems appropriate given that many government jobs make up the large existing and projected numbers found in the prisons and border patrol institutions in our community. For the *Farm* sector, which is large but not growing at the rate of the fastest growing areas, IVROP's agriculture offerings, Ag Mechanics and Vet Science serve as completer/capstone courses at the high schools where they are offered. There are a number of other agriculture classes that are part of these pathways. These definitely provide an ample amount of opportunity for career technical education courses in this sector. Finally, given the large *Retail Trade* sector with expected growth, our offerings in this sector are/have been quite limited.

***Implication*** – *Given the limited course offerings in retail trades, IVROP needs to survey local retailers to determine the types of skills and expected growth in this field. Additionally, IVROP needs to work with our JPA districts which are looking to change offerings so they may reconsider offering retail trades oriented courses with the necessary updates/components identified by industry.*

The EDD LMI data also reports that, among the fastest growing occupations, three out of four occupations require technical training or less; and have wages ranging from \$9.05 to \$27.58 per hour. To emphasize this, the chart below highlights the average annual job openings by education and training level. On-the-job skill training clearly makes up the majority of job openings. Students leaving high school must be ready for employment along with general job readiness component and the skills to execute tasks which cross industry sectors.

Average Annual Job Openings by Education and Training Level



***Implication*** – *IVROP needs to continue to emphasize basic employability/job readiness types of skills in all courses. IVROP can continue to collaborate with industry to ensure that the basic employability/job readiness skills are taught and assessed to industry satisfaction.*

## Major Issues Unique to Area

### Training Cutbacks

The local Workforce Investment Board and the Imperial County One-Stop Centers have been cut by 50% in their training dollars. While this may not be unique to our area, it is a major issue and, in a county with the highest unemployment in the state already, this may have some unique consequences. IVROP has many grant funded projects designed to supplement and complement our courses, and we often look to Workforce Investment Act funding as a way to achieve this.

### Business Community

IVROP values its partnership with the business community, and it encourages its staff to engage and network with said community. IVROP staff is active in the Imperial Valley Employer Advisory Council, which is hosted by the local EDD. Teachers are required to meet semi-annually with an IVROP Employer Advisory Board comprised of members of the business sector representing the course taught. This committee advises the teacher of the validity of the curriculum and offers advice about emerging industry trends. This partnership offers IVROP invaluable industry information and an ability to provide an effective curriculum.

In addition, IVROP is an active and participating member of all the local chambers of commerce. IVROP is also an active member of both local and statewide economic and workforce development entities such as the Overall Economic Development Corporation, the California Workforce Association, and Imperial Valley Economic Development Corporation.

**Implication: To continue to provide high-demand, high-skill job training, IVROP needs to maintain and expand business and community partnerships. These partnerships will enhance opportunities for all parties to benefit from additional funds that may be sought through collaborative efforts.**

# THE STUDENTS WE SERVE

## Student Learning Data

While API data (for the schools IVROP serves) is based primarily on academic (not career technical) assessment data, IVROP students are enrolled in these courses too. API scores (2008-11) for each district served are included here. While improvement can be seen across the board, only 1 of 8 high schools has made the statewide target of 800 and 6 of the 8 schools are in various levels/years of Program Improvement (PI) status.

## API Data for High Schools Served

High School	School District	2008	2009	2010	2011	Current PI Status
Brawley Union HS	Brawley Union High SD	702	706	718	758	Year 2
Calexico HS	Calexico Unified SD	657	685	E	678	Year 2
Calipatria HS	Calipatria Unified SD	716	708	743	766	Not in PI
Central Union HS	Central Union High SD	697	705	729	758	Year 1
Southwest HS	Central Union High SD	685	696	723	739	Year 2
Holtville HS	Holtville Unified SD	726	723	725	707	Year 2
Imperial HS	Imperial Unified SD	802	804	822	814	Not in PI
San Pasqual HS	San Pasqual Valley Unified SD	626	639	634	621*	Year 1

\* = Failed to test a significant number of students    E = Earthquake - School did not Test

As indicated by the chart, some schools made overall growth targets and are still in program improvement because of subgroups (minorities, English Learners, etc.) since they did not meet the more specific growth targets. Schools are looking for ways to support all groups in every class to make sure they continue to improve and stay out of Program Improvement. The Program Improvement status of schools, which is often earned for failure to make adequate progress for all subgroups (minority populations/English Learners being the most common), is significant. In addition, the chart below indicates there are more English Learners in Imperial County when compared to the state average.

English Learners	2007-08	2008-09	2009-10	2010-11
Imperial County English Learners	42.5%	42.4%	41.8%	35.9%
State English Learners	24.7%	24.2%	23.7%	16.9%

Additional data indicates that our county has a greater number of students scoring below the Proficient Level in Language Arts as compared to the state average.

<b>Language Arts Percent Proficient</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Imperial County Language Arts Percent Proficient or above	39%	42%	46%	45%
State Language Arts Percent Proficient or above	46%	50%	52%	54%

***Implication*** – *IVROP can support schools by targeting/planning for the explicit integration of the academic skills (Language Arts, Mathematics, and Science as identified in the CTE Foundation Standards) in its courses.*

***Implication*** – *IVROP can work together with schools to incorporate their planned program improvements for these specific populations, making sure the ROP courses are doing everything possible to be part of the solution for increasing student academic achievement.*

Another indicator of success for career technical education courses and the students enrolled in them is articulated credit with community colleges. IVROP has recently articulated a number of our courses with Imperial Valley College. The chart below indicates those articulated courses for which credit-by-exam were set up this past year and the results for each.

### **Articulated Courses 2010-11 Program Year**

<b>Articulated Coursework</b>	<b>Students Tested</b>	<b>Students Passed</b>	<b>% Passed</b>
HS – Medical Terminology (two schools) to IVC – Medical Terminology (3 units)	40	15	37%
HS – Ag Fabrications/Welding/Ag Mechanics to IVC – Basic Shop Skills (3 units)	4	4	100%
HS – Computerized Office Systems and Community Office Occupations to IVC – Microsoft Word1 (1 unit)	30	29	96%
HS - Computerized Office Systems and Community Office Occupations to IVC - Microsoft Excel 1 (1 unit)	30	11	36%
HS – Community Office Occupations to IVC – Keyboarding (1 unit)	8	5	62%
HS – Construction and Building Technology to IVC – Building Construction Methods & Materials (3 units)	6	6	100%
HS – Accounting to IVC – Practical Accounting (3 units)	15	4	26%
HS – Nursing Assistant (CNA) to IVC – Health Assistant (3 units)	9	9	100%
<b>Totals</b>	<b>142</b>	<b>83</b>	<b>58%</b>

The data speaks for itself as 58% of students who tested passed and, for some courses, the percentages are either very high or very low. Other information relevant to this data is that the number of students who were eligible/enrolled in

some of these courses was much higher than the number of students testing. Often the percentage of students testing for a course was less than 50% of those who could have tested. An immediate follow-up with teachers (who surveyed students) at the end of the year, indicated that reasons for the students not taking the tests varied. For Basic Shop Skills, the fact that the test was on a Saturday apparently had the most to do with the low turnout. In the case of our Nursing Assistant students, the fact that the credit-by-exam date was so close to the actual state certification tests seems to have played a role. In all cases, more notice about the credit-by-exam opportunity and the value of this opportunity seems to be needed.

***Implication – IVROP can improve the articulation process by working together with instructors and the college to ensure students are knowledgeable about the articulation process and the significance (ensure understanding of the necessity of credit-by-exam and preparing for the exam).***

Grades are usually considered the traditional data measuring success in academic courses. This information has been provided as another measurement to help assist with determining student learning.

**Grades for All IVROP Courses (all Industry Sectors combined)**

Year	Total Grades	A	B	C	D	F
2008-09	3,259	1,503 46%	1,066 33%	482 15%	149 5%	59 2%
2009-10	3,261	1,477 45%	1,011 31%	554 17%	152 5%	67 2%
2010-11	3,116	1,389 44%	957 31%	561 18%	126 4%	83 3%

The chart above is based primarily on secondary students (98%) who receive grades in ROP classes. Adults do not generally receive grades for ROP courses. However, when they are in a class with mainly secondary students they may receive a letter grade. Although the record of performance for adults is detailed in the industry recognized IVROP certificates (and State/National Certificates/Licensures).

The data on grades illustrates that we do not have a traditional Bell curve taking place. There are a large number of As and Bs being awarded each year. As for trends, the amount/percentage of As and Bs has actually decreased over the last 3 years (2008-09 – 79% of the grades were As and Bs; 2009-10 it was 76%, and 2010-11 it was 75%). One rationale for the high numbers, based on initial teacher meetings examining the profile data is that since students choose to be in ROP classes (they are not forced to take them) they are likely to do better. It makes a

certain amount of sense for this interest to equate to better overall grades. This can also be supported with survey data from the Student Evaluation of the Program indicating that students enjoy and are interested in our classes. Something else that could give further credibility to the good grades, that we do not have evidence of to include in this profile, are common rubrics for common assessments. For instance, students doing a presentation for a safety unit course could be graded – outside of the content knowledge – in much the same way as a student for an auto shop would be graded. Similarly, *reading for information* assignments are common across sectors.

***Implication*** – *IVROP can expand on developing common rubrics for all instructors for assessments which are common to all sectors (further validating the grading/assessment process).*

Another measure of success for career technical education courses are the number of students receiving IVROP industry recognized certificates and State/National licensures or certifications.

IVROP students receive a certificate of either partial competency or completion when they complete at least 100 hours of instruction. This certificate highlights their degrees of proficiency in a variety of competencies. The chart below reflects that 84 percent of students earned an IVROP certificate in recent years.

<b>Students Earning a Certificate *</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Enrollment	1,914	2,074	2,115	1,834
Students Earning a Certificate	1,270	1,192	1,823	1,547
Percent	66%	57%	86%	84%

\* Excluded students with fewer than 20 hours, dropped, and transferred students.

IVROP high school and adult students earn State and National licensures and certifications as indicated in the chart below.

### **State Licensures/Certificates (Adults)**

<b>Nursing Assistant</b>	<b>Certification: Nurse Assistant Certification from the Licensing and Certification Program Aide and Technician Certification Section (ATCS), California Department of Public Health Services</b>		
2008-09	23 enrolled	20 passed	87%
2009-10	13 enrolled	13 passed	100%
2010-11	31 enrolled	14 passed (results pending)	Results Pending
<b>Truck Driver</b>	<b>Licensure: Commercial Driver License Class A with Endorsement from the California Department of Motor Vehicles</b>		
2008-09	12 enrolled	12 passed	100%
2009-10	7 enrolled	7 passed	100%
2010-11	18 enrolled	15 passed	83%
<b>Security Guard</b>	<b>Licensure: Security Guard License and Firearms Permit from the Bureau of Security and Investigative Services (BSIS), State and Consumer Services Agency, Department of Consumer Affairs</b>		
2008-09	28 enrolled	28 passed	100%
2009-10	n/a	n/a	n/a
2010-11	46 enrolled	43 passed	93%

<b>Pharmacy Technician</b>	<b>Licensure: Pharmacy Technician License from the California State Board of Pharmacy, State and Consumer Services Agency, Department of Consumer Affairs</b>		
2008-09	112 enrolled	97 passed	87%
2009-10	78 enrolled	72 passed	92%
2010-11	15 (exclude from total)	(class overlaps years - still in session)	n/a
<b>NCLEX RN Mentorship</b>	<b>Licensure: Registered Nurse License from the California Board of Registered Nursing, Department of Consumer Affairs</b>		
2008-09	20 enrolled	17 passed	85%
2009-10	18 enrolled	17 passed	94%
2010-11	14 enrolled	10 passed; 3 pending	% pending

### State Licensure/Certificates (High School)

<b>Nursing Assistant</b>	<b>Certification: Nurse Assistant Certification from the Licensing and Certification Program Aide and Technician Certification Section (ATCS), California Department of Public Health Services</b>		
2008-09	25 enrolled	25 passed	100%
2009-10	31 enrolled	29 passed	94%
2010-11	40 enrolled	38 passed	95%

<b>Pharmacy Technician</b>	<b>Licensure: Pharmacy Technician License from the California State Board of Pharmacy, State and Consumer Services Agency, Department of Consumer Affairs</b>		
2008-09	8 enrolled	4 passed	50%
2009-10	16 enrolled	12 passed	75%
2010-11	21 enrolled	19 passed	90%

Additional tools used by staff based on recommendations from their funding source are:

The Test for Adult Basic Education (TABE) assessment tool is used to certify the adult client for specific WIA training eligibility. Typically, any adult client who is interested in receiving a WIA training referral must score a minimum of 9<sup>th</sup> grade level in both Reading and Mathematics. Some training programs may require high scores.

Below is data for those taking the TABE and Graduation Equivalency Diploma (GED) during the last three years for a WIA youth program. This data reflects the number of students that have passed the TABE and/or GED. The number of out of school youth needing to pass the TABE or GED reflects that youth have not met the performance measure as required by the funding source. These youth continue to be eligible for services until they pass the TABE and GED. The project provides supportive services, tutoring, etc., to assist the youth with basic skill attainment.

Status	TABE			GED		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Passed	12	46	13	2	6	2
Need to Pass	43	61	30	3	6	5

IVROP follows up on seniors and adults completing their programs (receiving certificates) each year and the results are part of a Student Placement Report. The report is for the purpose of determining positive placement, defined as being part of any one of 4 of the 6 categories respondents choose from (Entered Military Service, Further Education or Training, and Employed in Related Occupation,

Employed in Unrelated Occupation). *Unemployed* and *Other* are the other, not positive, choices.

### Follow-Up Status / Positive Placement of Completers

Enrollment Year	*Entered Military	*Further Ed. or Training	*Employed (related)	*Employed (unrelated)	Un-Employed	Other	Positive Placement
2007-2008	2%	63%	10%	10%	13%	2%	85%
2008-2009	.5%	66%	9%	8%	14%	2.5%	83.5%
2009-2010	1%	71%	6%	3%	11%	8%	81%
Average	1%	66.5%	8.5%	7%	12%	5%	83%

Positive Placement has remained high for IVROP students (83% three year average), though one can see a decrease overall in the last 3 years. It is also clear that more students are continuing with further education or training and less students are going directly into employment, as has been a nationwide trend, most likely due to the tough job market.

IVROP has conducted a Student Evaluation of Program for the last 18 years and has seen a favorable trend in how students perceive the skills they have obtained and how it relates to their future plans.

### Student Evaluation of the Program

Student Exit Survey – partial results	2008-09	2009-10	2010-11
When you finish the program, do you think you will have the skills to get a job in this line of work?	Yes 86%	Yes 86%	Yes 86%
What do you plan to do after completing your IVROP class? <u>Response:</u> Be both employed and obtain further education or training	80%	79%	76%

Student Evaluation data together with the Follow-Up Data confirms the continued need to study and adapt to the needs of our local job market and work together with local postsecondary educational institutions. Students clearly feel prepared for the work force and want to both further their education and gain employment. Given that discussion of the job market and preparing our students for it is one of the goals of existing advisory committees, and that IVROP works on many projects with the One-Stop/Workforce Investment Board and our local community college; there would be no new implication in this data as these are goals already, but continuing with these goals is certainly confirmed by this data.

### Student Support Services/Recognition Information

IVROP is proud of the great work it does in the area of student support and can point to several specific examples of recognition. Annually, IVROP hosts a Student Recognition Showcase which highlights the achievements of ROP

students/participants in classes and projects. Students recognized receive a gift card, a plaque, a medal and a sticker on their IVROP certificate indicating they are an Outstanding Student. All sophomore students, their parents, and the community are invited to attend the event and learn about the different IVROP classes and projects. Each class/project is provided with space to display services, student work, and provide information to those in attendance. Many of the elected officials in our county attend the event along with most of the IVROP Board members. In the past five years, we added two additional categories to the awards. A total of 31 employers have received recognition as Outstanding Employers for their involvement during that year as an advisory committee member, new course development, speaker/presenter on career days and an exemplary employer. The newest category is for an IVROP Outstanding Alumni where four individuals have received recognition.

Within IVROP and the school districts, there are a number of support services for students to achieve the ESLRs. IVROP employs three guidance technicians that serve as liaisons to the seven school districts and the Imperial County Office of Education. In their role as liaisons, they provide the ROP teachers with technical support, classroom presentations, assistance with the employability curriculum, portfolios and career assessments. The technicians also help with career fairs at individual school sites that provide students with information related to job duties and educational requirements on a variety of different careers. In addition to the school career fairs, IVROP has for the last twelve years, hosted a career day for most junior high/middle school students throughout the Imperial Valley. This event draws over 500 youth from all over Imperial County and is very meaningful for those students who are from a small school district which has no career day. The guidance technicians, along with the Workability technician, have been responsible for planning, organizing, and implementing this major undertaking.

IVROP also has a community foundation, IVROPCF or the Imperial Valley Regional Occupational Program Community Foundation. For the last three years the foundation's major fundraiser, Dancing With The Stars, has been a great success and is well known throughout the Valley. The proceeds of this (not to mention the proceeds from the snack shack in IVROP's lounge) are used to provide scholarships for students in the Valley. Last year, over \$12,000 in scholarships were given out to high school seniors.

IVROP's efforts to support students in their endeavors can be readily recognized at every turn. Our grant funded projects often include a counseling element and supportive services often include more attention to education/career counseling and opportunities (field trips, PSAT practice, etc.). Our SB70 project, a collaborative grant with Imperial Valley College and College of the Desert, has allowed us to [\*Imperial Valley Regional Occupational Program\*](#)

provide guidance technician services and a 10-Day College/Career Curriculum to targeted middle schools (5) for the last four years. This project also allows for support of the articulation process and developing clearer programs of study and curriculum development for targeted industry sectors. The results of all of these efforts (articulated courses, program of study documents, new courses, etc.) end up being shared with our guidance technicians and counselors at each school site to be passed on to the students we serve.

It is in the spirit of supporting students in every way, that our leadership team has looked at the data in this Community Profile and identified key implications.

### **Key Implications –**

District/School Academic Improvement – IVROP can support JPA schools/districts in improving scores on core academic subjects measured on standardized assessments by working with schools to capture the data for students in ROP courses (so growth can be measured) and integrating schoolwide strategies for implementation related to the foundational academic standards which are taught in each individual course.

### Labor Market Information/Skills –

1. IVROP needs to identify specific jobs/skills within the identified growing markets to ensure they are taught in our corresponding courses, to give students the best opportunities for future employment.
2. Since so much job growth is predicted as general and including on the job training, IVROP needs to continue to emphasize and strengthen its emphasis on basic employability/job readiness skills in all course offerings.

Common Assessments/Consistency – IVROP can provide consistency across sectors and all IVROP courses by developing rubrics for areas that are assessed for every course (presentations, reading for information, etc.). This effort will further support district/school academic improvement since the areas that are common across sectors/courses often involve activities which involve language arts applications (communication, reading, writing).

Post-Secondary Opportunities – IVROP can support ongoing articulation efforts and post-secondary interest by carefully communicating the articulation process with its instructors and students.

## **CHAPTER II: Progress Report**

### **Procedures for Implementation and Monitoring of the Action Plan**

IVROP has established procedures that ensure regular monitoring of the annual progress report and the third-year report by the leadership team, staff, teachers, business partners, and the governing board. Community business partners, as well as attending IVROP staff and instructors, receive an update on the Action Plan items during the bi-annual advisory committee meetings. Teachers are also involved in meaningful discussions at the teacher meetings held twice a year and at other smaller, informal teacher meetings. This process has helped teachers stay involved and participate in events/tasks necessary to complete the growth areas on the Action Plan. The governing board and staff attending, receive a monthly update on WASC-related activities and outcomes that demonstrate progress toward completing the tasks. When presenting the ESLR 101 Workshop for new employees, we include the reasons why we present the information at the workshop, what was included in the action plan, and how it relates to all IVROP employees.

### **Accomplishment of the Action Plan Key Issues and Connection to ESLRs – Expected Student Learning Results**

*1. Develop a standardized procedure for promoting, incorporating, and implementing high state and Career Technical Education – CTE standards in all ROP courses.*

One hundred percent (100%) of our courses will have outlines that are aligned to California's CTE standards in time for the WASC Self-Study visit (a few outlines without standards are currently posted). Follow-up on academically-oriented CTE standards to be reinforced will continue. The review of such outlines is a standard part of all advisory meetings and is included in some professional/curriculum development opportunities. This work has included attention to developing outlines and lesson plans that are aligned with CTE standards, which includes attention to reinforcement of the mathematics and language arts foundational standards, and all are part of the Industry sector's career technical standards. Copies of the frameworks and/or relevant sections for those in attendance have been available at professional development efforts. Electronic versions, as well as access to the website link, were made available to teachers.

The work involved in promoting, incorporating, and implementing CTE standards in ROP courses contributes to the attainment of our Expected Student Learning Results (ESLRs). The outlines for our courses are in a format that permits major units of instruction to be aligned with both the ESLRs that best fit with the section and the CTE standards that apply to it. Thus, the standards that go with a section are aligned to specific ESLRs, which make it easier for teachers to prepare and make that connection in their instruction.

*2. Identify courses meeting “a-g” and/or articulation requirements and submit to proper entities for approval.*

As detailed in our final Tech Prep report for 2010-11, IVROP has made significant progress over the last two years in securing articulation agreements with our local community college, Imperial Valley College (IVC). The chart below indicates what high school courses actually had credit-by-exam set-up this last year—the only way an articulation is of any good to our students—and how many actually passed. In addition, IVC has allowed us to work with our students and help get back the paperwork necessary for them to apply for the credit—which is also a first. We anticipate that most of these students who attend IVC will actually apply for, and receive, the college credit.

<b>Articulated Coursework with Imperial Valley College</b>	<b># Students Tested 2010- 11</b>	<b># Students Passed 2010- 11</b>
HS – Medical Terminology (two schools) to IVC – Medical Terminology (3 units)	40	15
HS – Ag Fab/Welding/Ag Mech to IVC – Basic Shop Skills (3 units)	4	4
HS – Computerized Office Systems and Community Office Occupations to IVC – Microsoft Word 1 (1 unit)	30	29
HS - Computerized Office Systems and Community Office Occupations to IVC - Microsoft Excel 1 (1 unit)	30	11
HS – Community Office Occupations to IVC – Keyboarding (1 unit)	8	5
HS – Construction & Building Technology to IVC – Building Construction Methods and Materials (3 units)	6	6
HS – Accounting to IVC – Practical Accounting (3 units)	15	4
HS – Nursing Assistant to IVC – Health Assistant (3 units)	9	9
<b>Totals</b>	<b>142</b>	<b>83</b>

Courses that have received A-G approval at our different school sites are Medical Terminology (at Brawley High) and Graphic Design (at Imperial, Brawley, and Calipatria). No other IVROP course currently has A-G certification. This action plan item has not been as successful as we had hoped because there is not a specific mark to aim for unless a similar course has already been articulated when submitting for A-G approval. We can only write-up the existing course in a way that would seem to meet the requirements of rigor alluded to in the guidelines for submission of CTE courses. However, the University of California website does list many resources and we have provided that information to interested teachers to provide them opportunities for training on submitting A-G course applications. We have encouraged attendance at strands of professional development offered that deal with this subject. As of this time, we have not had any teachers working on one of the statewide groups and we look forward to this opportunity in the near future.

It is most important for instructors and others to use the Problem Solvers ESLR when addressing the A-G criteria. This ESLR should be helpful in describing how the course that is to be certified assists in developing critical thinking skills. For the articulations, the rigor of the high school course is always the question, so the Problem Solvers ESLR is important again, but the other ESLRs do receive attention, as well. For example, the ESLR *Responsible Individuals who set and pursue professional goals* was strongly emphasized to teachers because the receipt of credit for an articulated course is based on credit-by-exam and they could reinforce it with their students in preparing for these end-of-year tests.

*3. Work with school districts in the JPA to help develop a plan to ensure that resources are utilized to maintain relevancy of ROP courses with industry standards.*

Some of the action steps for this goal were to utilize our existing advisory meetings to continue to obtain relevant industry input on needs for each program (supplies/materials, etc.) and to pass it on to school sites and instructors. This part of the action plan was put into effect during year one and continues to the present. An allocation plan for ROP dollars is in place, and continues to exist, as well. However, the statewide fiscal crisis in education and the Tier III flexibility have hindered our ability to ensure that ROP resources are used to maintain relevancy in ROP courses. At this time, it would be presumptuous of us to tell districts how they should go about spending their money. Instead, we have had conversations with districts about the ROP budget and how they can best use their ROP dollars. We are working in an advisory capacity rather than propose a particular plan that the districts should adhere to. Our *plan* is to ensure our instructors are able to clearly convey to their administration the real costs involved in running the program and

to work with them on ways to make it run most efficiently. In this manner, the particular course might continue to be part of the offerings, although any school may choose to use that money to cover other educational costs—even drop the course. On a positive note, though, none of the districts have withdrawn from the JPA and only one district has reduced its ROP course offerings.

*4. Design a plan for ensuring that project-funded staff members have an understanding of the ESLRs and how to integrate them into their project goals and objectives.*

The rationale for this action item was to ensure participant attainment of the ESLRs, share the vision and goals of IVROP, and to communicate the importance of ESLRs to IVROP employees—including the key role the employees play in supporting them. Completion of this objective was to be measured by the development of an employee orientation packet of the ESLRs and a professional development calendar for periodic overviews. All steps of this action plan have been completed, with ongoing follow-ups in some areas. Through 2010, all IVROP students and participants received an IVROP student folder with the Expected Student Learning Results and the IVROP Vision Statement printed on each side of the folder. This practice was discontinued due to budget cuts. However, the IVROP Vision Statement/ESLRs posters are now prominently displayed in each classroom or project office/classroom area, where it is readily available for staff and student participants to view. Additionally, guidance technicians and staff provide presentations on the ESLRs and Vision Statement to each class/project participant. Teachers, guidance technicians, and project staff discuss examples of the ESLRs during these presentations and project activities.

Furthermore, IVROP provides new employees with interactive training on the meaning of the ESLRs, along with examples of how to incorporate the ESLRs into their project activities. All programs have developed a form specifically for their project that identifies the performance objective, method of measurement/assessment, plan for implementation, and method of documentation and reporting. The content on the form is reviewed by the project staff on an annual basis. This year, management staff underwent training on how to present the ROP goals, visions, and ESLRs to their own staff, and how to align their activities to the ESLRs in a revised format; after which, they presented their own project staff with the material. In the future, every new IVROP employees will receive this training and management will place discussion of the ESLRs on their staff meeting agendas—this will help staff infuse the ESLRs in all of their activities.

## **Key Issues Not in Action Plan**

There were no Key Issues that we identified that are not currently part of the Action Plan. All Action Plan items that contained areas for follow-up have been included above.

### **Action Plan's Impact on Student Learning**

Work completed in relation to the action plan has ensured a connection to, and the reinforcement of, academics and work based skills in our curriculum. As indicated by the Carl D. Perkins Core Indicator data, academic achievement for our secondary students is significantly higher than state averages, as are the attainment of technical skills for adults. Our follow-up data on completers indicates that the vast majority have been positively placed (entered military, furthering education, training, or employed). The work that our instructors and program managers have put forth by making sure the ESLRs are incorporated into curriculum and project goals is likely a major reason for our continued success in these areas. Couple this with the work done to align outlines with CTE and reinforced academic standards, and it is clear that our teachers and staff are committed to high standards and quality programs. IVROP leadership continues to be dedicated to providing students, teachers, and businesses with the tools, resources, and flexibility that will help ensure the success of all students.

### **Significant Developments**

One significant development that has had a major impact on our course offerings since the last visit is the fiscal crisis in California—specifically, in education. The moving of Regional Occupational Program-ROP funding to Tier III, “flexibility,” puts all ROPs in a precarious position and, in IVROP’s case, has definitely led to fewer adult course offerings and/or openings in ADA funded classes. Because the schools in our joint powers agreement are operating on ever-tightening budgets, we have heeded the insistence that preference be given to secondary student enrollment, which has resulted in fewer offerings for adults. While grants and Individual Training Accounts with Workforce Investment Act funds allow us the ability to offer *some* adult offerings, others of our CalWORKs grant-funded courses are no longer offered. This compounds the lack of adult offerings and, consequently results in less Carl D. Perkins adult funding than before (\$97,000 in 2009-10 school year to just under \$12,000 for 2010-11).

## CHAPTER III: Response to the WASC Criteria

### CRITERION 1 - Institutional Mission and Schoolwide Learner Outcomes

The institution demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Expected Schoolwide Learning Results are developed and reviewed annually to ensure that they are current and relevant.

**Indicator 1.1** - *IVROP has a statement of mission that defines its broad educational purposes, its intended student population, and its commitment to high levels of student learning.*

Findings	Evidence
<p><i>In what ways does the mission statement reflect the institution's commitment to high levels of student learning?</i></p> <p>With the latest revision that occurred in 2009-2010, all IVROP stakeholders were invited to participate in the review and revision of the Vision Statement. Input was received from IVROP staff members, teachers, students, parents, and community members. Their task was to review the existing statement and revise as needed to ensure a clear statement of purpose which reflected IVROP's beliefs and philosophy while encompassing research-based knowledge about teaching and learning. Through the involvement of stakeholders, along with the intent of legislators, the board, and the superintendent, the statement was finalized as follows:</p> <p><b><u>Vision Statement:</u> The Imperial Valley Regional Occupational Program is dedicated to developing and providing quality training, career, technological, and educational services. These programs will meet the needs of all students empowering them to become successful contributing members of a global society.</b></p> <p>The mission statement reflects the institution's</p>	<p>Teacher meeting agenda &amp; sign in sheets</p> <p>Advisory committee agenda &amp; minutes</p> <p>IVROP Board Meeting minutes</p> <p>IVROP Vision Statement</p> <p>IVROP Website</p> <p>IVROP goals and objectives</p>

Findings	Evidence
<p>commitment to high levels of student learning in its qualifying of the various forms of educational services with the word “quality,” receiving further definition from the ESLRs. These are expanded on in later sections. Our Vision statement is commonly posted (in every classroom and at IVROP work sites) with the ESLRs right below it, emphasizing the relationship between the two. In a similar way, the inclusion of wording stating that we are “empowering” students to become “successful contributing members of society” also suggests commitment to a high level of learning. Instructors, project managers, guidance technicians and others use such wording to emphasize to students the goals of each classroom that reach beyond a simple grade in a classroom; IVROP wants students to realize that their learning will ultimately be measured by how they are able to apply the knowledge in the real world, which is definitely a commitment to a high level of learning.</p> <p>The IVROP Board has delegated extensive authority to the Superintendent to design and implement classes, programs, and/or projects that would enhance the quality of training offerings in Imperial County. The Board has passed policies that support this and have given the Superintendent and staff the latitude and flexibility to do what it takes to meet the goals and objectives of IVROP.</p> <p><i>How does the institution establish learning programs and services that are aligned with its mission and that match the needs of its student population?</i></p> <p>In the development of programs and services, major consideration is given to the needs of the students/clients being served, along with the quality of services and types of services being provided. Existing overall IVROP goals, along with the needs of industry or the funding source for a specific grant proposal, are taken into account to determine whether effective and quality services can be provided. The types of services vary from project to project. Some projects may require intensive case management and others no case management.</p>	<p>IVROP ESLRs</p> <p>Guidance Technicians Instructors</p> <p>Project activities &amp; services</p> <p>Project mission statements</p>

Findings	Evidence
<p>Classroom instruction also varies in accordance with the needs of the students/participants in the class. The industry partner comments (made at advisory committee meetings) on the labor market needs and trends are also taken into consideration.</p> <p>We also maintain numerous contractual relationships with agencies in Imperial County and elsewhere. Some agencies with which we have contractual agreements are: The Imperial County Department of Social Services, Imperial County Behavioral Health, Imperial County Workforce Development Office, etc. These are processed through a Memorandum of Agreement (MOA) or a signed agreement. The Vision Statement serves as an umbrella for several of the projects (ServeVETS, Nenes-HIPPY and JUNTOS) that have a secondary Mission Statement as a requirement of their project.</p> <p><i>What documents does the school have that proves that the institution is legally authorized by the state or appropriate government agency to grant credits, certificates, or diplomas?</i></p> <p>IVROP operates as a Joint Powers Agreement (JPA) entity with one governing board member from each of the seven participating school districts and the Imperial County Office of Education. As such, Education Code Section 52301 authorizes the establishment and maintenance of a regional occupational program by two or more school districts pursuant to Government Code, Article 1, commencing with Section 6500, Chapter 5, Division 7.</p> <p>Policy is set by the IVROP Board to assist and support teachers and other staff members so they may help their students achieve their goals. The IVROP board ensures that adequate resources are available so teachers and staff can follow the adopted policies. IVROP regularly reviews program policies and practices per Board Policy (0000), which establishes policies and administrative regulations for philosophy, goals, and general</p>	<p>Advisory committee meeting agendas &amp; minutes</p> <p>Project MOUs &amp; Contracts</p> <p>JPA Agreement IVROP Board meeting minutes IVROP Board policies</p>

Findings	Evidence
<p>objectives. We subscribe to California School Board Association (CSBA) Board Policy services and we are provided with policy updates three times a year. Board policy updates are reviewed and approved as changes occur.</p> <p>IVROP translates hours attended by students into credits based on school policies and we recommend the credits for students to the high school districts. We do not award credits to students. Based on competencies learned by the students, teachers develop and award certificates of completion. These certificates include a rating of how students did in each instructional component. IVROP does not award diplomas for either their high school or college education but instead we support the path for students while earning their diploma at their respective schools.</p> <p>Since the last accreditation process, IVROP has worked diligently at establishing articulation agreements with Imperial Valley College. Currently there are 10 articulated courses; and this past year 142 students tested through the credit-by-exam component. In addition, several ROP courses at the school sites are approved as an A-G course through the University of California/California State University (UC/CSU) system. There are currently four A-G approved courses at our sites:</p> <ul style="list-style-type: none"> <li>• Graphic Design at Brawley, Calipatria and Imperial</li> <li>• Medical Terminology at Brawley</li> </ul>	<p>IVROP Teacher Handbook credit policy</p> <p>Certificates of Course Completion</p> <p>Articulation Agreements</p> <p>A-G approved course outlines</p>

**Indicator 1.2** - *The mission statement is approved by the governing board, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.*

Findings	Evidence
<p><i>Who was involved in the development of the mission statement and how was it accomplished?</i></p>	



Findings	Evidence
<p>to ensure that all teachers have completed the presentations on the Vision Statement. Teachers meet annually at employer advisory committee meetings to discuss the relevancy of the vision statement along with the content of each course.</p> <p><i>Who is involved in this review and revision process?</i></p> <p>All stakeholders are involved in the development of the Vision Statement and the purpose of IVROP annually to determine if changes need to be made. These reviews take place at board meetings, advisory meetings, staff meetings, management meetings, subject-a-alike teacher meetings, etc.</p>	<p>meeting agendas Advisory committee meeting minutes ESLR Worksheet</p> <p>Teacher meeting agendas Board meeting minutes Advisory meeting minutes Management meeting agendas</p>

**Indicator 1.3** - *The institution's mission statement is central to institutional planning and decision-making activities.*

Findings	Evidence
<p><i>How does the school consider its mission statement and ESLRs in its planning and decision making activities? What evidence does the school have to support the use of the mission statement and ESLRs in planning processes?</i></p> <p>The IVROP Board and Superintendent have done a number of things to focus planning and decision making activities on the vision statement. There is monthly communication (board meetings and management meetings) with the leadership on teaching, learning and student success. This information is filtered down to the staff level via communications with guidance technicians, e-mails, and other methods so the message is clear; achieving our purpose/Vision Statement must be the overarching goal of all activities.</p> <p>IVROP leadership also has an ongoing dialogue with the participating schools. IVROP is also available on a regular basis to assist with the development of new courses, programs and the solicitation of community</p>	<p>Board meeting minutes</p> <p>Board presentations Management meeting agendas</p>

Findings	Evidence												
<p>support or additional grant funds. Because of our goal to provide career and technical education skills to all students, schools invite IVROP staff to participate in meetings and activities such as strategic planning, WASC site meetings, advisory meetings, etc., centered around planning for Career Technical Education (CTE) or services that support student needs.</p> <p>The guidance technicians provide resources to the schools on the employability unit, portfolio development, career assessment, etc. Often guidance technicians are asked to assist senior students with the job search skills needed in preparation for graduation and/or college. As the guidance technicians make these presentations (a minimum of two per week), they provide examples of how the particular activity addresses the ESLRs or the ESLR of the Month.</p> <p>Project Staff provides services to specific youth, adult populations, and the community at large in career and technical education. This is accomplished in the form of presentations, class recruitment, case management, supportive services and more to assist in overcoming barriers to success (through all of IVROP's course offerings and projects.) Our ultimate goal is to provide an opportunity for community members to become successful contributing members of society. In fact, IVROP's annual survey details the positive contribution class and project participants are making in the community, as measured through a positive placement rate of 82% after completion of our programs. Additionally, survey data demonstrates that 67% of the students enrolled in IVROP courses perform better in other areas of school academically.</p>	<p>Guidance Technician Activity and Presentation Logs IVROP Website</p> <p>Project Activities &amp; Services</p>												
<table border="1"> <thead> <tr> <th data-bbox="191 1675 699 1759">Student Evaluation of the Program Exit Survey</th> <th data-bbox="699 1675 813 1759">2007-08</th> <th data-bbox="813 1675 927 1759">2008-09</th> <th data-bbox="927 1675 1040 1759">2009-10</th> </tr> </thead> <tbody> <tr> <td data-bbox="191 1759 699 1843">Would you encourage others to enroll in this ROP class?</td> <td data-bbox="699 1759 813 1843">91%</td> <td data-bbox="813 1759 927 1843">87%</td> <td data-bbox="927 1759 1040 1843">91%</td> </tr> <tr> <td data-bbox="191 1843 699 1892">Is your ROP class one of your</td> <td data-bbox="699 1843 813 1892">83%</td> <td data-bbox="813 1843 927 1892">79%</td> <td data-bbox="927 1843 1040 1892">81%</td> </tr> </tbody> </table>	Student Evaluation of the Program Exit Survey	2007-08	2008-09	2009-10	Would you encourage others to enroll in this ROP class?	91%	87%	91%	Is your ROP class one of your	83%	79%	81%	<p>Annual Placement Rate Report Student Evaluation of the Program exit survey</p>
Student Evaluation of the Program Exit Survey	2007-08	2008-09	2009-10										
Would you encourage others to enroll in this ROP class?	91%	87%	91%										
Is your ROP class one of your	83%	79%	81%										

Findings				Evidence
favorite classes?				
Has being in ROP helped you do better in your other school work?	62%	67%	67%	
Do you feel that being in IVROP has helped you stay in school?	59%	66%	61%	
<p><i>How is analysis and review of the institution's mission and achievement of the ESLRs related to the revision of the school's Action Plan each year?</i></p> <p>Several procedures have been established during the past few years that provide for the regular monitoring of IVROP's Action Plan. These procedures allow the leadership team, staff, teachers, and the governing board to review each of the elements of our school-wide Action Plan. This has been accomplished through several different methods. The community business partners, along with teachers and staff, receive an update on Action Plan items during their annual advisory committee meetings. Teachers have also been more involved in meaningful discussions at the teacher meetings held twice a year, and at other small, informal teacher meetings. Additionally, new project staff receives an ESLR Workshop for New Employees that introduces the Vision Statement, ESLRs, and goals of IVROP. This workshop helps staff understand the connections between the services they provide and the ESLRs IVROP follows.</p> <p>This process has helped teachers stay involved and participate in events related to the tasks necessary to complete the Action Plan growth areas. The governing board receives a monthly update on WASC related activities and outcomes showing progress towards completing the tasks. The constant communication among and between the staff, teachers, board members, and business partners has enhanced our ability to use the mission statement to make progress on our Action Plan</p>				<p>Action Plan Advisory meeting minutes Management meeting agendas Teacher meeting agendas</p> <p>ESLR of the Month Monthly calendars ESLR Workshop for new employees presentation Board meeting minutes</p>

Findings	Evidence
<p>each year.</p> <p>The IVROP ESLRs are the direct result of input by stakeholders, teachers, staff, students, and community members. They serve not only as the guiding principles behind the work IVROP does but also as the ultimate goals our agency strives to meet. The action plan is in direct response to the ESLRs and revisions to it reflect our plans to improve upon delivering certain aspects of the ESLRs. Through these self-assessment opportunities and data collections, our leadership reviews and modifies the Action Plan to reflect the changes that need to be made.</p>	<p>Profile data Monthly Enrollment/ADA Report Annual Student Placement Survey Results Student Evaluation of the Program Exit Survey Results Project Outcomes and Data</p> <p>Board Meeting Minutes Advisory Committee Meeting Minutes Management Meeting Agendas</p>

**Indicator 1.4** - *The institution establishes Expected Schoolwide Learner Results that identify the broad, global goals for all students based on current and future learning needs.*

Findings	Evidence
<p><i>How were the Expected Schoolwide Learner Results developed and how are they measured?</i></p> <p>The WASC model was used by our stakeholders to review and revise the ESLRs, which serve as the basis for our career and technical skills educational components that are needed by our students. During the past two years teachers, staff members, and students worked diligently to change the ESLRs to reflect the needs of the community and the workforce, and develop ESLRs that were measurable and attainable. The advisory committee recommendations, No Child Left Behind (NCLB) requirements, and the Vision Statement philosophy were taken into consideration in the</p>	<p>Teacher meeting agendas Management staff meeting agendas Advisory committee minutes Teacher survey summaries for ESLR changes</p>

Findings	Evidence
<p>development of the revised ESLRs. Recommendations were made for the final version of the ESLRs:</p> <p><b>Expected Student Learning Results (ESLRs) - Upon completion of the planned program, students will be:</b></p> <p><b>Responsible Individuals who:</b></p> <ul style="list-style-type: none"> <li>• Set and pursue educational and career goals.</li> <li>• Abide by school, community, and workplace rules, laws, and regulations.</li> <li>• Become aware and contribute positively to environmental and global issues.</li> </ul> <p><b>Interpersonal Learners who:</b></p> <ul style="list-style-type: none"> <li>• Possess an appropriate work ethic.</li> <li>• Dress and act professionally.</li> </ul> <p><b>Effective Communicators who:</b></p> <ul style="list-style-type: none"> <li>• Use verbal, written, artistic, and technological forms of communication appropriate to the given situation.</li> <li>• Demonstrate career skills.</li> </ul> <p><b>Technological Producers who:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate resources to complete a task.</li> <li>• Create projects which reflect originality and high standards.</li> <li>• Define, assess, accomplish, adjust, and evaluate intended results.</li> </ul> <p><b>Problem Solvers who:</b></p> <ul style="list-style-type: none"> <li>• Are self-motivated.</li> <li>• Adapt to and deal with change.</li> <li>• Demonstrate critical thinking skills.</li> <li>• Apply skills to a variety of situations.</li> </ul> <p>IVROP uses career exploration tools to drive home the practical application of the ESLRs for students and faculty alike. Programs, such as Career Locker (an online assessment tool), provide opportunities for students to explore career fields and to research all the various aspects that are involved in pursuing those fields. Not only is the use of Career Locker a method of emphasizing the ESLRs, but student participation in the use of this tool serves as a method to measure the number</p>	<p>Career Locker on-line assessment tool</p>



Findings	Evidence								
<p>The governing authority plays an active role in monitoring student and program results. IVROP staff prepares a monthly enrollment/ADA projection for the Board to monitor whether student enrollment is maintained in IVROP classes. Six months after students complete their training a follow-up survey is conducted to determine what the students are doing after their training. According to the follow-up survey from 2009-10, 81% of the students surveyed continued their education, obtained employment, or entered into the military.</p>	<p>Monthly Enrollment ADA Report Annual Student Placement Survey Results Student evaluation of the program exit survey results</p>								
<table border="1"> <tr> <td data-bbox="191 863 618 947">Student Placement Report (STU25)</td> <td data-bbox="618 863 756 947">2007-08</td> <td data-bbox="756 863 894 947">2008-09</td> <td data-bbox="894 863 1024 947">2009-10</td> </tr> <tr> <td data-bbox="191 947 618 989">Positive Placement Rate</td> <td data-bbox="618 947 756 989">85%</td> <td data-bbox="756 947 894 989">83.5%</td> <td data-bbox="894 947 1024 989">81%</td> </tr> </table>	Student Placement Report (STU25)	2007-08	2008-09	2009-10	Positive Placement Rate	85%	83.5%	81%	
Student Placement Report (STU25)	2007-08	2008-09	2009-10						
Positive Placement Rate	85%	83.5%	81%						
<p>The Board also receives a report on the number of students who receive a certificate of completion and the number of students passing certification tests. At the end of each course, students complete an evaluation of the program and the results are also provided to the board. Both the Placement Report and Evaluation of Program results are connected to accomplishment of the ESLRs. The Evaluation of Program asks specifically about the ESLRs in several questions and the Student Placement Report clearly addresses the Responsible Individual ESLR in that our students are being successful in pursuing personal/professional goals and becoming successful members of society.</p>	<p>Report of competency certificates issued Board Meeting minutes</p>								
<p>In re-examining these reports and their importance, IVROP recognizes that all of our projects report in different ways and with particular adherence to their grant guidelines. While particular reports are necessary, the value of a consistent exit tool and related public reporting for all projects – (which are a very important</p>									

Findings	Evidence
<p>part of IVROP services) could be a possible improvement.</p> <p>The IVROP board meets monthly. In that time updates are presented on the progress of courses, projects and on the agency as a whole. These updates provide the board with the information necessary to make swift and practical decisions regarding ROP and the direction it takes in maintaining its commitment to the Vision Statement and the supporting ESLRs. Presentations from teachers and project staff members are regular staples of the board meetings. These presentations are used by the board to maintain oversight and gauge the progress of teachers and staff on delivering the ESLRs to all students, clients, and customers of IVROP. The certificates awarded through each course demonstrate the attainment of certain competencies, and are a direct result of stakeholder input. Each course involves two annual advisory meetings. These serve as a forum to inform industry members of course outlines, and allow for their feedback and recommendations regarding course offerings, skills taught, and relevance of courses. The input provided during these advisory meetings plays a major role in determining the direction of the courses.</p> <p>Each Project, or Grant funded Program, of IVROP (as well as administrative support staff) also support the ESLRs through a formal process. All identify ESLRs connected to the objectives/activities related to their projects on a worksheet designed for this purpose; identifying how and when the ESLR is assessed as part of this process. Project managers follow up by including a review of this process as an agenda item when they meet with their staff. As indicated previously, formalizing end results of this process as well as publicizing the results beyond IVROP management uses could be an improvement.</p>	<p>Board presentations by teachers and project staff Advisory committee minutes</p> <p>ESLR Project worksheets</p>

**Indicator 1.5** - *The institution demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution’s overarching goals (ESLRs) are current and relevant.*

Findings	Evidence
<p><i>What is the process used to evaluate current educational literature and integrate new ideas that address current and future learning needs?</i></p> <p>IVROP staff is actively involved in evaluating and staying current on the new and emerging trends in education and the workforce. These efforts are accomplished through attendance at conferences, trainings, and workshops, review of grant proposal objectives and research of those expectations; review of teaching strategies and practices; and obtaining information from employer advisory groups, economic development, employment trends, etc. Changes or new strategies are then presented to the Board, staff, teachers, and advisors to ensure support for resources is present. The change is then reflected in the course lesson plans, outlines, and competencies. Teachers and staff will include the new strategies and concepts in the instruction, objectives, activities, and events. Additional training is provided to the proper groups making the implementation.</p> <p>Two significant changes were made in the past few years in the teaching credentialing process, which helped teachers utilize specific educational resources. The Specially Designated Academic Instruction in English (SDAIE) requirement in the credentialing process is an approach for CTE teachers to use with English learner students; it emphasizes the concept of helping students understand what is being taught to them. This is accomplished through the use of:</p> <ul style="list-style-type: none"> <li>• realia (real objects and materials)</li> <li>• manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)</li> </ul>	<p>Professional Development survey question</p> <p>Employer advisory agendas/notes</p> <p>SDAIE Training for Teachers</p> <p>Classroom Visitations/ Instructor Interview</p>

Findings	Evidence
<ul style="list-style-type: none"> <li>• visuals (study-prints, textbook-illustrations, overhead-projected prints, reproductions of paintings, and documents)</li> <li>• graphic organizers (matrices, Venn diagrams, and webs)</li> <li>• planned opportunities for interaction between all individuals in the classroom (creating a skit and acting it out, co-operative learning, collaborative learning, and student-generated stories based on personal experiences)</li> </ul> <p>Another new strategy was the involvement of IVROP as a pilot for the new CTE TEACH program through the Department of Education. This program meets Early Orientation requirements for CTE teachers seeking the Designated Subjects CTE Teaching Credential and is aligned with California’s Standards for the Teaching Professional. Topics include teaching methods, learning styles, lesson planning, equity and diversity, mandated reporting, legal and ethical issues, instructional planning, effective classroom management, SDAIE, school policies and procedures, safety of students, and business and industry partnerships. A component of CTE TEACH is assigning participant teachers with an experienced teacher to serve as a mentor and help reinforce the strategies.</p> <p>In addition, staff are involved with researching the development of the proposal requirements and objectives from the first step of the grant writing process. These efforts are then included in the application to emphasize our local needs and establish deliverables to obtain funding at the federal, state or local levels.</p> <p><i>What process is used to look at student learning data results to see what needs current students have and explore what new ideas might be useful to address these needs?</i></p> <p>IVROP leadership, teachers, and staff regularly evaluate current educational research towards the review and</p>	<p>CTE TEACH Plan, outline, list of teachers and mentors CTE Credential Info</p> <p>Grant applications</p>

Findings	Evidence
<p>revision of the ESLRs. At the semi-annual meetings, advisors provide input to teachers and staff on the course outlines to guide the instruction provided to students. These outlines are aligned with the certificate competencies students receive at the end of the program. The competencies on the outlines are aligned with the ESLRs, allowing teachers to use the information to regularly evaluate and assess student progress towards achieving the ESLRs. Teachers regularly give pre/post tests, quizzes and other assessments to determine whether the students are achieving the ESLRs. The ESLR worksheet serves as a guide to track student progress. Students receive consistent feedback on the progress they are making.</p>	<p>Advisory committee minutes</p>
<p>The IVROP board and staff views accountability for addressing student learning and needs as a priority. As part of their commitment to accountability, IVROP leadership encourages staff to take an active role in school activities and events. This helps IVROP staff maintain a close relationship with the school staff, students, and parents. In this way, IVROP staff is better able to ascertain the needs of the schools and students, and commit to helping improve student learning from a personal level. IVROP has a stake in student learning and we hold ourselves accountable in regards to student improvement.</p>	<p>Course outlines Course competencies Lesson plans Trainings attended</p>
<p>Meeting with teachers and administrators, IVROP staff is involved in extensive data collection for their many grant-funded projects (NENES, STAR, WorkAbility, TOY, WORK, ServeVETS, CAMINO, JUNTOS, FACES, CTE-SB70, etc.). These projects require reports to their federal, state, or local funding entities and industry partners on the number of students/participants completing training, acquiring a high school diploma or GED, obtaining employment, etc. IVROP staff also present these results to the IVROP Board at their monthly meetings.</p>	<p>Grants/projects with funding agency and data</p>
<p>Information and gathered data are reported to various</p>	<p>Newspaper articles</p>

Findings	Evidence
<p>groups throughout the year. IVROP enjoys a good relationship with the Imperial Valley Press and articles featuring projects or classes that are relevant to the community regularly appear in the newspaper.</p> <p>IVROP presents a showcase and awards ceremony where students are publicly recognized for their achievements. Local community leaders and advisory committee members are invited to attend the annual event.</p> <p>Many of the IVROP grant-funded projects hold their own recognition ceremonies for their participants. At these ceremonies, participants are recognized for a number of achievements. These may include most improved, perfect attendance, etc. Family members and community attendees are in the audience to celebrate in these student achievements.</p> <p>Lastly, the student follow-up survey is presented to Teachers, Counselors, Site Administrators, Advisory Committees, and the Board. In addition, teachers review student placement results with their Advisory Committee members on an annual basis.</p> <p><i>To what extent is the regular review and revision of ESLRs include discussion based on current educational research?</i></p> <p>It is definitely a part of the process. As current educational research is part of planned professional development opportunities and may be drawn upon at advisory meetings and other opportunities for review of the ESLRs. For example, the Rigor/ Relevance Training that many of our instructors have been a part of include researched strategies for developing lessons that will engage students at a high level. This example shows the contribution to specific ESLR goals for <i>Problem Solvers</i> (“Demonstrate critical thinking skills,” “Adapt and Deal with Change”).</p> <p>Based on funding objectives, projects regularly evaluate the use of their research data to assess student progress</p>	<p>Annual showcase and recognition ceremony invitation and program</p> <p>Project graduation or invitations to end of activity events</p> <p>Student placement reports Advisory committee minutes Board minutes</p> <p>Rigor/Relevance Binders Rigor/Relevance Teacher Created Lessons</p> <p>Project pre-/post-test</p>

Findings	Evidence
<p>through pre-and post-testing as well as successful completion of activities. Projects offer activities such as nursing assistant, solar installation, computer repair, and computer networking for community and civic organizations. Data collected in relation to these activities provides an ongoing opportunity to regularly evaluate student/participant progress and make any necessary adjustments. The completion of these activities creates products that are a useful, visible, and tangible as a means to evaluate their success.</p> <p><i>How does the review of profile data impact the review and revision of the ESLRs?</i></p> <p>The profile provides a means for obtaining relevant information on who is served by IVROP, what services are provided, and the success we are having providing the services to our students. Since our ESLRs can, and are, measured in part by things like certificates, licensure, grades, and further education/training, the profile is a useful tool in determining the relevance of our ESLRs. For example, as related to the Responsible Individual ESLR, “setting and pursuing personal and professional goals” certainly is measured in part by positive placement in a job or furthering of education. Likewise, for the Effective Communicators ESLR, “Demonstrating Career Skills” is definitely measured by successful passing of a state licensure exam.</p> <p>The ESLRs are woven in all course instruction and project activities and, as such, are reviewed regularly to assess that impact to the programs offered. Other data reviewed may include minutes of meetings, calendars, newsletters, websites, etc. Regular reports to the Board, staff, parents, employers and others help further strengthen IVROP’s ability to review data and monitor progress.</p> <p><i>How does the achievement of ESLRs connect to the schoolwide Action Plan?</i></p>	<p>data</p> <p>Student work products</p> <p>Profile data</p> <p>Board meeting minutes Advisory meeting minutes Monthly calendars IVROP website</p>

Findings	Evidence
<p>The Action Plan serves as the roadmap for program improvement by the IVROP leadership. As it currently exists, the Action plan includes ESLRs identified as connected to achievement of each goal. To that extent, it is clear that the action plan is in place, in part, to ensure that students are better able to achieve the ESLRs. For example, students are aided in “setting and pursuing professional goals” by having a credit-by-exam test to actually plan to study for; planning for more articulated courses (part of the current action plan) facilitates a circumstance where IVROP instructors can work proactively with students in achieving this part of our <i>Responsible Individual</i> ESLR. Similarly, we can look at the results of our students on these credit-by-exam tests – both in their participation and pass rate– and conclude how successful the students are being by their own merit. This also helps determine the need to continue that Action Plan goal in some way that moves beyond just having courses articulated as we move forward.</p> <p>The Action Plan serves as the roadmap for program improvement by IVROP leadership. The allocation of resources and a procedure for implementing the plan are integral to obtain the completion of each action plan component. IVROP leadership understands that their involvement, along with the stakeholders, is critical to achieving the targeted growth areas to ensure quality learning. Leadership also understands that the plan is ever evolving and is subject to change. As stated previously, regular reports to the Board, staff, parents, employers and others keep IVROP accountable to achieving the ESLRs and addressing the key areas of the Action Plan.</p>	<p>Action Plan Board meeting minutes Management meeting agendas Advisory minutes Additional funding sources/Grants for meeting the action plan items</p>

**Indicator 1.6** - *The institution has a process in place to regularly review the courses and programs offered so that the needs of the community are met.*

Findings	Evidence
<i>How does the institution use annual profile data to</i>	

<p><i>evaluate course and program offerings?</i></p> <p>IVROP regularly reviews data collected to evaluate course and program offerings. Advisors have a set fall and spring meeting agendas which that include reviewing enrollment, completion, follow-up, labor market statistics, and other data to determine the validity of the course offerings. Teachers attend advisory meetings where they hold meaningful twice a year and at other small, informal meetings. Project staff regularly monitor their program data and report the statistics to the funding source at least on a quarterly basis. Through these self-assessment opportunities and data collections, the leadership team reviews and modifies the offerings of courses and program services.</p> <p>IVROP leadership works extensively and cooperatively with all schools and community partners to achieve and monitor the data, goals and objectives of the program. The IVROP Board and Superintendent provide the resources and empower staff to accomplish the activities and monitor results to achieve program results</p> <p><i>To what extent does the institution gather input from current students and the community at large to determine future course and program offerings?</i></p> <p>At the end of the course, students complete an Evaluation of the Program. This gives them an opportunity to help validate the extent of their training and services provided. Project participants complete an end of activity evaluation and/or an exit interview.</p> <p>IVROP leadership also has an ongoing dialogue with the participating schools and is available on a regular basis to assist with the development of new courses, programs and the solicitation of community support.</p> <p>IVROP has built-in mechanisms to monitor and guide the program. Guidance technicians are available to serve as liaisons and become part of the participating high school communities. Annual counselor and teacher meetings are</p>	<p>Advisory meeting minutes Profile data Teacher meeting agendas Project staff meeting agendas</p> <p>Management meeting agendas</p> <p>Student evaluation of the program exit survey results Project activity evaluations</p> <p>Advisory meeting minutes</p> <p>Guidance technician schedule</p>
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<p>held to provide information, inform, and solicit input on classes and programs. IVROP leadership staff regularly attends community meetings to stay abreast of community needs and developments. Regular management meetings are held to assess how programs are doing in meeting intended goals and objectives.</p> <p>At advisory meetings, industry partners are regularly asked to validate the need for the course and whether to continue, end or change the course and its content.</p>	<p>Advisory meeting minutes</p>
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**Strengths:**

Strong Employer Advisory Board, industry partner and community organization partner involvement.

Each course or program service allows student an opportunity for student input to guide program improvement.

Consistency and stability in administrative and management staff due to experienced staff, allowing for positive relationships with partners.

Even with Tier III flexibility, IVROP maintained existing program offerings.

Establishment of Alumni of the Year Award to former IVROP students which have made a difference in our local community the Imperial Valley.

The IVROP Board of Trustees represents each of the high school district boards.

Students receive course and program certificates.

Opportunities for students to participate in “real world” job market.

Guidance Technicians serve as liaisons at each school site.

Annual events recognizing student achievements and showcasing programs.

Drawing Connections of project activities to ESLRs

**Key Issues:**

Utilize a consistent exit survey tool for all students and participants in all projects and courses.

Expand on course offerings to allow for more variety based on labor market trends.

Better reporting out of survey and student achievement results (i.e. annual newsletter)

## **CRITERION 2 - Organizational Infrastructure and School Leadership**

**The institution utilizes the contribution of leadership throughout the organization to provide for continuous improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administrator/director to implement policy and lead the institution effectively.**

**Indicator 2.1** - *IVROP has clearly defined roles of governance which provide for ethical, effective leadership, and results in continued improvement of the institution.*

<b>Findings</b>	<b>Evidence</b>
<p><i>How do the organizational structure and job descriptions promote efficiency and impact school improvement?</i></p> <p>As a learning organization, the leadership at IVROP has woven into its corporate culture a system which continues to enhance the capacity to learn, adapt and change. Through this system, values, policies, practices, systems and structures support and accelerate learning for all stakeholders. The goal is to create an atmosphere which supports student learning, innovation and creativity, an increase in job satisfaction, and to foster greater participation in creating plans and defining organizational goals. IVROP Leadership understands that their involvement, along with the stakeholders, is critical to ensure quality learning takes place at all levels.</p> <p>The organizational structure (governance team) and leadership for IVROP consist of the following people: seven board members who represent each of the seven school districts that belong to the JPA, a representative from the Imperial County Office of Education (ICOE), and IVROP Superintendent Mary N. Camacho.</p> <p>The governing body has adopted policies and procedures which promote efficiency in the daily operation and delivery of services to all stakeholders (i.e. students, faculty, employers, etc.). Policies and procedures are</p>	<p>Action plans Vision statement ESLRs Board meetings agenda &amp; minutes Board Policy Management meeting agenda Teacher meeting agenda Project meeting agendas</p> <p>Board Policy Staff Survey Employee Evaluations Student Survey results Student evaluation of program results</p> <p>State and federal project monitor reports, etc.</p>

Findings	Evidence
<p>reviewed on an annual basis to ensure that all information is current, relevant and supports student learning.</p> <p>The governing board and the Superintendent work together to promote and facilitate coordinated services for students. The Superintendent is the chief executive officer and educational leader of IVROP. As a member of the governance team, the Superintendent advises and assists the Board in the exercise of its governance responsibilities.</p> <p>The Superintendent is responsible for developing administrative structures and decision-making processes which allow IVROP to fulfill its responsibilities in an efficient matter. The Superintendent selects members of the IVROP management team and assigns managers to supervise instructional programs, personnel, special projects and non-instructional operations based on their education, background and experience. Each manager brings expertise, serving as skilled leaders in their area. The Superintendent provides the management team with guidance and direction. Although the Superintendent may delegate any of her responsibilities and duties to other managers or staff, she remains accountable to the Board for all areas of operation under the Superintendent’s authority.</p>	<p>Organizational Chart</p>
<p>The governing board has empowered the Superintendent with the task of creating effective job descriptions. Job descriptions are designed to serve as a tool for the employee and for IVROP managers with the goal of increasing efficiency and improving services.</p> <p>At the employee level, IVROP uses the job description as a baseline to understand expectations/deliverables between the employee and the manager. At the organizational level, job descriptions are utilized to find the right candidate, minimize the risk of overlapping responsibilities, and weighing each job. By weighing the job effectively, IVROP can better manage employee compensation, reduce staff turnover and promote</p>	<p>Job Descriptions</p>

Findings	Evidence
<p>efficiency.</p> <p>In addition, in an attempt to foster innovation and creativity, job descriptions are not overly descriptive by intention. They are also not condensed in such a way that they become vague and ineffective for the employee and for the organization. A recent staff survey concluded that over 93% of the survey participants believe that the current job description accurately describes their job.</p> <p><i>How does the governing body implement its requirements for membership and training?</i></p> <p>The governing board of trustees is comprised of elected officials that represent the seven participating school districts, with an 8<sup>th</sup> member from the ICOE board of directors which serves as the IVROP board president, as defined in the JPA agreement. Most members serve a two-year cycle on the IVROP Board of Trustees. This however may vary from district-to-district.</p> <p>Training for the elected board members is provided by the individual school districts each board member represents, along with training from the California School Boards Association and the Imperial County School Boards Association. These training sessions include topics such as foundations of board governance, school finance, human resources, policy review, student learning, ethics, etc. New members to the IVROP board are provided an introductory summary of IVROP and a personal meeting with the Superintendent. At the monthly IVROP board meetings, board members are provided with information, presentations, updates and status reports on the various components and programs administered by IVROP to enhance their knowledge and ability to support effective governance of the ROP program.</p> <p><i>To what extent does the governing body handle policy issues and long-term planning while allowing administrator/director to oversee the day-to-day</i></p>	<p>Staff Survey</p> <p>JPA agreement Board Agenda &amp; Minutes Superintendent Board Updates</p> <p>New Board Member Packets Member District Board Minutes</p>

Findings	Evidence
<p><i>operations of the institution?</i></p> <p>The Board sets policy, regulations and bylaws that are based on the California School Board Association (CSBA) policy service. The Board adopts policies, procedures and long-term plans which ensures that all programs and classes adhere to the organizational vision and achieve the ESLRS.</p> <p>The Board has granted authority to the Superintendent to effectively manage the day-to-day operation of the organization within the parameters of law and Board policy. In addition, the Board has given the Superintendent the responsibility to plan and implement classes, programs or projects which enhance the quality of educational services at IVROP.</p> <p>Teachers and staff are aware of the chain of authority used within the district and the IVROP administration. They understand the process to follow to express their complaints and/or concerns.</p> <p><i>How does the governing body support the school leadership and hold them accountable without micromanaging them?</i></p> <p>The Board avoids micromanaging the school leadership by working with the Superintendent in the creation of the vision, policies, procedures, and long-term plans. The Board delegates the responsibility of implementation to the Superintendent. The Board has also given the Superintendent, managers and staff the latitude and flexibility to do what it takes to meet the goals and objectives of IVROP. The Superintendent monitors the operation of the organization on a day-to-day basis with the assistance of a skilled management team.</p> <p>The Superintendent and management team provide the Board with documentation and follow-up information on at least a monthly basis. The documentation and follow-up information includes information about students, new</p>	<p>Board Minutes Board Policies Board Knowledge of Vision Statement and ESLRs</p> <p>JPA Agreement CSBA Policies Regulations and Bylaws Annual and other teachers' meeting Management Meetings Advisory Committee Meetings, etc.</p> <p>Organizational Chart Board Minutes Management Meetings Staff Meetings</p> <p>Advisory Committee Minutes Monthly budget updates</p>

Findings	Evidence
<p>courses being offered, legislation, labor market information, newly developed and ongoing partnerships. This system allows the Board to play an active role in monitoring student and program results while empowering the leadership to move the organization forward within the established framework.</p> <p><i>To what extent does the governing body demonstrate honesty and integrity in its relationships with stakeholders, other institutions or agencies, and with its own community members?</i></p> <p>Although each board member represents their individual school district, when serving on the IVROP board their decisions are based on the best interest of all member districts and the entire community. The governing board is committed to the good of the public, accountability, responsible stewardship of resources and the highest ethical standards.</p> <p>The governing board demonstrates these values to stakeholders, agencies and the community in a number of ways. First, all board members are elected officials representing their respective school districts. Each board member has the requisite skills and experience to carry out and fulfill their governance duties, acting for the benefit of the public good. As an example, Board members receive training on ethics and conflict-of-interest through their respective district.</p> <p>In addition, the governing board and leadership conduct monthly board meetings which are open to the public. These meeting are posted well in advance of the scheduled meeting day and time. The information provided about each item on the board agenda is comprehensive and includes back-up information. The governing board ensures funds are managed responsibly and prudently. The board ensures that all spending practices and policies are fair, reasonable and appropriate</p>	<p>Board policies</p> <p>Board Agendas and Minutes District Minutes, etc. Monthly Budget Updates</p>

Findings	Evidence
<p>to fulfill organizational goals. The board ensures that IVROP leadership provides comprehensive and timely information to the public, media and all stakeholders, and is responsive to reasonable requests for information.</p> <p>After review and certification of the annual audit report by the governing board, the report is distributed to partner agencies. This demonstrates honesty and integrity in financial management.</p>	<p>Audit reports</p>

**Indicator 2.2** - *The leadership of IVROP creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.*

Findings	Evidence
<p><i>To what extent does the administrator/director effectively lead the institution as both a visionary and academic leader?</i></p> <p>The Superintendent leads the organization effectively as a visionary and academic leader. As mentioned before, the Superintendent has woven into the IVROP corporate culture a system which continues to enhance the capacity to learn, adapt and change. Through this system, values, policies, practices, systems and structures support and accelerate learning for all stakeholders in a collegial and collaborative fashion.</p> <p>Through this approach, the Superintendent has created a results driven atmosphere that supports student learning, creativity, improved job satisfaction, and “buy-in” from all the stakeholders. In other words, the Superintendent has built the vision, communicated the vision, kept the vision and renewed the vision of a positive learning environment at IVROP.</p> <p>Shortly after starting at IVROP in 1995, the current Superintendent took the organization from a \$1-million annual budget to a \$10-million annual budget. Through her leadership and grant writing skills, the</p>	<p>Recognition awards Grant awards Establishment of IVROPCF Vision statement Teachers meetings Management meetings Board Agenda and Minutes Annual Showcase event, etc. Budget History  Grant awards</p>

Findings	Evidence
<p>Superintendent has brought at least \$65 million in grant money to our needy community. With this grant money, many of the underserved population-such as low-income youth, at-risk youth, former foster care youth, gang-affiliated youth, disabled youth, and veterans-are now served.</p> <p>Also through her leadership, the IVROP Community Foundation (IVROPCF) was created. The purpose of the IVROPCF is to improve the quality of life in Imperial County and to offer scholarships to local youth and adults. Since the IVROPCF inception in March 2004, the IVROPCF has given a total of 63 awards with a value of \$35,550. Serving as the IVROPCF Secretary, the IVROP Superintendent was also the visionary and leader responsible for generating primary scholarship revenue scholarships through the IVROPCF. This scholarship event, called “the Imperial County Dancing with the Stars Annual Gala,” has sold out every year since its inception in 2006. It has been selected by the community as one of the “must go to events” in our county.</p> <p>Her leadership and visionary skills have also been recognized by partner agencies. For example, the Superintendent currently serves on the Workforce Development Board and the Executive Committee. As a member of this committee, she was charged with leading the task to design the local five-year Workforce Development plan. She also sits on the P-16 Council for higher education and is an active Board member of the Imperial County Housing Authority.</p> <p>Her leadership and dedication has earned her numerous awards and recognitions. Most recently she was selected as the ACSA Administrator of the Year, Career Technical Education Category for Region 18 in May 2010. In addition, IVROP was the 2005 recipient of the Cities, Counties and Schools Partnership Award for Accessing Careers Through Education. IVROP also received the Certificate of Special Recognition from Congressmen Bob Filner and the Certificate of</p>	<p>IVROPCF 501C3 Letter</p> <p>Recognition awards</p>

Findings	Evidence
<p>Recognition from the California State Assembly, Assemblyman V. Manuel Perez.</p> <p><i>To what extent do school leaders effectively guide the institution towards school improvement?</i></p> <p>First and foremost, the IVROP leadership and staff are committed to improving the way they do business. This may mean offering new courses which better meet community and business needs, forging new relationships with community agencies and/or entities, expanding the technical services to the community and attending training to be able to prepare students with the appropriate skills.</p> <p>The leadership also has a track record for designing/implementing classes and programs/projects which successfully guide the institution to school improvement. One example of this is leadership has established an ongoing dialogue with the participating schools. Another example is leadership making themselves available on a regular basis to assist with the development of school improvement. Schools frequently invite the IVROP leadership to participate in meetings/activities (strategic planning, WASC meetings, etc.) centered on school improvement.</p> <p>IVROP has also allocated additional resources (human and monetary) to help improve the schools. IVROP also has very active and effective employer advisory boards which offer vital information to assist in the improvement of course offerings. In an effort to continuously improve school results, the leadership also uses data collection and data analysis (completer follow-up reports, Evaluation of Program reports, etc). This enables the leadership to manage data and improve the effectiveness of classes and programs/projects.</p> <p>Leadership regularly shares follow-up data with teachers (through advisory committees, board meetings, annual welcome back meetings at school sites, communications</p>	<p>Board minutes Funding distribution for equipment and supplies</p> <p>Professional development funding Professional development meeting agenda, etc</p> <p>Advisory committee minutes</p>

Findings	Evidence
<p>via guidance technicians, etc.), and asks for their input and comments on trends, concerns, and improvements. This enables the leadership team to manage data and improve the effectiveness of classes and programs/projects.</p> <p>Leadership also encourages participation in ongoing professional development activities by suggesting and funding workshops, conferences, and trainings for teachers/staff for school improvements. Such trainings have included rigor/relevance training, CTE teach, pathway development, curriculum development, and standards alignment.</p> <p>The ROP leadership works closely with the support staff (through project meetings, guidance tech meetings, planned professional development, etc.) to ensure participation, commitment and accountability. The support staff regularly contributes information and suggestions to improve student learning.</p> <p><i>What evidence exists to show that school leaders are trusted by the stakeholders?</i></p> <p>IVROP and its leaders have an excellent reputation in the community. IVROP is trusted by the stakeholders of the community based on the commitment from leadership to be responsive, accountable, and transparent with all the stakeholders.</p> <p>This level of trust has been achieved with effective leadership, ongoing communication and knowledgeable staff members. Building this trust required that the IVROP leadership provide stakeholders with a clear role and purpose, a track record for meeting performance measures, and the added value of experience and integrity in each member of the leadership team.</p> <p>Stakeholders also trust the leadership because a clear line of communication has been established between the</p>	<p>Staff meetings Advisory committee minutes</p> <p>Professional development agendas/sign-ins</p> <p>Partner meeting agendas and notes Board/Committee membership list</p>

<b>Findings</b>	<b>Evidence</b>
<p>stakeholders and leadership. The communication lines available to stakeholders are both informal and formal, and are provided on a regular and consistent basis. As detailed in other areas, available communication includes advisory committee meetings, board meetings, project advisory groups, etc., and the various interactions of leadership to support stakeholders in other endeavors.</p> <p>Instructors rely on the Career Technical Coordinator to set up and formalize articulation efforts. The Program Assistant is relied upon to provide direction and relevant information to guidance technicians, who are their constant connection to IVROP administration.</p> <p>The stakeholders also trust ROP leadership because of the knowledgeable and experienced staff members that work at this organization.</p> <p>Without a doubt, IVROP is seen as a workforce and economic development leader in the community. During a recent informal survey conducted by local One Stop Center staff, IVROP was identified as both the organization which employers contact most often for training needs and to hire well-trained personnel.</p> <p>IVROP Leadership serves on partner agency boards such as Workforce Development Policy Boards, Workforce Development Business Development Committees, Interview panels for mid-and top-level county job positions, etc.</p> <p>Stakeholders regularly approach IVROP leadership to participate in collaborative efforts. Evidence of this includes the annual coordination of the Junior High Career Day, Youth Inter-Agency Conference, career awareness/exploration workshops, veterans forum, etc. In addition, stakeholders have requested that IVROP partner in collaborative efforts to deliver an array of supplemental services to the community. A couple of recent examples include: the partnership with the I.V. Housing Authority to offer an educational component</p>	<p>Best Practice Publication MOU's Compliance Visits/Reviews</p> <p>One Stop Business Committee Report</p> <p>Event Agendas/Sign- Ins</p>

Findings	Evidence
<p>funded by HUD, the partnerships with I.C. Behavioral Health Services to offer basic and independent skills to behavior health clients, and the partnership with San Diego Regional Economic Development Department to offer CNC Machinist training to veterans and others (funded by a Wal-Mart America Works grant). Furthermore, several IVROP projects have been selected as Best Practice Models and leadership is often asked to present at local, state and federal forums by vested stakeholders.</p> <p>In addition, employers regularly contact IVROP leaders for recommendations of IVROP students as potential applicants for job openings.</p> <p><i>To what extent do the faculty and staff display they are motivated by school leaders to bring focus to student learning and school improvement?</i></p> <p>In order to bring focus to student learning and school improvement, the faculty and staff demonstrate they are motivated by school leaders in a number of ways. One of these is staff and faculty communicate to the management team on a monthly basis in regards to overall student achievement as well as teaching and learning the ESLRs.</p> <p>Faculty and staff display their motivation for student learning and school improvement by developing new courses, new student organizations, strategic planning, and advisory meetings and making themselves available on a regular basis.</p> <p>Faculty and staff demonstrate their motivation for student achievement by always seeking to forge out new and improved relationships with business partners and other community agencies.</p> <p>Faculty and staff are committed to continuous improvement of the program and courses. In order to stay current with industry standards and skills by participating</p>	<p>Project Awards/Reports</p> <p>Teachers/faculty meetings Staff meetings Management meetings Advisory committee meetings</p> <p>Classroom sites Student Organization Charters Customer Satisfaction Surveys</p> <p>List of professional development workshops, conferences, job shadowing and training attended</p>

Findings	Evidence
<p>in professional development activities and updating their curricula.</p> <p>Faculty and staff are proud to display their work and their students' work at the annual IVROP Showcase, which is very well attended by the community at-large.</p>	<p>Showcase Program</p>

**Indicator 2.3** - *IVROP'S governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.*

Findings	Evidence
<p><i>To what extent does the institution include all stakeholders in the regular evaluation of the institution as a whole?</i></p> <p>Stakeholders have numerous opportunities to participate in the evaluation of IVROP at a fiscal, academic and programmatic level. The opportunity for stakeholders to evaluate IVROP is driven by implementing the philosophy of accountability, transparency and efficiency as part of the corporate culture.</p> <p>An example of this is the ability for stakeholders to evaluate IVROP through the monthly IVROP Board Meetings. During these monthly meetings, stakeholders have the opportunity to assess the overall operation of the institution at every level.</p> <p>Another example is IVROP welcomes funding stakeholders to review and monitor programs on an as-needed basis. Some programs, such as the local Workforce Investment Act (WIA), also post performance information for public viewing.</p> <p>Stakeholders also can access the annual third party audit, which is available to the public upon request.</p> <p>Employer Advisory Meetings are held in public locations</p>	<p>Monthly Board meeting agendas  2006 CAROCP Longitudinal Study Technical Report  Annual Audit reports  Funder evaluation reports  Teacher meeting agendas  Staff meeting agendas  Management meeting agendas  Student satisfaction surveys</p>

Findings	Evidence
<p>and information about the meetings are published in advance on the IVROP website.</p> <p>IVROP also volunteered to participate in the 2006 California Regional Occupational Centers and Programs (CAROCP) Longitudinal Study. Through this study, stakeholders can access an independent evaluator opinion of IVROP.</p> <p>The public can evaluate the classes and programs during the annual showcase event, which is open to the public.</p> <p>Borrowing from the Total Quality Management (TQM) concept, teachers, staff and management are considered to be valuable customers/stakeholders in the organization. Consequently, teachers, staff and management are also tasked with the challenge of constantly evaluating performance, processes, data, programs, classes, and curricula in an effort to continuously improve the overall system.</p> <p>Students also evaluate programs and classes through customer satisfaction surveys in our WIA-Workforce Investment Act youth and adult funded programs.</p> <p><i>How do stakeholders have a voice in the decision-making processes?</i></p> <p>Following the TQM model, IVROP sees stakeholders as external/internal customers. Stakeholders are invited to the monthly IVROP Board Meetings and the Employer Advisory Committee Meetings to improve communication and provide more opportunities for external stakeholders to take part in the decision-making process. Parents are invited to meet with teachers and attend the annual showcase. Students are also invited to participate in the process through leadership organizations, such as HOSA (Health Occupations Students of America), and the student End of Year survey. Bi-annual meetings are held with school counselors in a roundtable format to encourage input for</p>	<p>Monthly Board meeting agendas  Funder evaluation reports  Teacher meeting agendas  Staff meeting agendas  Management meeting agendas  Employer Advisory Meeting Minutes  Student satisfaction surveys</p>

Findings	Evidence
<p>decision making purposes. Regular meetings are also held with partner agencies.</p> <p>Monthly management meetings pave the way for open communication in the decision making processes. Internal stakeholders are given the opportunity to participate in the decision-making process in a variety of ways. Some of these very basic, yet very effective ways are one-on-one conversations between front-line staff, management and/or the governing board by e-mail, phone and/or interpersonal communication. Internal stakeholders also have the option to participate in the decision-making by attending the monthly board meeting and/or the employer advisory committee meetings.</p> <p><i>How does the institution widely communicate the results of regular evaluations and use them as the basis for school improvement?</i></p> <p>IVROP communicates the results to external customers through monthly, quarterly and annual reports. The governing board receives reports on a monthly basis. All of these reports are available to the public by request. Many of these reports are shared at the monthly IVROP board meeting. All of the WIA funded programs report project/class specific information at the local One Stop Centers.</p> <p>Results are also communicated internally to staff and management during staff and management meetings. A recent survey of both staff (92%) and teachers (98%) demonstrated that both teachers and staff agree they have an opportunity to analyze and communicate student learning and student participation as a basis for school improvement.</p> <p><i>What process does the institution use to evaluate its organization, governance structures, and decision-making procedures?</i></p>	<p>Monthly Board meeting agendas Teacher meeting agendas Staff meeting agendas Management meeting agendas Teacher and staff surveys</p> <p>Vision Statement and ESLRs</p>

<b>Findings</b>	<b>Evidence</b>
<p>As a learning institution, the IVROP governing board and leadership recognize that ongoing evaluation allows the organization to learn and be accountable for meeting its goals, its objectives and achieving performance at all levels. The evaluation process, and the results that emerge from it, also have a direct impact on decision-making. This is why the governing board and leadership play an active and ongoing role in monitoring student and program results.</p> <p>An example of this is the IVROP staff prepares a monthly enrollment/ADA projection for the Board to monitor whether student enrollment is maintained in IVROP classes. The Board also receives a report on the number of students who receive a certificate of completion, the number of students passing certification tests along with other follow-up information. Also, at the end of each course, students complete an evaluation of the program and the results are provided to the Board.</p> <p>IVROP also uses the collection and analysis of student progress, student placement and follow-up information. This information is taken to the board for analysis and approval along with the ROCP Course Review Report.</p> <p>Staff's involvement in evaluation is another example of the extensive data collection and evaluation implemented by many of their grant-funded projects. The projects require detailed evaluation reports which include baseline information, impact indicators, output and performance. External evaluators are often a required component of grant funded projects to substantiate successful outcomes and secure ongoing funding.</p> <p>Employer Advisory Committee meetings are another example of the ongoing evaluation of program, courses, curriculum, and current local and regional labor market needs. They are also utilized to assess and determine if the proposed or existing class needs to be continued or not continued based on direct employer input.</p>	<p>JPA Agreement  Board Policies  Board Agendas and Minutes  Management, staff and teachers meeting agendas and minutes  Employer Advisory Committee Agendas and Minutes  State ROCP Course Review Reports (Forms A, B, C, D)  State and federal project monitor reports  Pre and post tests for students/participants  Student/participant evaluation of program results  Attendance reports  Classroom observations  External Evaluation Reports.</p>

Findings	Evidence
<p>IVROP also uses ongoing financial analysis as a way to evaluate the organization and its governance and decision-making procedures. Built-in evaluation mechanisms include regular reporting requirements (grant mandates, financial reports to the county office and Department of Education), monthly budgeting updates to the board, and annual third-party audits.</p>	

**Indicator 2.4** - *IVROP has an established infrastructure of policies and procedures that provides stability and consistency for all instructional programs, activities, and events.*

Findings	Evidence
<p><i>To what extent does the school document its policies and procedures in a Policy Manual?</i></p> <p>IVROP subscribes to the CSBA Board Policy services and is provided with regular policy updates as required by law. IVROP has thorough operating procedures based on Board Policy. As an example, IVROP adheres to the regulations set down by AB 3627 which states that the governing board is required to review and certify the annual audit report every year.</p> <p><i>How do written policies guide decision-making processes?</i></p> <p>The development of written policies for decision-making has been identified as a critical component which will help guide the organization on day-to-day activities. Using the Board Policy manual, policy is set by the board with the goal of assisting and supporting teachers and staff in their effort to attain student achievement of the ESLRs.</p> <p><i>How does the organizational infrastructure support all academic programs, activities, and events so that students are able to achieve Expected Schoolwide Learning Results?</i></p> <p>The governing board and leadership develop and sustain</p>	<p>Board Policy Board minutes</p> <p>Board policies</p> <p>Board policy</p>

Findings	Evidence
<p>budgets, policies, procedures, regulations, vision statements, academic programs, activities and events that guide both long-range planning and day-to-day operations which focus on student achievement of the ESLRs.</p> <p>As a learning organization, IVROP has created a system which continuously evaluates itself to ensure that student achievements of the ESLRs are being met with rigorous and relevant curriculum. The organization has a structure in place for project managers and their teams to measure program goals/objectives as they relate to the ESLRs. ESLRs are a part of course outlines which are reviewed through advisory committee meetings.</p> <p>The organization has developed positive working relationships with the community in order to establish “buy in” support for all the programs, activities and events related to student achievement of the ESLRs. As further expanded on in Criterion 9, IVROP works hand-in-hand with the Workforce Investment Board/One-Stop on many activities including shared grants/projects. IVROP demonstrates support to achieve the ESLRs in programs, activities, events by showcasing classes, projects and students during numerous public events (the annual showcase, the Middle School Career Fair at Imperial Valley College, etc).</p>	<p>Board minutes  Vision Statement  ESLRs  Course outlines  Guidance technician schedule and activity logs  Advisory Committee meeting agenda &amp; minutes  Management, teacher and staff meeting notes  Financial allocation  Public/Private Partnerships  Annual Showcase</p>
<p><i>How often does the school review and update its Policy Manual?</i></p>	
<p>The school reviews and updates the policy manual annually. Due to unforeseeable circumstances (family emergencies for personnel charged with these duties), not all of these updates occurred over the past year. A plan for such circumstances may need to be devised to ensure the process is uninterrupted in the future.</p>	<p>Board Policy</p>
<p><i>How do faculty, students, and staff members have established mechanisms for providing input into institutional decisions?</i></p>	<p>Customer surveys  Faculty, staff and student meeting</p>



**Strengths:**

A Well-Informed, responsible and supportive Board of Trustees.

An Effective, Committed and dedicated Leadership Team.

A Visionary and Academic Leader.

Creation of the IVROPCF for Student Scholarships.

Establishment of Effective Partnerships with numerous stakeholders.

Development of the Annual Showcase and Recognition Ceremony.

Creation of board policies and procedures which promote stability and consistency in IVROP activities, projects, etc.

**Key Issues:**

Establish protocol to ensure that IVROP has a system with purposeful redundancy for review and updating of policies on an annual basis.

Structure a formalized method for capturing/comparing data of instructors of like courses so data analysis is strengthened.

Review job descriptions on an annual basis to ensure relevancy to job needs of IVROP.

### **CRITERION 3 - Faculty and Staff**

**The Institution employs qualified personnel to support student learning programs and services to ensure institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.**

**Indicator 3.1** - *The institution employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and purpose.*

<b>Findings</b>	<b>Evidence</b>
<p><i>To what extent are the institution's personnel sufficiently qualified to guarantee the integrity of programs and services?</i></p> <p>The IVROP makes a concerted effort to hire instructional and non-instructional staff members who are qualified to guarantee the integrity of the institution. This is achieved in several different ways. Job descriptions highlight the educational and job skills required for the position being filled. A comprehensive job search is conducted throughout the county using the local newspaper, IVROP website, CalJOBS, e-mail messages to staff and appropriate partner agencies, and postings at all member districts to secure the best and most qualified personnel for the job being advertised.</p>	<p>Job Descriptions</p> <p>Distribution Notice</p> <p>Job Advertisements (eg. newspaper, CalJobs, etc.)</p> <p>IVROP Website</p>
<p><i>What methods does the institution use to assure qualifications for each position are closely matched to specific programmatic needs?</i></p> <p>Applications are screened for qualifications by the personnel clerk, director of business and human services and management staff. Only those applicants who meet and best match the job description based upon educational qualifications, past experiences and industry-related employment are invited to participate in an interview. The interview process generally consists of two levels. First, the interviewee is asked to complete an oral interview with the stakeholders for that particular project/department serving on the interview panel.</p>	<p>Screening Rubric</p> <p>Interview Score Sheets</p> <p>Applicant Sample Test</p>

Findings	Evidence
<p>Secondly, applicants are asked to complete a written assignment that may consist of writing a letter, drafting case notes or creating a spreadsheet with calculated costs.</p> <p>An offer of employment is made to the potential employee only after a background reference check has been completed. Pre-employment testing is then conducted, which consists of a Tuberculosis (TB) test, Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) fingerprint clearance, health physical assessment and drug test. All employees are recommended to the Superintendent who then, in turn, nominates individuals to the Board of Trustees for approval.</p> <p><i>How does the institution evaluate the agreement of new hires with the school’s mission, philosophy, and purpose?</i></p> <p>Each new employee hired through IVROP is given an orientation, at which time they are given an Employee Handbook. They are asked to read the Handbook and acknowledge which they received, read and understood the Handbook through a signed verification form. This form is signed by both the employee and their supervisor. The form is returned to the Human Resources Office where it is placed in their personnel file.</p> <p><i>How does the institution determine the number of faculty and staff members needed to meet the learning needs of all students?</i></p> <p>The needs of the students/participants are given significant consideration in the hiring of faculty and staff. When hiring staff for classrooms and/or projects, the number of students/participants to be served along with the type of services to be provided is taken into account as to the number of employees we will need to effectively operate. The types of services vary from project to project. Some projects may require intensive</p>	<p>Board Agenda</p> <p>Requisition for Drug test and Physical</p> <p>Live Scan Request Form</p> <p>Employee Handbook</p> <p>Signed Verification Form</p> <p>Copy of grant application with staffing pattern</p> <p>ADA report</p>

Findings	Evidence
<p>case management and others no case management. Classroom instruction also varies, as do the needs of the students/participants in the class. Due to these factors, different classrooms/projects may require a lower or higher number of staff to student/participant ratio than others. Using these factors, the director of business and human services, management staff and Superintendent help develop the staffing pattern for the different projects/classrooms.</p> <p>IVROP instructional staff members at the various school sites are hired by the participating Joint Powers Agreement (JPA) school districts. When a participating school district recruits a teacher for an ROP class, the district will advertise, screen, interview, and clear the employee for hiring based on their own policies and procedures. IVROP may assist the district by providing a sample job description, assist with interviews, and assist with the application process for all new Career Technical Education Designated Subjects Teaching Credentials. Upon hiring, IVROP staff provides these new teachers with an IVROP Teacher Handbook, along with additional resources needed to better prepare them to teach their course. Teachers hired by the district will follow their teacher-to-student ratio based on their district policy or bargaining unit.</p>	<p>Job Descriptions</p> <p>Teacher Handbook</p> <p>Teacher Agenda</p> <p>Teacher Packet</p>

**Indicator 3.2** - *The institution’s hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.*

Findings	Evidence
<p><i>Who is involved in the hiring process and to what extent is there transparency in the advertisement for open positions?</i></p> <p>Key personnel in the hiring process include the</p>	





Findings	Evidence
<p>performance evaluations, sexual harassment, drug, and alcohol-free workplace, child abuse mandated reporting, complaint procedure, fraud/waste/abuse reporting, personnel files and resignations. The handbook is also available on the IVROP website (www.ivrop.org) and referred to regularly when employees have questions. In addition, some policies are posted in the staff lounge.</p> <p><i>To what extent does the institution have a written code for professional ethics for all personnel and communicate expectations to them?</i></p> <p>The Board Policy (4000 series) manual serves as a guideline for all personnel practices. The Director of Business and Human Services regularly reviews and refers to the manual when dealing with any personnel related matters, questions or issues. This information is then conveyed to the appropriate personnel, be it a supervisor or front line staff member. Personnel policies and practices are often reviewed and discussed at management meetings to ensure consistency and equity. Copies of the pertinent board policy are often attached to letters in sealed envelopes addressed to employees on matters such as extended medical leaves, disciplinary action, light duty, etc. This correspondence is sent through the U.S. Postal Service via certified letter.</p> <p><i>What are the institution's provisions for keeping personnel records secure and confidential?</i></p> <p>The board policy and employee handbook also contains a Code of Ethics and Employee-Student Relationship Policy, both of which employees are asked to read and follow in their day-to-day encounters and at their work site. Due to the nature of our business, Supervisors regularly review and reiterate the importance of professionalism and proper code of conduct to their employees.</p> <p><i>How does the institution provide employees access to their records?</i></p>	<p>IVROP Website</p> <p>Board Policy 4000</p> <p>Management Agendas</p> <p>Employee – Student/Participant Relationship Acknowledgement Form</p>

Findings	Evidence
<p>In accordance with board policy, our personnel records and files are confidential and are available only to the employee, persons authorized by the employee and those authorized by the Superintendent. The official employee files are locked and secured in the office of the Director of Business and Human Services with the contents of the files kept in strict confidence by any authorized reviewer. As explained in the employee handbook, personnel records are made available for inspection by the employee within the Personnel Department at reasonable intervals and reasonable times by contacting the Director of Business and Human Services.</p>	<p>Request to Review Personnel File Form</p>
<p>ROP teachers employed by the school districts follow their district's policies and procedures. Since IVROP contracts with the districts to offer ROP programs at their sites, all ROP teachers are provided with tools and resources they need to teach their programs effectively. When a teacher begins we provide an IVROP Teacher Handbook, assist with the credentialing process, assist with their course outlines and course competencies, provide training on attendance, grades, and other recordkeeping tools. At the beginning of the school year, we invite all teachers for a Back-to-School ROP Teachers' Site Meeting to serve as a refresher and receive information on items such as policy and procedure changes from the prior year, along with attendance and record keeping, calendars and schedules, tasks to refine their outlines, competencies, certificates and programs of study during the year, etc.</p>	<p>Teacher Handbook  Course Outline  Class Attendance  Grade &amp; Placement Form  Teacher Agenda  Teacher Packet  Programs of Study  Course Certificates</p>

**Indicator 3.4** - *The institution assures the effectiveness of its faculty and staff members by evaluating all personnel systematically.*

Findings	Evidence
<p><i>To what extent does the institution establish written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities?</i></p>	

Findings	Evidence
<p>During a new employee’s orientation, employees review the performance evaluation process included in the employee handbook. Employees are informed that there will be an annual evaluation and are given the evaluation form as part of the handbook to review the items they will be evaluated on. All supervisors are provided with written management guidelines on performing employee performance evaluations. Supervisors are expected to meet with each employee on a regular basis to objectively discuss their performance and abilities. Per board policy, employees are given a twelve-month probationary period.</p> <p>Performance standards for a task are set at a level consistent with the requirements of the position and discussed with employees so employees clearly understand the standards for performance. The Director of Business and Human Services sends out a list of employees to all their respective site supervisors and the date each individual staff member needs to be evaluated.</p> <p><i>By what methods does the institution define and evaluate “effective teaching” in its evaluation process? How is that effectiveness judged?</i></p> <p>As indicated in the previous section, IVROP contracts with the participating school districts to offer ROP programs at their school sites. A majority of the teachers are hired through the school districts and follow their hiring policies and procedures as well as evaluation of certificated staff. For the teachers hired by IVROP, the teachers are assessed on their performance using the following criteria: 1) The student’s progress towards achieving the intended skills or expectations based on the course outline or requirements as deemed by the project funding, 2) Instructional techniques and strategies used, 3) Adherence to curricular objects, 4) Establishing and maintaining a suitable learning environment, and 5) Other skills as indicated in the teacher’s job description or program objectives.</p>	<p>Evaluation Form</p> <p>Employee orientation</p> <p>Written management guidelines</p> <p>Employee list to management</p> <p>Evaluation Form</p> <p>Job Description</p> <p>Global Calendar</p> <p>Site Level Evaluations IVROP Evaluations?</p>

Findings	Evidence
<p>The evaluation teachers receive includes recommendations, if necessary, as to areas needing improvement. If the employee is not performing satisfactorily according to teacher standards, the Superintendent or designee notifies the employee in writing and describes the unsatisfactory performance. The Superintendent or designee shall confer with the employee, make specific recommendations as to areas needing improvement, and work on providing assistance with their performance. The teacher is asked to participate in a program designed to improve appropriate areas of performance, teacher effectiveness to further student achievement, and IVROP’s instructional objectives.</p>	<p>Teacher Evaluation Form</p>
<p>Additional methods used to measure teaching effectiveness include: several tools used at the end of the school year, responses made by students in the Student Evaluation of the Program, competencies learned and number of certificates awarded to students, the results of student placement in advanced education, employment, military or other opportunities beyond high school.</p>	<p>Teacher Evaluation and Follow-up Form</p> <p>Student Evaluation</p> <p>Student Competencies &amp; Certificates</p>
<p>Along with this evaluation process, IVROP was involved in the CTE TEACH program through the Department of Education. This program met Early Orientation requirements for CTE teachers who are seeking the CTE Designated Subjects Teaching Credential. This program is aligned with California’s Standards for the Teaching Professional. Topics include teaching methods, learning styles, lesson planning, equity and diversity, mandated reporting, legal and ethical issues, instructional planning, effective classroom management, Specially Designed Academic Instruction in English (SDAIE), school policies and procedures, safety of students, English learners, and business and industry partnerships. As part of CTE TEACH, participants are assigned an experienced teacher to serve as a mentor.</p>	<p>Student Follow-up</p> <p>CDE-101-E1 Report</p> <p>CTE TEACH Agendas</p> <p>CTE TEACH Sign-In Sheets</p> <p>CTE TEACH Mentor Assignment Sheets</p>
<p><i>Who does the annual evaluations of employees and are</i></p>	

Findings	Evidence
<p><i>results of such evaluations documented and shared in follow-up meetings with the employee under review?</i></p> <p>The performance evaluation system represents a constructive approach to maintaining and improving work performance. Each project supervisor is tasked with the assignment of evaluating all staff under their direction. Evaluations are conducted annually using the Employee Performance Evaluation Form, which serves as a written record. This document is constructed in a checklist fashion, with a range of exemplary to needs improvement in six different categories. There is also space for additional comments and goals. The employee is evaluated according to specific and significant tasks of the job based on the employee’s actual performance in comparison to the position standards. The evaluation form is reviewed and discussed with the employee at a follow-up meeting. The supervisor and employee both sign the form indicating that the evaluation has been reviewed. The Superintendent reviews all forms and signs off. The employee’s signature does not imply concurrence with evaluation and/or its rating. The employee has the right to include a written statement as an attachment to the evaluation not later than five (5) days following the review date.</p> <p><i>How is the evaluation process built on a collegial spirit that fosters growth and improvement?</i></p> <p>The skill by which supervisors motivate employees toward improved job performance and growth is the essence of good management. All our supervisors work in a positive fashion to encourage a collegial spirit through a variety of means for employee growth and improvement. Supervisors promote cross training. They also encourage employees to help each other to create and nurture team players. Staff are also provided with flexible work schedules so they may further their education. Employees are given opportunities to attend local and out-of-town conferences, workshops, and professional development activities to enhance their</p>	<p>Evaluation Form</p>

Findings	Evidence
<p>skills.</p> <p><i>What process is in place to assure that evaluations lead to improvement in job performance?</i></p> <p>The management guidelines reiterate the importance of utilizing the performance evaluation system to maintain and improve employee work performance. A properly conducted performance evaluation assists the employee in knowing what is expected, how well the employee is fulfilling the requirements of the position, and how the employee can improve performance if improvement is needed.</p> <p>Board policy AR 4218 addresses the procedures for disciplinary action for cause. IVROP employee disciplinary guidelines are outlined and addressed in the IVROP Supervisor Handbook. IVROP utilizes progressive discipline as a tool to correct serious performance problems. The progressive discipline steps include counseling, verbal warning, written warning, written reprimand and disciplinary action. All disciplinary steps are addressed using the FRISK (Facts, Rules, Impact, Suggestions and Knowledge) documentation model.</p> <p>When employees leave IVROP, they are requested to complete an exit interview form, which identifies strengths and weaknesses regarding their experience with IVROP.</p>	<p>Board Policy 4000</p> <p>Progressive Discipline</p> <p>Exit Interview Form</p>

**Indicator 3.5** - *Faculty members take ownership of student progress toward achieving stated school-wide learner outcomes.*

Findings	Evidence
<p><i>What are the roles of teachers and other staff members in the development of school-wide learner outcomes?</i></p> <p>As IVROP began working on the post-secondary WASC</p>	

Findings	Evidence
<p>model, teachers and staff met to review the Vision Statement and ESLRs. Since these ESLRs serve as the basis for our career and technical skills which are needed by students, we reviewed comments made by teachers, staff members, students, advisory members, workforce partners and the community to create the newly refined ESLRs. The ESLRs and Vision Statement are printed on folders and distributed to students. Due to budget cutbacks, we eliminated the folders but continue with posters in each classroom and in all offices. The guidance technicians assist the teachers in classroom discussions with students on the meaning of the ESLRs and their relevance to the instruction that they receive. An ESLR form continues to be used to assist teachers in tracking student progress as to when a specific ESLR has been achieved. This form is also available online and is included in individual student portfolios.</p>	<p>ESLR posters</p> <p>Vision Statement</p> <p>ESLR Form</p> <p>Monthly Calendar with the ESLRs</p> <p>ESLR Student Comments</p>
<p><i>How often do faculty members meet to discuss ESLRs and analyze student learning data to ensure the students are achieving the ESLRs?</i></p>	
<p>Teachers meet bi-annually at advisory committee meetings to discuss course content, achievement of the ESLRs and course competencies. The competencies are another tool used by teachers to determine whether students are learning the skills taught. The guidance technicians utilize a checklist to ensure that all teachers have completed the presentations on the ESLRs. ESLRs are included in the monthly ROP calendar distributed to all staff, teachers, board members, school administrators, and school counselors.</p>	<p>Advisory Agendas</p> <p>Advisory Calendar</p> <p>Advisory Minutes</p> <p>Guidance Technician Meeting</p> <p>Guidance Technician Log</p>
<p>Each school has designated minimum days where instructors may meet by department and discuss/analyze data. Additionally, the articulation meetings, (which are more common as of late) have been and will continue to be opportunities to look at data related to student participation and success on credit-by-exam performance; which is invariably linked with success in achieving the ESLRs.</p>	<p>Teacher Meeting Agendas</p>

**Indicator 3.6** - *The institution provides all personnel with appropriate opportunities for professional development.*

<b>Findings</b>	<b>Evidence</b>
<p><i>To what extent does the institution plan professional development activities that are connected to student learning needs?</i></p> <p>Staff members are encouraged to attend professional development activities that would help them improve student and/or participant learning. To help achieve this, IVROP has taken an active role in encouraging research-based instruction and learning. We have brought in several presenters to Imperial Valley to conduct training. Some of these training sessions have included the following: International Center for Leadership in Education to address Rigor and Relevance and special populations training for Non-traditional Populations. When funding is available, ROP teachers are encouraged to attend state conferences (Computer Using Educators, Health Institute, Tech Prep, etc.) and regional ROC/P Association conferences to further enhance their knowledge base. Many times the funds for attendance to these conferences have come from IVROP and/or IVROP project funding. Attendance to professional development activities by some of our funding providers is mandated; therefore, staff attends these training sessions to acquire and share information and knowledge with similar grantees and others.</p>	<p>Staff Sign-In Sheets</p> <p>Permission to Attend/Travel Expense Claim</p> <p>Purchase Orders</p> <p>Requisitions</p> <p>Conference Agendas</p> <p>Certificates of Attendance</p>
<p><i>To what extent does the institution provide funding for professional development opportunities?</i></p> <p>With less money to support professional training activities we have sought alternative means for staff to have access to professional development activities. We have partnered with several agencies (Imperial Valley Workforce Development Office, Imperial County Department of Social Services, etc.) with like goals to bring in presenters with expertise to provide needed training. This has enabled our staff members in our various projects to attend training sessions in case</p>	<p>Staff Sign-In Sheets</p> <p>Flyers for recruitment</p> <p>Purchase Orders</p>

Findings	Evidence
<p>management, customer service and performance measures. This has given them a greater understanding on how to use research-based knowledge when working with their participants to get maximum results. Teachers and staff continue to need further exposure to training to improve their ability to actively engage students and help them remain current within their industry.</p> <p><i>How does the institution ensure meaningful evaluation of professional development activities?</i></p> <p>IVROP reviews evaluations of professional training done locally to help determine the worthiness of the training and to see if staff plan to implement what they have learned in their sessions with their students/participants. For training conducted elsewhere, staff is asked to share what they learned from the training and how they plan to use it. This is usually done in a small group settings within their particular projects and/or at management meetings.</p> <p><i>What impact do professional development activities have on the improvement of teaching and learning? How does the institution evaluate that improvement?</i></p> <p>IVROP has learned that most professional development has a positive impact on teaching and learning if it is practiced and shared with peers. If the newly learned skill is not practiced, it is most likely that it will not be used to any great degree. One way to help us overcome this obstacle is to bring back those individuals that have attended the same training to talk about how they are using what they learned and demonstrate their skills with others. This helps to reinforce their learning and also helps others see how they might use the newly acquired information/skills. Some professional development activities we offered have components which assist with evaluation of improvement, Rigor/Relevance Trainings and Recent HASPI-Health and Science Pipeline Initiative trainings include development and/or use of lesson plans associated with the trainings, and our CTE</p>	<p>Management Agendas</p> <p>Project Agendas</p> <p>Staff E-mails</p> <p>Teacher Meetings Agendas</p> <p>Professional Development Agendas and Products</p> <p>Advisory Meetings</p>

Findings	Evidence
Teach new teacher trainings include a mentor to observe and support the participants.	

**Indicator 3.7** - *The institution regularly evaluates all non-teaching support staff members and provides direction and support for improvement of their skills.*

Findings	Evidence
<p data-bbox="186 489 1050 569"><i>What process is in place for the regular evaluation of all non-teaching personnel?</i></p> <p data-bbox="186 615 1050 821">Non-teaching personnel are told during the new employee orientation process about the evaluation procedure. They are informed that there will be an annual evaluation and given the evaluation form to review the items they will be evaluated on.</p> <p data-bbox="186 867 1050 1073">At the beginning of the new fiscal year, the Director of Business and Human Services will send out a list of employees (including non-teaching) to all their respective site supervisors including the date that each individual staff members needs be evaluated.</p> <p data-bbox="186 1119 1050 1845">The evaluation of employees is done on an annual basis by the immediate supervisors using the Employee Performance Evaluation Form, which serves as a written record. This document is constructed in a checklist fashion, with a range of “exemplary” to “needs improvement” in six different categories. There is space for additional comment and goals. Upon completion of the evaluation form, the supervisor schedules a meeting with the employee to meet and review the employee’s performance. The supervisor and the employee both sign the form indicating that the evaluation has been reviewed. The Superintendent reviews forms and signs off. The employee’s signature does not imply concurrence with evaluation and/or its rating. The employee has the right to include a written statement as an attachment to the evaluation no later than five (5) days following the review date.</p>	<p data-bbox="1073 657 1328 699">Evaluation Form</p> <p data-bbox="1073 913 1425 955">Re-Classification Form</p> <p data-bbox="1073 1127 1328 1169">Evaluation Form</p>

<b>Findings</b>	<b>Evidence</b>
<p><i>To what extent are job descriptions and duty expectations regularly reviewed and revised to meet the current needs of the school?</i></p> <p>As aforementioned, the job descriptions for classified personnel have been kept very general to allow for flexibility within the recruiting and hiring process, given the variety and large number of grants that we receive. As such, we maintain a large bank of different job titles and descriptions. Job descriptions are reviewed periodically to see if they are still current with our job needs. Generally this process takes no more than 2 months. In the past 10 years we have only updated and added no more than 5 job descriptions however, we seldom remove a job title from our job bank. As such, little updating has been done over the past 10 years and jobs are not being removed from our jobs bank. It seems clear that some updating needs to be done to reflect changes over the last decade.</p>	<p>Job Descriptions</p>
<p><i>How is the support staff included in meetings (as appropriate) to engage them as important stakeholders in the learning programs of the school?</i></p> <p>Support staff members as are included in all meetings for their respective project(s). Staff members are also included in partner meetings that involve their project. This helps keep them informed on goals, procedures, outcomes, activities and other related services to their project and IVROP in general.</p> <p>The guidance technicians, along with other project staff members serving junior and senior high school students (working at the different school sites), are encouraged by IVROP administration to attend meetings and programs which involve the learning programs of their respective school sites. At most of the school sites, project staff and primarily the guidance technicians are seen as school staff members and are included in learning discussions, trainings, meetings, etc. Their input is sought out and valued by the teaching staff of their respective school</p>	<p>Staff Sign-In Sheets</p> <p>Junior High Career Day</p> <p>IVROP Showcase &amp; Recognition Ceremony</p> <p>Guidance Technician</p>

<b>Findings</b>	<b>Evidence</b>
<p>sites. The guidance technicians are also included in planning career days and job awareness events held at the various school sites.</p> <p>To further promote staff engagement as stakeholders, all advisory committee meetings are facilitated by ROP and project funded supervisors. This enables supervisors to connect with industry and school partners for rich discussions related to learning and how their programs fit into the educational process.</p>	<p>School Site School Schedules and Logs</p> <p>Advisory Schedule</p> <p>Advisory Agenda</p> <p>Advisory Minutes</p>

**Strengths:**

Well developed and effective screening process and interview process for potential employees.

Established procedures for evaluation of staff.

Opportunities for staff development related to job responsibilities.

Time allocation for staff and teachers to use data for analysis of student work.

Board policies adopted on personnel matters.

**Key Issues:**

Existing jobs and duties need refinement to better reflect job responsibilities.

Modification of job application to include necessary back-up items (e.g. transcripts, verification of education, etc.)

## CRITERION 4 - Curriculum

The institution demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach Expected Schoolwide Learner Results. The school's curriculum reveals its mission and ESLRs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

**Indicator 4.1** - *IVROP has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.*

Findings	Evidence
<p><i>How does the school list all courses and provide course outlines and objectives for all stakeholder groups?</i></p>	
<p>All stakeholder groups can access the list of courses, outlines, and competencies for all IVROP classes through our website and may obtain a physical copy by requesting it through the IVROP main administrative office. IVROP also advertises courses available through local news publication and through the registration process (counseling) at each high school.</p>	<p>IVROP Website</p>
<p><i>To what extent does each course have clearly defined learner outcomes?</i></p>	
<p>All IVROP courses (as listed in the Community Profile) have outlines and the course outcomes are specified in their competencies. In addition to course credit, students receive certificates of achievement. These industry recognized certificates include the degree of success in the individual competencies listed.</p>	<p>Competency Certificates Course Outlines Tests/Assessments</p>
<p>Each course has an outline which identifies the number of hours for each unit of study along with the ESLRs – Expected Student Learning Results- which are being addressed. The identification of the CTE and academic standards being addressed in the course are also part of the outline.</p>	<p>Course Outlines</p>

Findings	Evidence
<p>Additionally, some IVROP courses also result in licensure (C.N.A., Pharmacy Technician, Truck Driving, Security Guard). Or, for Central's Automotive Technology course, the class itself is NATEF – National Automotive Technicians Education Foundation certified. Students wanting to pass the course must complete 95% of priority 1 tasks, 80% of priority 2 tasks, and 50% of priority 3 tasks.</p> <p>IVROP works closely with industry and the local WIB (Workforce Investment Board) to develop and implement new courses and/or additions to existing courses in order to better meet labor market demands of the community. Community advisory meetings are held twice a year to solicit input from employers on course content and job availability. Employers routinely offer their expertise on advancements in industry which need to be incorporated in classrooms. Employees also give their opinions as to the relevance of methods of assessment being utilized in the courses.</p> <p>IVROP follows an approval process for its courses which allows for the collection of information to be made prior to the beginning of each course:</p> <ul style="list-style-type: none"> <li>• Explore needs based on labor market information in local or surrounding areas</li> <li>• Develop proposed course outlines</li> <li>• Determine feasibility of course location, schedule, instructor, etc.</li> <li>• Hold advisory committee meetings to determine employer needs</li> <li>• Submit course and schedule information to board for approval</li> </ul> <p>At the high school level, Programs of Study documents- which include several courses in an industry sector - are available for students to plan a course of study in any particular pathway.</p>	<p>State Test/Licensure Results</p> <p>Teacher Interview and NATEF website</p> <p>Advisory Meeting Notes Advisory Agendas</p> <p>EDD website Sample Course Outlines Advisory Agenda Board Agenda</p> <p>Program of Study Documents.</p>

Findings	Evidence
<p>Each new course offering includes appropriate examination and development of its curriculum. Course instructors are asked to review existing outlines and determine additional needs. Advisory groups are consulted for the latest industry advances, i.e. rules, and regulations, etc. One example of this is how to handle hazardous materials in the trucking industry.</p> <p>If WIA funding is utilized for a course, eligibility must be determined using the state guidelines. An Interview Process for students with adult development specialists explains the content of each course. Assessments of the existing ability of students in Math and English also helps determine the appropriate placement of students in certain courses.</p> <p><i>How is the institutional resource allocation connected to curriculum development needs?</i></p> <p>Institutional resource allocation is determined by 1. Advisory Board input - advisories give input on what materials/supplies are necessary for the course to remain current and relevant, they keep our instructors aware of industry standards 2. Perkins Plan - The Perkins five year plans and annual plans for Adult and secondary/consortium education include certain industry sector priorities to be supported 3. State and county guidelines - hours, the grant directions we get from One Stop, etc.</p> <p>Recently, recognizing the combined focus on articulation by several career technical resources (SB70 funding, Perkins, Tech Prep), IVROP has put much effort into articulating coursework with the community college. As the table in the Community Profile section indicates, those efforts have paid off with a number of articulated courses and more importantly, students are taking part in the credit by exam process to receive the articulated credits. While the recent success here is great IVROP would like to articulate more classes and improve on the awareness and use of the current articulations Student participation has been better than ever yet, there were</p>	<p>Course List Course Outlines</p> <p>Math/English Assessments (OneStop and IVROP)</p> <p>Advisory meeting notes/minutes Existing Grants: Perkins Plans</p> <p>SB70 grants Tech Prep Plans</p>

Findings	Evidence
<p>still many students who were qualified to take the test and did not end take it.</p> <p>As noted in our profile, there are a number of IVROP courses where state licensure is an added benefit. A number of instructors would like to have certifications and/or licensure as part of their course but have stated paying for certifications/licensure to be part the courses is difficult given the economic climate.</p> <p>Additional Curriculum Development (standards aligned lesson plans in targeted areas) has been made possible through SB70 funding. This has allowed for much needed rigor/relevance training for (academic and career technical instructors) in our JPA districts.</p>	<p>IVROP Website Community Profile</p> <p>Rigor/Relevance link on IVROP website Relevance Project website</p>

**Indicator 4.2** - *IVROP has a process in place to regularly identify the unique learning needs of its constituency.*

Findings	Evidence
<p><i>To what extent does the institution have a curriculum review cycle in place that includes as many stakeholders as possible?</i></p> <p>In an ongoing effort to determine course continuation or feasibility in offering the course, IVROP collects the following data and provides it to the state Department of Education:</p> <ul style="list-style-type: none"> <li>• Local labor market demand</li> <li>• Conducts advisory committee meetings with business, community and instructor representation</li> <li>• Course status by IVROP board (continue, discontinue, or probation)</li> <li>• Supports academic core standards addressed in curriculum</li> <li>• Course approved for academic graduation requirements</li> <li>• Course approved for “A-G” requirements</li> <li>• Course articulated with two-year community college or four-year college</li> </ul>	<p>Advisory minutes</p>



Findings	Evidence
<p>Advisory meetings include in part of their agendas the opportunity for input (recorded) on the adequacy of resources and a formal process for approving the continuation of the course which can be tied to the adequacy of the resources). The minutes of these meetings are written conclusions that are used to make allocation decisions. All teachers are part of the Advisory Committee process. Teachers are expected to make changes to their curriculum (or its delivery) based on the latest, and most relevant input from industry leaders at these meetings.</p>	<p>Advisory Meeting Notes/Agendas</p>
<p>Each course has an end of course evaluation which is utilized to help guide instruction and collect appropriate information for Carl Perkins reporting.</p>	<p>End of Year Evaluation of Program Survey</p>
<p>Additionally, through Tech Prep and SB70 funding, IVROP has routinely made available opportunities for Teacher Externships (job-shadowing of industry). This allows for teachers to stay informed about accurate and up-to-date information about industry, and incorporate this knowledge into the process as necessary. Funding for lesson plan development and/or updating of course outlines and related materials – possibly related to articulation and/or A-G work- is often part of this process.</p>	<p>Externship Apps and Reports</p> <p>LOAs for lesson plan and course updates/development</p>
<p>Finally, instructors’ involvement in professional development (often career technical education/student organization focused) also informs instructors in the curriculum development process. Funding these efforts is a joint effort between IVROP and school districts.</p>	<p>Prof Development Requests/POs/Surveys</p>
<p><i>How does the curriculum reflect the school’s mission and how does it connect to the ESLRs?</i></p>	
<p>The curriculum reflects the school’s mission and the needs of all populations with stakeholder involvement. As indicated in Indicator 4.1, the ESLRs are part of the course outlines and additional focus on ESLRs is provided by monthly emphasis of one of the ESLRs</p>	<p>Course Outlines Emails</p> <p>ESLR Tools</p>

Findings	Evidence
<p>through email communications with instructors. Worksheets for keeping track of how ESLRs are utilized are part of the tools that can be utilized by both course instructors and program managers. ESLRs are part of the objectives explicit and implicit in student work (homework, projects, tests) that instructors require.</p> <p>Achievement of the ESLRs is how we define our degree of success in achieving the mission/vision of IVROP: “developing and providing quality training, career and educational services....” It is likely a quality program or course if we can point to (through curriculum resources, observations, student work, etc.) how students are being challenged to achieve the ESLRs.</p> <p>Portfolios are another specific example of how IVROP guides instructors in connecting the curriculum to the ESLRs. All IVROP instructors are able to receive instruction and guidance technician assistance with portfolios. Portfolio use is specifically tied to the ESLRs in it instruction and implementation.</p> <p><i>How often is the entire school curriculum evaluated for relevancy in light of changing student demographics?</i></p> <p>The entire school curriculum is evaluated every year through advisory board meetings, department meetings and reports to the Joint Powers Authority governing board (but it is much more about changes in market demand for certain jobs than it is the student demographics). While the student demographics of our county have resulted in an emphasis on making sure everyone is aware of the second language learner needs (mandated CLAD certification for all high school teachers), the fact that our students are primarily Hispanic and often come from English language learning homes does not change the reality of what jobs are available in the area. We educate and train based on the best information we have about the relevance of our courses respective to available jobs in our region (present and future jobs).</p>	<p>Portfolios and Portfolio Guidelines</p> <p>Student Work</p> <p>Advisory Committee Agendas/Notes</p> <p>Teacher Credentials and authorizations</p> <p>EDD/LMI Info.</p>

Findings	Evidence
<p>Also, as noted elsewhere, both the consortium Perkins application and the other individual Perkins applications of larger school districts– through their reporting requirements – include evaluation of relevancy of curriculum in light of student results Demographics are specifically broken down within core indicator reporting requirements.</p>	<p>Carl Perkins Reports</p>

**Indicator 4.3** - *Students have access to texts, learning materials, and information resources that are sufficient to meet the course learning objectives.*

Findings	Evidence
<p><i>To what extent does the institution provide texts and/or learning materials on the first day of class?</i></p> <p>Texts and learning materials are provided from the first day of class, and are either purchased by ROP or WIA, or the school site, (depending on adult or secondary courses and whether or not the school is offering the ROP course as one of their own). For WIA funded classes, it is a new book each class.</p> <p>Text/learning materials are determined by a combination of advisory input, teacher input and/or state guidelines. Advisory input combined with teacher input and/or state guidelines determines what text/learning materials are to be used.</p> <p>Additionally, ROP staff meets with teachers prior to the start of the school year to determine needs, review attendance and review other procedures. Guidance Technicians are a part of such meetings and follow-up with instructors in taking care of identified needs.</p> <p><i>To what extent does the institution provide sufficient library resources, or access to such resources, to support classroom instruction?</i></p> <p><i>How does the school make learning labs, computer labs,</i></p>	<p>Texts POs WIA regulations</p> <p>Advisory minutes State Guidelines/Grant directions</p> <p>Purchase Orders</p> <p>Classroom Visits Survey</p> <p>Guidance Technician Interviews</p>

Findings	Evidence
<p><i>etc., available to students to support their learning needs?</i></p> <p>IVROP has a Resource Library that holds supplemental materials to assist with research and/or career information sought after it is housed at the Sperber Rd. site and teachers/staff may view the resources online and request their use. Support in classroom instruction is also provided through the outlines and a listing of competency certificates on the IVROP website. As IVROP high school courses are operated on high school campuses, the libraries and computer labs at each school also serve as available libraries/resources for IVROP students and staff.</p> <p>The resource library is not fully utilized simply because it is not housed on each campus, and it is hard to know what a resource contains without going to actually see it at the location.</p> <p>Each school has processes set-up at the end of the school year for determining needs (desks, texts, etc.) related to these resources and purchase orders are prepared to make sure they are sufficiently equipped for the coming year.</p> <p>IVROP also has a strong relationship with the One-Stop/Imperial County Workforce Development board, and, because of this, they house some of our programs/project in their buildings. Our students are made aware of and encouraged to utilize the computer labs at the One-Stop facility and our IVROP computer labs (located on State Street, Main Street and Sperber Road).</p> <p>IVROP makes Career Locker available to all high school students for the purposes of interest assessment/career planning and also utilizes the many free public resources such as careerzone.org, which includes Reality Check and Road Trip Nation.</p> <p><i>Does the institution support quality instructional</i></p>	<p>Site computer labs IVROP website</p> <p>Resource Lab IVROP website</p> <p>End of Year Inventory Request Forms</p> <p>One-Stop buildings</p> <p>Classrooms</p> <p>Career Locker site</p>

Findings	Evidence
<p><i>programs by providing technology and learning resources sufficient to facilitate offerings?</i></p> <p>Each course utilizes up to date technological equipment to enhance the delivery of informational resources to students in the classroom. Administration and Instructors make plans (Perkins related, general fund, or other grants) to purchase what industry advisors say is necessary for the continued implementation of these courses in a relevant manner). Our Graphic Design Courses rely heavily on input from industry professionals in order to make sure we are not just engaging students with real-world projects but we are also ensuring they utilize software and equipment commonly used in the industry.</p> <p>Another example is the Pharmacy Tech software we utilize. Since Pharmacy Technicians must utilize computers and software as part of their jobs (in addition to knowing the medical terms and processes), this is taught as part of these courses as well. All medical classes make use of DVD players, computers, televisions, appropriate medical related supplies and equipment.</p> <p>Our computer repair and networking courses have equipment which allows for training for current A+ certification and (for the adult course) Networking + certification. These courses use recently incorporated LAB-SIM software, which should assist in ongoing articulation efforts with IVC.</p> <p>Our Construction Trades course at Brawley High School has a history of securing grants and business donations to support its photovoltaic solar efforts that go with its home construction efforts. This is also a way of generating more income for the program.</p> <p>As for “how” we determine funding necessary for these purposes, it is often a great deal of collaboration between ourselves, businesses, grants, and school district</p>	<p>JPA agreement Perkins Collaborative Plan</p> <p>Software</p> <p>Hardware</p> <p>Classroom Visit</p> <p>Donated/Grant funded equipment</p>

Findings	Evidence
<p>communication. By letting districts know what supplies / materials, etc., are necessary for the continuation and / or necessary supplementing of a course (through copies of advisory minutes and personal visits, and the collaborative planning process of those districts that are part of the Perkins Collaborative), the IVROP and JPA districts are able to plan for the technological and other learning resource needs of our various courses.</p>	

**Strengths:**

Advisories – The collaboration with school districts and employers, County/Gov Relations: One Stop, works well to inform this process with the pertinent information needed to keep curriculum up to date.

Employer/Community Relations in General – Employers/Community involvement in advisories, our Green Employer Council, project advisories, and making available work sites and externships for instructors all supports a strong curriculum.

Curriculum Documents – The fact that outlines include expectations and ESLRS and are tied to Competency Certificates in a way that instructors easily understand and utilize.

Collaboration with schools on Resources – Libraries, computer labs, etc.

Articulation Efforts - Supported through SB70/Tech Prep funding; many new articulations in the past 2 years.

Licensures – earned through several courses and which have high passing rates.

**Key Issues:**

Emphasis on Industry Certifications – Courses do exist that offer and/or market industry certifications but there are courses where certifications are possible and are not yet fully part of outlines/course goals. Emphasizing this could include specific inclusion in outlines and certificates of competence. Emphasizing certifications increases rigor and relevance in courses offered while reinforcing concept of course work as one step in a pathway.

Transferability (Articulation/A-G Efforts) – There is a need to build awareness of articulation and A-G application processes and increase efforts across as many courses as possible; rigor, relevance, and pathway clarification.

Use of Technology tools linked to learning needs – The IVROP Resource Library could be better by being made more available in an online format. Tutoring tools such as KAHN academy, Quizlet, CAHSEE Prep, Accuplacer Prep could implement as part of the website/Resource Library. Use marketed/taught to instructors and/or use of IVROP labs (at State Street, Main Street) could be arranged for these purposes too. Outlines could be made stronger by actually linking to the standard that they reference.

**CRITERION 5 - Instructional Program**

**The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.**

**Indicator 5.1** - *IVROP has a goal that all students/participants will receive quality career training in order to prepare them to succeed in higher education, the workplace, or in entering into a new field.*

Findings	Evidence
<p><i>How does the institution measure the quality of instruction in its classrooms?</i></p> <p>IVROP and the JPA school sites measure the quality of classroom instruction in many ways. It is measured through the use of materials and/or curriculum used to provide the instruction. IVROP works continuously through the advisory committee meetings to review the course outlines, textbooks, methods of assessment, student certificates, and other data that helps measure student progress.</p> <p>The results of the annual follow-up study are reviewed with teachers, board members, and advisory committee members. The most recent report for the 2009-10 year indicates that 82% of the students surveyed are either in the military, furthering their education, or did obtain employment.</p> <p>For the past 18 years IVROP has used an end-of-the-year survey asking students how they perceived their educational experience. The Student Evaluation of the Program results are reviewed with the teachers, board members and advisory committee members. Below are the 2010-11 partial survey results for the 31 question</p>	<p>Course Outlines</p> <p>ESLRs</p> <p>Advisory committees</p> <p>Certificates of completion</p> <p>Industry Recognized Certificates</p> <p>Student Evaluation of Program</p>

Findings	Evidence
<p>survey:</p> <ul style="list-style-type: none"> <li>• 86% have the skills to get a job in their respective line of work</li> <li>• 85% had enough materials and equipment to do their work</li> <li>• 90% would encourage others to take that class</li> <li>• 88% had someone teach them how to prepare a résumé</li> </ul> <p>Most ROP teachers are employees of the school districts where the courses are offered. Each school site oversees the courses instruction and conducts performance reviews/evaluations of their instructors as set in their district policies.</p> <p>In cases where there are industry specific certifications, students may take that examination provided by the state or professional organizations such as:</p> <ul style="list-style-type: none"> <li>• Nursing Assistant</li> <li>• Pharmacy Technicians</li> <li>• Automotive Technology</li> <li>• Truck Driving</li> <li>• CPR Certification</li> <li>• Articulation Examinations at Imperial Valley College</li> </ul> <p>Results from these examinations are a method of assessment and evaluation used by IVROP and the grant-funded entities to determine the level of performance or skill level attainment of the students. In addition, they serve as indicators of the quality of instruction delivered within the course.</p> <p>During the initial year of the articulation exams 58% of students passed, resulting in the earning of college credits. The state level exams showed a student pass rate</p>	<p>Clinical Evaluations CPR Cards Test Results</p> <p>Report on Students Passing Articulation Examinations</p>

Findings	Evidence
<p>of one hundred percent (100%).</p> <p>Through the articulations and the Credit-By-Exam system that is now in place, IVROP keeps track of this information and shares it with instructors as a measure of program quality.</p> <p>In 2009-10 IVROP was selected to participate in a new teacher training program. The instructors' participation in the training sessions, which include an online orientation within the first 30 days of teaching and the observation of these instructors by assigned mentors, is another way of measuring the quality of instruction and providing an ongoing process to improve on that quality.</p> <p><i>How do faculty members keep current in instructional strategies and methodologies in their areas of expertise?</i></p> <p>IVROP strives to encourage commitment, participation, and shared accountability from all of its faculty members. In order to keep current with instructional strategies and methodologies.</p> <p>All IVROP instructors are credentialed in their area of expertise, either through advanced college degree and teaching credential or through a Designated Teaching/CTE credential and completion of the credentialing courses (Level 1, 2, 3 or CTE TEACH orientation, preparation and mentoring).</p> <p>Critical ways instructors remain current are through direct faculty participation in employer advisory committee meetings and/or job shadowing/teacher externship experiences. By participating in these experiences, faculty is made aware of emerging industry trends, technological advancements, changes in regulations, and regional labor market trends. These employer advisory meetings are also critical for the</p>	<p>CTE TEACH Curriculum</p> <p>Designated Subject Credentials and course enrollments</p> <p>Professional Meetings</p> <p>Training/Professional Development Agendas/Materials</p> <p>CTE Teach Website/ Online Orientation site</p> <p>Advisory Committee Attendance Teacher Externship Reports</p>

Findings	Evidence
<p>development and enhancement of relevant and rigorous curriculum.</p> <p>IVROP and JPA school sites provide numerous opportunities for faculty to meet with their peers in order to interact, share best practices, and collaborate to improve the delivery of curriculum and instruction. Department collaboration days and/or planned professional development events are part of most school campuses. It was indicated in discussions with faculty that the districts set up their training schedules and topics during these professional development days. IVROP also encourages and funds faculty participation in professional development activities such as workshops, conferences, or training related to CTE or their specific subject area.</p> <p>One of these professional development efforts that many CTE and academic teachers have attended in recent years are the SB70 pathway efforts. Staff has created Rigor/Relevance Trainings (Bill Daggett/International Center for Leadership in Education) that focus on developing “application oriented/Quadrant D” lesson plans.</p> <p>New CTE teachers have participated and received services through the new CTE TEACH trainings (6 instructional training days and an assigned mentor) for the past three years. Instructors are introduced to essential pedagogy and classroom management concepts that assist greatly in a smooth transition. Our new CTE teachers are usually credentialed without any formal classroom training having taken place.</p> <p>Adding to the value of the CTE TEACH Trainings, IVROP is making an effort in Spring of the 2011-12 School Year, and we are moving forward to make our veteran teachers aware of the offerings of the CTE Teach site. The classroom management and pedagogy pieces are an excellent refresher for any instructor.</p>	<p>Teacher Survey – Professional Dev. List</p> <p>Rigor/Relevance Materials / Agendas</p> <p>CTE Teach Instructors / Mentors</p>

**Indicator 5.2** - *IVROP provides numerous opportunities for faculty to meet and discuss student learning needs and pedagogical approaches. As mentioned in the previous finding, one way is by facilitating faculty meetings. The goal of these meetings is to share and discuss best practices with their peers and to interact with ideas on how to collaborate and improve the delivery of curriculum and instruction while incorporating the Expected Schoolwide Learning Results in lesson plans.*

Findings	Evidence
<p><i>What opportunities for dialogue are provided for faculty members to discuss student learning needs and pedagogical approaches?</i></p> <p>All of our high school districts have special schedules in place that allow for teachers to plan for their courses and collaborate within their subject area or department. Teachers hold meaningful discussions on teaching methodologies, instructional strategies, and other goals set by the school sites. These are scheduled as minimum days, collaborative days or department days.</p> <p>IVROP holds a back-to-school teacher meeting at the beginning of the year to discuss issues pertinent to the first days of school. A number of our pathway oriented, grant funded programs target various pathways such as Health-Science, Energy, and Public/Protective Services. Through these ventures, CTE and academic faculty have worked collaboratively in creating integrated or themed lessons that have allowed expansion of instructional strategies.</p> <p>Faculty members are provided opportunities to discuss with site level administration and counseling. However, discussion on the topic of student enrollment in ROP/CTE classes at the beginning of the year and enrollment changes necessary at the semester, are not usually a topic of dialogue. A number of teachers indicated that:</p> <p>1) Students who need academic interventions midyear are pulled from ROP/CTE elective and</p>	<p>Faculty Meeting agenda and minutes</p> <p>School Schedules/ Minimum Day Schedules</p> <p>Grant sponsored Pathway Efforts (On-site and admin. office sign-ins/agendas)</p>

Findings	Evidence
<p>2) Other or new students are being added mid-year in their courses.</p> <p>Though some instructors indicate that they have voiced this concern, it simply has not been a priority at the sites to resolve this issue. The opportunity for productive dialogue in this area is desired.</p> <p><i>What teaching strategies and methodologies are commonly used?</i></p> <p>Generally, IVROP instructors initially use direct instruction to provide foundational information on methods, tools, academic knowledge and skills that apply directly to the CTE course they are instructing. However, the core component of CTE lies in student-centered instruction. After the initial foundational components are delivered, students are provided with opportunities to apply knowledge, practice skills, and discover concepts through hands-on, group, and individual projects. These projects are graded and may also be used in competitions and as displays to the community to showcase student skills and abilities.</p> <p>Instructors are provided with the opportunity to observe each other during instruction time to allow for peer-to-peer modeling and feedback. As part of the WASC process, instructors completed “Learning Snapshots” (Actual questions and results of these listed in the index). Review of comments associated with these observation opportunities by staff resulted in the identification of the following strategies and the methods and tools being utilized:</p> <ul style="list-style-type: none"> <li>● <b>Direct Instruction:</b> <ul style="list-style-type: none"> <li>○ Didactic questioning</li> <li>○ Demonstration</li> <li>○ Guided and shared assignments</li> <li>○ Drill and Practice activities</li> </ul> </li> <li>● <b>Interactive Instruction:</b> <ul style="list-style-type: none"> <li>○ Peer-to-peer learning</li> </ul> </li> </ul>	<p>Portfolios</p> <p>Projects</p> <p>School Site Training Records/Agendas</p>

Findings	Evidence
<ul style="list-style-type: none"> <li>○ Role Playing</li> <li>○ Discussion</li> <li>○ Lab</li> <li>○ Cooperative Learning Groups</li> <li>○ Interviewing</li> <li>○ Problem solving</li> <li>○ Tutorial Groups</li> <li>● <b>Indirect Instruction:</b> <ul style="list-style-type: none"> <li>○ Problem solving</li> <li>○ Case studies</li> <li>○ Reading for meaning</li> <li>○ Reflective discussion</li> <li>○ Writing to inform</li> <li>○ Concept mapping</li> <li>○ Inquiry</li> </ul> </li> <li>● <b>Independent Study:</b> <ul style="list-style-type: none"> <li>○ Essays</li> <li>○ Computer Assisted Instruction</li> <li>○ Research Projects</li> <li>○ Homework</li> <li>○ Learning activity packets</li> <li>○ Assigned questions</li> <li>○ Learning logs</li> </ul> </li> <li>● <b>Experiential Learning:</b> <ul style="list-style-type: none"> <li>○ Field trips</li> <li>○ Community Placements</li> <li>○ Work Experience</li> <li>○ O-J-T Internships</li> <li>○ Conducting Experiments</li> <li>○ Guest Speakers</li> <li>○ Simulations</li> <li>○ Role Playing</li> <li>○ Games</li> <li>○ Field Observations</li> <li>○ Story Telling</li> <li>○ Relevant Use of Professional Equipment</li> </ul> </li> <li>● <b>Instructional Skills:</b> <ul style="list-style-type: none"> <li>○ Explaining</li> <li>○ Demonstrating</li> <li>○ Questioning</li> </ul> </li> </ul>	<p>Brawley/Calipatria TAPPLE staff development agendas</p> <p>Classroom Observations School Policies</p> <p>Student evaluations Classroom observation Lesson plans</p>

Findings	Evidence
<ul style="list-style-type: none"> <li>○ Questioning technique</li> <li>○ Wait time</li> <li>○ Levels of Questions</li> </ul> <p>The compilation of select projects into a portfolio an important aspect of many IVROP courses.</p> <p>In developing the portfolio, particular emphasis is placed in including documents from the employability unit (résumé, cover letters, letters of recommendation, and other related documents).</p> <p>A specific strategy emphasized by many of the school sites is Explicit Direct Instruction (EDI). EDI focuses on:</p> <ul style="list-style-type: none"> <li>● active participants in the learning process</li> <li>● holistic instruction</li> <li>● integrates smaller learning units into meaningful wholes</li> <li>● developmentally appropriate</li> <li>● constant monitoring for understanding</li> <li>● student self-monitoring and direct own learning and participation</li> </ul> <p>All these points tie in to the instruction provided by IVROP teachers in ROP courses. As the school sites tie in this method of instruction to academic core courses CTE teachers also work collaboratively to include EDI strategies within their daily instruction.</p> <p>Continuous Checking for Understanding (CFU), when implemented properly, is another strategy used for providing effective instruction. Most teachers are familiar with the words checking for understanding. Almost every observation, coaching, or evaluation form presented contains words to that effect. In EDI, there is a very explicit method of Checking for Understanding that which makes teaching even better since teachers monitor student learning in real time. This strategy is being used in CTE and IVROP courses in several schools. A</p>	<p>Portfolio guidelines / Portfolios</p>



Findings	Evidence
<p>is included in the CTE TEACH trainings,) is the posting of the standard and/or objective being addressed in class that day on the board. The idea behind this is the objective is what the instructor expects the students to be able to do as a result of the lesson. Teachers then help students connect the lesson to the standards addressed in that particular lesson. The students know directly/explicitly what is being asked of them and can listen for further instructions/directions with the ultimate goal in mind.</p> <p><i>To what extent are teachers given support in developing differentiated teaching strategies to ensure that all students' needs are addressed?</i></p> <p>Faculty is provided the support and resources necessary by both IVROP and the individual school districts to develop differentiated teaching strategies. By providing ongoing support and professional development trainings and other resources, faculty is confident to implement various strategies and methodologies for addressing student needs in the classroom.</p> <p>Faculty is encouraged to assess student progress and needs on a regular basis to ensure that teaching strategies are effective and sensitive to the needs of all students. At some campuses, coaches are available to assist with requests for help on specific strategies and, as noted earlier, all new ROP instructors have a mentor who they can access for support. As for all other instructors, the minimum day planning time as well as special workshops through their own district or IVROP assist with this process. IVROP has offered specific assistance through a Special Populations workshop that is presented by a representative of the California Department of Education for the past few years. This workshop addresses strategies and resources for all "special populations" which can include gender, race, disability status and "other." It often includes special emphasis for working with non-traditional populations (males in traditionally female oriented occupational courses or</p>	<p>Classroom Observations</p> <p>Professional Development Records / P.O.'s (IVROP and Site)</p> <p>Teacher Input Site Calendars / Agendas for Minimum Days</p> <p>Special Populations Agenda / Records</p>

Findings	Evidence
<p>vice-versa).</p> <p>Faculty is also encouraged to attend, (by IVROP and JPA school sites, Individual Education Plan [IEP]) meetings so that they can assist the student in achieving their academic potential. A plan for differentiated teaching strategies is often part of these meetings.</p> <p>Lastly, the different data systems in the schools (Aeries, Data Director, Genesis) allow instructors to access student standardized test scores and reading levels. Access to this data allows students to be better prepared to assist and address the specific learning needs for each student in their class. All schools provide specific support for using the data systems and the relation to improving instruction.</p> <p><i>To what extent have faculty members discussed the relationship among teaching strategies, methodologies, and student performance?</i></p> <p>Faculty members meet regularly to dialogue with their peers to discuss teaching strategies, methodologies, and student performance.</p> <p>During the annual meeting all IVROP faculty reviews the IVROP Vision and ESLRs to ensure that the goal of IVROP's Vision and the ESLRs are being achieved. This meeting discussion includes ongoing emphasis placed on the ESLRs, the relation to the course outlines and certificates of competency. The discussions include the need for different teaching strategies and methodologies necessary for achievement of the student performance. As indicated earlier, the utilization of a portfolio has been discussed at many meetings as an ideal method for allowing students to showcase their performance and reflect on that performance.</p>	<p>IEP Meeting attendance / notes</p> <p>Reports from Data Systems at School Sites</p> <p>Vision/ESLR meeting agendas</p> <p>Agendas / Presentations for Portfolio</p>

Findings	Evidence
<p>In addition, faculty also meets with the local community college IVC to discuss articulation/concurrent enrollment possibilities. SB70 and Tech Prep funding has been utilized to set up faculty-to-faculty meetings where teachers share their course outlines, related competencies, texts and supplemental resources. The discussion of teaching strategies and student needs are a necessary and essential part of these meetings. The community college wants to know that the course, (which is delivered through IVROP and its secondary affiliates) is close enough in both its content and goals to be considered equivalent of a corresponding IVC course before an articulation is put in place.</p> <p>As previously indicated, the emphasis of participating schools/districts on Direct Explicit Instruction (DEI), RTI, the need for interventions illustrates that faculty are constantly being reminded of the relationship between their teaching methods and student performance, and/or the use of benchmark assessment data for reforming instruction. The schools' emphasis is on making our instructors more aware of the importance of the academic knowledge being taught. This academic knowledge is part of what IVROP would consider foundational. It can work symbiotically with the eventual transition to the hands-on project orientation that is the eventual goal of our courses.</p>	<p>Articulation Meeting Agendas / Email notes</p>

**Indicator 5.3** - *IVROP is actively engaged in integrating new technology into the instructional program of the school.*

Findings	Evidence
<p><i>To what extent does the institution have a team in place to review technological advances in instruction and how it can be adapted and used effectively in the school?</i></p>	

Findings	Evidence
<p>IVROP administrative staff works collaboratively with management staff to review technology in place within the organization. This team serves in an advisory capacity to determine the technological needs and infrastructure needed to assist students and faculty.</p> <p>IVROP works together with faculty at the school sites in order to put technology needs in place. The focus of the discussion is to maximize the effectiveness of class time and create greater access to courses, (including resources, and services) provided to teachers, staff, and students. This discussion is intended to guide all purchases of upgraded equipment, prioritize expenditures and determine the best options for staff, teacher, and student use.</p> <p>Additionally, this group works in conjunction with the technology departments from the school districts we serve to coordinate and execute the planning and implementation of technological tools and resources, in order to enhance courses and increase access. The entire management team reviews recent literature and industry updates on a monthly basis to stay abreast of trends, advancements and industry terminology. The management team discusses technology issues during the monthly management meetings.</p> <p>Although the past trend has been to provide technology and resources to teachers at the sites, the current district trends call for administrator-based rather than instructor-based technology plans. Technology and new uses for instruction are managed by the administrator for the optimization of student achievement (such as an increase in API and AYP test scores). In-service training are frequently offered in the use of assessment/standards based technology.</p> <p>While such use of funding can be seen as necessary, instructors indicate that they no longer have the same control/say in the use of ROP funds at their district (since</p>	<p>Management meeting agendas / materials</p> <p>Teachers</p> <p>Site In-Service Agendas</p>

Findings	Evidence
<p>Tier III <i>Flexibility</i>). Instructors have indicated there would like more say in how districts utilize ROP funding to benefit classroom instruction.</p> <p><i>To what extent does the institution have policies in place to govern the acceptance of credits earned through outside online programs?</i></p> <p>IVROP as an institution does not award credits to students enrolled in the courses these agencies offer; instead, the hours earned are recommended to the schools as credit. Each individual district that offers ROP classes determines how and whether credits will be awarded for the course. Each district has representation on the IVROP Board of Trustees and thus has a vested interest in the development and offering of courses that provide elective credits in career and technical education.</p> <p><i>How are faculty members trained to use technology more effectively in their own classrooms?</i></p> <p>IVROP faculty makes extensive use of instructional technologies in their classroom activities. The use of technology is required in many cases-often because of input from advisory committees-as it is necessary for exposing a student to important facets of a given industry. Faculty believes that technology facilitates student learning most in helping students grasp basic knowledge, encouraging students to become responsible for their own learning. Faculty has also indicated that technology increases student-faculty interactions and helps students comprehend difficult concepts. Faculty receives training on technology in a variety of ways.</p> <p>The technology team at the schools provides scaffolded layers of support with inter-district technology. Technology upgrades and resources that are used (program-wide) necessitate training for the teachers and</p>	<p>Technology requests</p> <p>Invoices for Purchases</p>

Findings	Evidence
<p>staff that will use these tools most often. In these cases either an IVROP, site technology team representative, or a contracted trainer, will provide a workshop (or series of workshops) to provide training in equipment operation, resource/tool use, and manipulation. For example, in welding courses instructors work closely with vendors to be included in the industry led training on the use of a new piece of equipment or technique. In most cases the level of support is offered in a one-to-one format. This allows the teachers and staff to become accustomed to the new equipment or resource/tool. After the initial training scenario has taken place, the technology team remains available to provide assistance, guidance and remediation in the use of classroom and district-wide technology.</p> <p>In the 2010-11 Student Evaluation of Program Survey, 85% of the students indicated that they have sufficient equipment and materials in their IVROP course. This is indicative of the sites providing adequate resources and equipment that help students learn. Furthermore, the technology team assists teachers and staff in utilizing existing resources and infrastructure in classrooms and in service delivery areas. This allows for maximized delivery of education in the course offerings.</p> <p><i>To what extent does the school offer online learning options or virtual classroom experience for students?</i></p> <p>Demonstrating disciplinary specific simulations or scenarios is the most important reason for using technology in the classroom. Equally important is providing convenient access to course materials through the use of technology. Access is an important reason for using technology, as is the relative importance of reaching students with different learning styles or, to stimulate the interest of students in course material.</p>	<p>Technology plan</p> <p>Quotes</p> <p>Talk to Training Techs</p> <p>Student Evaluation of Program Survey</p>

Findings	Evidence
<p>IVROP has virtual and/or online components of classes. For example, courses such as Computer Repair and Computerized Office courses use online instruction tools while the Dental Assistant course uses online discussion boards. However at the current time, virtual classrooms and online learning options for whole classes are non-existent. The funding for the development and expansion of these types of services has not been available due to the fiscal hardships of all local districts, and those at the state level as well. IVROP is in the process of participating in a pilot program to that may lead to grant funding creating opportunities for instructors and districts to serve as “hubs” of online and virtual instruction.</p> <p>Within the past two months, one staff member has been selected as one of 16 instructors in the state to receive training on how to establish an online course. IVROP is excited as our county has a large geographic area and a limited transportation infrastructure. Some of the districts in our JPA are in remote areas of our county. There is great potential to effectively reach these areas with the opportunities motivating the pursuit of this venture.</p>	<p>Software in classrooms (classroom visits / teacher observations)</p> <p>Instructor Interview</p>

**Strengths:**

Staff Development: This strength was designated because of the efforts and resources provided to instructors in order for courses to stay relevant (as it relates to the industry and incorporating new and updated instructional strategies).

Articulation: This strength was designated due to the confidence instructors have in students taking tests for state level certification depending on course as articulation exams with the local community college.

Counselor Access: This strength has been developed by IVROP's priority of working with and targeting counselors annually for training in order to update course offerings through career pathways available to students.

Employability Skills: This strength can be directly attributed to the impact of the Guidance Technicians on the campuses of each high school in the IVROP JPA and the services they provide, which include:

- career presentations
- résumé/application preparation
- employment preparation presentations

CTE funding: (First 4 out of the previous 6 years) This strength was identified by instructors as one of the main advantages IVROP courses had over district courses (prior to the assignment of the Tier III Flexibility title). Prior to Tier III Flexibility, the instructors were given the opportunity to determine where their IVROP, CTE and Perkins dollars were spent allowing for the most efficient and effective use of those funds.

### **Key Issues:**

Student Enrollment Process: An area identified as needing improvement was the timing of students enrolled in IVROP courses. Instructors indicated that while they have ample access to counselors and the counselors are well informed of IVROP course offerings, there continues to be an enrollment issue when students who are failing are pulled from one CTE course and placed in a remediation course in the middle of a semester or school year.

CTE funding management: (Last 2 out of the previous 6 years) An area identified as needing improvement after the assignment of Tier III Flexibility on IVROP funds is to increase funds available for CTE courses. Faculty noticed a difference after Tier III Flexibility as they no longer have input in determining where their CTE dollars are spent. The instructors understand that this is a site level financial issue that IVROP cannot directly control.

## CRITERION 6 - Use of Assessment

The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The institution recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.

**Indicator 6.1** – *Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.*

Findings	Evidence
<p><i>How are core competencies and specific learning outcomes developed for every course?</i></p> <p>In a new course, it is a usual practice to look for an outline (with competencies) already offered through another ROP or elsewhere. Or, if the course is very new, existing Industry certification tests or study guides may provide a basis for the competencies to be aimed for. The proposed outline and associated competencies always end up before our advisory committees in the industry sector corresponding to the proposed course. The advisory committee, (which may have new representatives invited because of the new course), in turn provides input on the appropriateness of competencies, outcomes, and they may offer pertinent suggestions.</p> <p>Meetings also include discussion of local labor market needs (data supplied by EDD representative), job descriptions, skills required, degrees, certifications and employer job readiness expectations.</p> <p>Teachers further develop learning outcomes and associated core competencies (to be incorporated in IVROP outlines and certificates) as a result of these advisory meetings. In addition, specific curriculum development efforts, which may be associated with</p>	<p>IVROP Certificate</p> <p>Course Outlines Advisory Committee Agenda / Notes</p> <p>Committee Agendas, Minutes, and Schedules</p> <p>EDD Reports</p> <p>Articulation Mtg. Agendas</p>

Findings	Evidence
<p>programs like Tech Prep, SB70, and/or articulation efforts with the community college are also developed.</p> <p><i>How are courses regularly evaluated in regard to depth, breadth, rigor and sequencing?</i></p> <p>As noted already, the advisory committee process serves as an evaluation of appropriate depth, breadth, rigor and sequencing. All of these aspects are shared at the meetings (Program of Study, actual outline, information on latest technology and demands of Industry).</p> <p>The student survey (Student Evaluation of the Program) at the end of each year also provides information that informs the overall evaluation and possible updating of the courses. It is also discussed at IVROP board and advisory committee meetings.</p> <p>Additionally, courses which are part of a Carl Perkins Sequence, (which includes almost all courses), are reviewed yearly as part of the re-application for Perkins funds by school sites. Sequencing, depth, breadth, and fulfilling particular Perkins demands (including the Leadership element, plan for ensuring success of special populations and support of academic subjects) are all important considerations.</p> <p><i>What improvements to courses and programs have occurred as a result of analysis of learning data?</i></p> <p>The IVROP program has benefited from an increase in collaboration between IVROP teachers, special education teachers and school staff. IVROP has sought and achieved ways to be a part of the IEP (Individual Education Plan) process at all school sites in order to better review data and meet the needs of our special education and general population students.</p> <p>Other program improvement, relating to analysis of learning data are the incorporation of foundational</p>	<p>Tech Prep / SB70 plans</p> <p>Course Outlines</p> <p>New Course Approval Process Checklist Advisory Committees</p> <p>Annual Student Survey (Student Evaluation of the Program)</p> <p>Carl Perkins Plans (IVROP and Districts)</p> <p>Individual Education Plans (IDP) Projects SOS, GOALS, ACE, WorkAbility</p>

Findings	Evidence
<p>mathematic and language arts standards in each CTE course and planning for the reinforcement of these important concepts (so students do not get pulled from their elective CTE courses because they cannot pass the CAHSEE). Based simply on analysis of enrollment data, IVROP realized that many high schools were making junior and senior level students drop their CTE elective courses if they did not pass the CAHSEE test. Convincing our instructors of the importance of incorporating these standards came about due to the states test results and new Perkins indicator demands. The result has been greater awareness of the importance of the academic standards and Perkins consortium indicators (for academic attainment) that substantially beat the state averages.</p> <p>Lastly, the Programs of Study that exist come from state mandates to identify programs of study. Their development often involves determining what level of academic attainment a student must have to begin a course sequence or be successful as they advance. Nursing students need certain science courses before they even begin and are encouraged to continue with courses such as anatomy/physiology as they prepare to enter and continue their pathway at the community college.</p>	<p>Course Outlines</p> <p>Perkins Core Indicator Data (Consortium)</p> <p>Programs of Study Course Requirements</p>

**Indicator 6.2** - *IVROP gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.*

Findings	Evidence
<p><i>To what extent do administration and faculty frequently meet to analyze student learning data and use results to improve the educational program?</i></p> <p>Semi-annual advisory meetings between ROP staff, school staff and business partners serve as an opportunity to discuss students' proficiency in each industry and/or to offer recommendations to ensure students' academic and</p>	<p>Advisory Meetings and Minutes</p>

Findings	Evidence
<p>vocational success.</p> <p>Such meetings include the sharing of student work and results by IVROP instructors with community/business partners and motions to update or modify curriculum as appropriate.</p> <p>Use of assessments are part of these meetings as well. Teachers routinely report on what sorts of assessments are used in class. After looking over our Community Profile data on grades for IVROP (and by industry sector) we realize we have not ensured an in-depth look at the results of these assessments on class grades (numbers and percentages of grades by class). Common assessments that can be compared from one like course to another are not part of the process.</p> <p>In addition, each school site has its own staff meetings and planned professional development opportunities - including training on school data systems like Aeries and Data Director - where use of these systems, in tandem with existing strategies, is part of the plan for implementing the educational program effectively (i.e., planning for the one's students, frontloading and scaffolding based on one's students).</p> <p><i>What changes have faculty made in teaching methodologies or instructional strategies to improve learning as a result of learning data analysis?</i></p> <p>Results of involvement in the [previously described] IEP process are individual but, generally, amount to a greater awareness of the possibilities and available strategies for instruction and assessment.</p> <p>One particular change that many instructors have sought related to our various special/non-traditional populations trainings we have arranged for as a result of this Perkins Core Indicator being low (for adults) is simply using more, non-traditional examples, and/or selecting non-traditional guest speakers for the classroom. While we</p>	<p>School Data Systems (Aeries, Data Director) and planned meetings, professional development</p> <p>Interview teachers</p>

Findings	Evidence
<p>have met our goal of getting non-traditional populations into the CTE courses, we have had trouble meeting the states percentages for retention (for adults). Efforts/special trainings have been undertaken to do so.</p>	<p>Nontraditional Populations Trainings</p>
<p>IVROP staff incorporated Career Locker as a result of analyzing student employability results. In order to improve the employability component - which includes job applications, interviews and preparing a résumé, Career Locker has been added to the component. Career Locker is an online - based system that allows students to develop their résumés and conduct online job search activities. ROP guidance technicians presently conduct individual teacher training on the Career Locker system and assist with planned implementation of Career Locker in the classes.</p>	<p>Teacher Interviews Web-based Career Locker System Student Résumés</p>
<p><i>How does the school document conclusions from analyzing student learning data so that recommendations can be made to address key issues?</i></p>	
<p>Input is solicited from teachers and business partners during staff and advisory meetings to gather specific career industry recommendations. Notes from the meetings document conclusions and suggestions. Online surveys, questionnaires and discussions are also used to document suggestions on key issues.</p>	<p>Advisory Meetings Agendas / Notes</p>
<p>Reports from our Perkins programs (Core Indicators) and specific reports related to particular programs and grants also inform our instructors and managers.</p>	<p>Surveys Questionnaires Perkins Indicators</p>
<p>Reports concerning the amount of Certificates of Competency issued and the areas in which those competencies are met are routinely analyzed for making improvements to our courses. The process for that is further described in a response to <i>“How does the school use assessment results to evaluate the effectiveness of programs?”</i></p>	<p>Grant Reports Competency Reports</p>
<p><i>How are assessment results integrated into the</i></p>	

Findings	Evidence
<p><i>institution's teaching and learning process with a focus on individual student learning?</i></p> <p>Teachers use student assessment results on a regular basis to determine effectiveness of their teaching instruction. Meetings/professional development opportunities include discussion of results and an emphasis on utilizing those results to increase individual student learning. IVROP coursework is designed around a mastery-based learning process. Because of this, student learning outcomes are integral in determining instructors' teaching techniques to assure student success. Students are aware of what competencies they are expected to achieve and the awarding of certificates is competency specific to those achieved, not just covered.</p> <p>Certificates of Competency Reports, (as partially detailed previously and more specifically detailed later,) inform instruction for our instructors. Instructors know from examining the previous year's results which areas to focus on improving for the upcoming year. Furthermore, keeping track of the specific attainment of competencies is also a formative assessment result which guides instructors in looking individually at instruction, in order to try to get each student to the competency skill levels corresponding to the course competencies.</p> <p>Each school's assessment data for English and mathematics based on statewide testing (including English Learner designation, if relevant) are also available to and utilized by our instructors via school data systems (available on their classroom personal computers). Instructors have access to these levels for all students and can utilize such information in planning for instruction.</p> <p><i>How are the results of data analysis connected to the school's Action Plan so that student learning needs are the driving force of the school?</i></p>	<p>Syllabus</p> <p>Lesson Plans</p> <p>Tests</p> <p>Pre- and Post- Tests</p> <p>Certificates of Competency Reports</p> <p>School Information</p> <p>System Reports</p>

Findings	Evidence
<p>Data analysis by all JPA schools, (regarding the need for improvement in mathematics and Language Arts scores), has resulted in the existing Action Plan for professional development of instructors. This serves to familiarize them with CTE standards and the academic foundational standards for their sector. It also helps identify and incorporate State and CTE standards in our courses as referenced specifically in our course outlines.</p>	<p>Course Outlines</p>
<p>Planning for applications for Perkins plans led to examination of data in the form of articulated and “A-G authorized” courses. IVROP made this part of its plan realizing that existing ROP courses needed to be articulated or apply for A-G credit to better solidify the pathway to continued education. Ten new articulated courses over the past 2 years have resulted from this effort. In addition, several courses are receiving A-G recognition at school sites including Graphic Design at three sites (Brawley, Calipatria, and Imperial), and Medical Terminology at the Brawley site. While any new growth in these areas is viewed as a positive, both A-G and articulation recognition for courses are desired by more instructors and are viewed as areas we must continue to develop.</p>	<p>ESLRs Action Plan</p> <p>Articulation Agreements</p> <p>A-G agreements</p>
<p><i>How are assessment results evaluated with school ESLRs in view?</i></p>	
<p>Teachers have indicated that the ESLRs play a significant role in measuring student progress. Many teachers use project-based assignments and the components of many projects (interpersonal learning, problem solving, responsibility, etc.) naturally lend themselves to addressing the ESLRs. As previously indicated, these targeted ESLRs for specific units/areas are part of IVROP course outlines, so assessment of work in these units/areas will include assessment of our ESLRs. Some teachers explicitly list the ESLRs addressed in the rubric while others indicate that the ESLRs are implicit in the tasks. Other tools to assess student work are teacher-designed tests, practical</p>	<p>Teacher Survey</p> <p>Lesson Plans Tests Teacher Observations Student Work</p> <p>Learning Snapshots</p> <p>Student Portfolios</p>

Findings	Evidence
<p>application assessments (also designed with the ESLRs in mind).</p> <p>A number of teachers provide student class time to reflect on what they have learned and how it relates to the ESLRs through journal writing activities. Teachers also use these reflections as a guide for assessing their teaching, which may include re-teaching and reinforcement activities.</p> <p>Work on evaluation of assessment results in light of the ESLRs may vary by school site depending on planned activities and/or resources of school sites.</p>	<p>Student Reflections</p> <p>ESLRs</p>

**Indicator 6.3** - *Student learning data analysis is used to make institutional changes that enables students to reach educational goals and achieve academic success.*

Findings	Evidence
<p><i>How often do the administration and faculty meet to talk about student learning levels, assessment results, etc.?</i></p> <p>As the governing authority, The IVROP Board of Trustees, plays an active role in reviewing program results. IVROP staff and faculty gather extensive data from high school ROP training classes, grant-funded projects (ACE, FACES, JUNTOS, CAMINO, NENES, RN Mentorship, STAR, WAMSA, WORK) and other WIA funded projects. These projects provide reports on the number of students/participants completing training acquiring a high school diploma or GED, students obtaining employment, etc. This information, along with reports conducted by on-site visits done by compliance monitors and school site administrators, is presented to the board by the management team at the monthly board meetings. Individual school sites collect data to determine student progress, [implied] on meeting local and state high school graduation requirements, standardized test scores, etc. This information is reported to individual school district boards. The IVROP Board</p>	<p>Board agendas and minutes</p> <p>Project Reports</p>

Findings	Evidence
<p>also reviews reports, (gathered by IVROP staff and teachers), related to ROP student follow-up surveys. These surveys are conducted six months after completion of training to determine what the students are doing after their training i.e. furthered education, entered military, gained employment, etc. The Board also receives a report on the number of students who receive a certificate of completion long with the number of students passing certification tests. At the end of each course, students complete an evaluation of the program. These results are provided to board, teachers, advisors and counselors.</p> <p>Throughout the process of collecting, analyzing, and reviewing data, staff present information at monthly meetings to the Board. They review and discuss the results with staff and faculty present at monthly meetings. Comments, suggestions and direction are provided by the various groups and changes are reflected within the courses, offerings, activities and services provided to the students/participants and the community.</p> <p>Teachers providing training in a designated industry meet to discuss their curriculum, methods of delivery, methods of assessments, and changes in industry or building trades/practices. The teachers who provide instruction within a specific industry meet at the semi-annual advisory meetings with advisors, employers and representatives of the administration. Based on the recommendations and best practices identified at these meetings, faculty will incorporate or modify current delivery strategies or projects. These can include: techniques, books, reference materials, tasks, curriculums, equipment and technological advancements. These meetings also review labor market needs. This provides data and feedback to the governing board as to the need of any particular training within that field.</p> <p>Aside from monthly Board meetings, Board members are encouraged to actively participate in ROP student achievement recognition activities throughout the school year. This participation provides Board members a</p>	<p>End of Year Student Survey</p> <p>Certificate of Completion Reports</p> <p>Student Evaluation of The Program</p> <p>Activity Programs</p> <p>Newspaper Articles</p> <p>Advisory agendas / notes</p> <p>Interview Board Members</p>

Findings	Evidence
<p>personal and direct experience with tangible examples of the success reported on a monthly basis.</p> <p><i>To what extent do faculty members use formative and summative assessment results to modify learning and teaching approaches?</i></p> <p>Student Formative assessments results are used on a regular basis to determine effectiveness of teaching instruction. Due to the fact that most IVROP coursework is designed around a mastery-based learning process, outcomes are integral to determining instructional approaches taken by the instructor.</p> <p>Assessment frequency and type varies with each instructor. Many use teacher-designed tests, rubrics, and practical application assessments. Some teachers use industry partners to help reinforce industry expectations and standards along with assessing student work. Pre- and post-tests, along with timed performance assessments, are also common practice. The quality and efficient use of time of completed project-based assignments is of significant importance in the assessment and learning processes. Most teachers also use some type of written assessment as a tool for checking student understanding and knowledge of content matter.</p> <p>If formative assessment results are poor, instructors take measures to improve their approaches by re-teaching, providing guided instruction, one-on-one instruction, use of the textbook for reinforcement of learning, and student teaming. Adjustments in time allocations for practice may also need to be increased. In addition to student assessment results, meeting with others in their department and/or advisory meetings provide teachers with an opportunity to periodically review their curriculum goals and objectives to make adjustments as necessary. Assessment results also provide teachers with the opportunity to adapt and refine their assessment methods if they are ineffective.</p>	<p>Industry Presentations Instructor Materials (Pre-Post Tests)</p> <p>Tutorial schedules for schools / teachers</p> <p>Department meeting agendas</p>

Findings	Evidence
<p>However, discussions with teachers and advisory discussions on data, shows that common formative assessments are not being used. If utilized in the future, this could improve the possibilities for administration and instructors learning from their assessment results.</p> <p>Since the community has a 75% Hispanic population, the administration emphasizes that faculty be cognizant as to the needs of those students that are not 100% proficient in the English language yet are able to function without an English immersion curriculum. Based on the results of assessments, the teachers can adapt Specially Designed Academic Instruction in English (SDAIE) strategies to better improve the delivery of instruction and subsequent content mastery by the student.</p> <p>One summative assessment is the Core Competency Certificates. The number of certificates and areas of certificates which are examined by IVROP administration and instructors.</p> <p>The final summative assessment used by IVROP is the Student Evaluation of the Program. This survey provides IVROP with the necessary feedback required to improve the quality and delivery of instruction. The survey provides IVROP with the students' evaluation as to how a class prepared them for post secondary education, job search, employment and careers. The survey also indicates if the classes motivated them to stay in school and/or if the experiences have helped them do better in other subjects or classes. Teachers are provided with the results of these surveys and make adjustments to their curriculum/instruction based on the data.</p> <p><i>How has the analysis of learning data impacted the instructional program of the school and improved learning levels for students?</i></p> <p>Analysis of the learning data and subsequent increase in learning levels of students can be readily attributed to the</p>	<p>SDAIE Training records</p> <p>Teacher Credentials</p> <p>Core Competency Reports</p> <p>Student Evaluation of Program</p>

Findings	Evidence
<p>competitions that IVROP has organized for our instructors. Health-Science, Foods/Culinary, and Welding competitions have all been offered twice for our instructors and each competition has been an opportunity for instructors to see first-hand the results of their students compared to others in order to develop ideas about improving instruction implied. In each case, instructors always comment how they are benefitting from the competition and will incorporate new elements in their classes as a result. Several instructors at last year's welding competition commented on how they have learned from the previous year, how they were able to better prepare their students for the competition, and how they have gotten better results.</p>	<p>IVROP sponsored Competitions Instructor Interviews</p>
<p>Similarly, our instructors who go to Health Occupations Students of America (HOSA) competitions have brought back new ideas about what is needed in our classes, based on exposure to the competitions and their students' results in the events. Since our two oldest HOSA high school programs - Brawley and Southwest high schools, keep getting great results each year with students moving on to both state and national competitions, there is strong evidence that shows learning and comprehension levels are increasing.</p>	<p>Club Competitions</p>
<p><i>How does the school use assessment results to evaluate the effectiveness of the programs and courses it offers?</i></p>	
<p>Formative assessments provide feedback at regular intervals. These can be curriculum-based unit tests, class projects, class work or homework, attendance records, records from parent meetings and phone calls, classroom behavior charts, Individualized Educational Plans (IEPs), student portfolios or any product completed by a student. The scores/grades of the students or completion of products/tasks provide immediate feedback on the level of student's mastery of the concepts throughout the course. Based on these assessments, the teacher can modify delivery, request resources, or identify students with specific challenges which need more attention for</p>	<p>Tests Lesson plans Student portfolios Class syllabus Completed products Student critiques Rubrics used by</p>



Findings	Evidence
<p><i>stakeholder groups, i.e. governing body, faculty, and community members? How is it done?</i></p> <p>Stakeholder groups are regularly given updates on student learning results through a variety of means. Advisory members hear from teachers about student progress at the bi-annual advisory meetings. Most school sites also have regular collaborative meetings (at least once a month) throughout the school year where they discuss student learning.</p> <p>Community members also participate in the selection of the Outstanding Student in a given industry sector through student interviews along with a job application and résumé review. Individuals selected as an Outstanding Student are recognized at our annual Student Showcase and Recognition Ceremony.</p> <p>Parents are able to access information on their child’s homework assignments along with their grades at most school sites on any given day (through online programs and/or teacher email/contact information. Parents also receive quarterly and semester grade reports for their child from their respective school district.</p> <p>The board annually receives information on the students receiving certificates, number of students articulating classes and the end of the year follow-up survey, (which indicates the overall satisfaction and benefits by students of the ROP program). We also report the grades given by the ROP teachers to the school board.</p> <p>Reports to the community regarding certificates, articulated classes and other areas have not been part of what we do regularly as this information ending up being reported in advisory and board meetings. This is an area where IVROP could do more to draw attention to important student learning results.</p> <p><i>What processes are in place to use data analysis as a way to identify students who require additional help?</i></p>	<p>Advisory Agendas / Notes</p> <p>School Site Agendas / Notes</p> <p>Outstanding Student Recognition / Show Case</p> <p>Online grade access / quarterly reports</p> <p>Board Reports</p> <p>Quizzes</p> <p>Tests</p>

Findings	Evidence
<p>Each teacher and individual school district has numerous ways in which to identify students who need additional help. These include formative data gathered by the teacher through regular classroom assignments such as quizzes, chapter tests, project completions, etc. Other forms of data include Individual Educational Plans, if appropriate, progress reports and semester grades. Teachers also have information from school information systems (like Data Director, Genesis, Aeries) which indicate CST levels, ELL status, CAHSEE passing rates and special needs status, (such as RSP, GATE, SDC, etc.).</p> <p><i>How are learning results reported to the community at large?</i></p> <p>Learning results are reported to the community through our annual Student Showcase and Recognition Ceremony, public recognition ceremonies (such as the nursing assistant pinning ceremony), advisory meetings, school open houses, board meetings, Accountability Report Cards, along with any school and/or district advisory committee meetings (such as School site Council, Parent Advisory Committee, District Migrant Committee, etc.).</p>	<p>Projects</p> <p>Progress reports</p> <p>Showcase / Recognition Ceremony Board Meetings</p> <p>Program /Course Ceremonies</p> <p>District/Site specific meetings</p>

**Indicator 6.5** - *The institution relies on assessment results for institutional planning, Action Plan revision, and resource allocation.*

Findings	Evidence
<p><i>Who is involved in the institutional planning of the school? Are all stakeholders represented?</i></p> <p>All stakeholders are involved in the planning of the school. Tools utilized in the process include the annual End of Program Survey and additional staff and student surveys, management meetings, advisory meetings, counselor meetings, student organizations, board meetings, community classroom evaluations, and other opportunities to engage staff, administration and the</p>	

Findings	Evidence
<p>community in relevant input for planning purposes.</p> <p><i>How often is learning data analysis used to assess the relevance and appropriateness of the course offerings at the institution?</i></p> <p>Data is gathered on an ongoing basis but it is reviewed within the business community (and others) twice a year to determine the relevance and appropriateness of the course offerings.</p> <p><i>To what extent does the governing body and administration make financial allocation decisions based on the analysis of learning data?</i></p> <p>The board and administration use learning data as a common practice to allocate resources. Learning data that is discussed in advisories (which has the added benefit of being combined with industry input on what is necessary to prepare our students for industry) informs decisions of the governing body to allocate resources. This is done to ensure that students have access to up-to-date equipment and resources to enhance student performance. Since resources have dwindled over the last couple of years districts have not received as much financial support as in years past. Still, the board and administration continue to make every effort to provide the necessary resources so student learning and achievement do not suffer.</p> <p>Additionally, to the extent that a great deal of research accompanies grant applications (and that research often includes learning data that the grant/project is aiming to improve), the governing board and administration routinely move projects forward to assist with and supplement efforts which relate to improving student achievement.</p> <p><i>Are there examples where the Action Plan has been modified as the result of the assessment of learning data?</i></p>	<p>Advisory Committee</p> <p>Agendas / Notes</p> <p>Board Meeting</p> <p>Agendas / Notes</p> <p>Advisory Meeting</p> <p>Agendas / Notes</p> <p>Project Guidelines</p>

Findings	Evidence
<p>Definitely “yes” since articulation is already a part of the current action plan. We recognize the continued need to include “articulation,” and bring more focus to awareness of processes now that we have successful articulations in place. We finally have significant data which can be reviewed in this area, we have more students than ever able to get credit-by-exam and, it seems, not enough students are taking advantage of it or passing. We are looking at modifying how we define our work in this area in our newly developed Action Plan.</p>	<p>Community Profile</p>

**Strengths:**

Ability to obtain relevant industry data from employers through strong working relationships (employer advisories, project advisories, work-study/site placement, externships, etc.).

Teachers collaborate together including reviewing class grades and attainment data (competency completion).

IVROP Guidance Technicians provide superior support to faculty, administration and students.

Articulations with the Community College gives a common assessment of student achievement from similar classes, which are to be utilized by instructors.

**Key Issues:**

It would be possible to improve use of assessments/rubrics with common assessments/rubrics (by similar course or similar skills) so as to compare the accomplishment of learning objectives, degree of rigor, breadth and relevancy of lessons.

Publishing of relevant achievement data (along with goals and objectives connected to it) regarding courses/sectors could be done in a more public way. Perhaps a School District Accomplishment Dashboard could be implemented on our website so that input/interest is solicited from community/stakeholders continually.

Increase articulations and student success on the credit-by-exam process associated with articulations.

## **CRITERION 7 - Student Support Services**

**The institution recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student success. The institution systematically assesses student support services using Expected Schoolwide Learner Results, faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.**

**Indicator 7.1** - *IVROP provides sufficient student support services that enhance the learning environment and encourages the achievement of school Expected Schoolwide Learning Results.*

<b>Findings</b>	<b>Evidence</b>
<p><i>What specific support services are provided to the students by the institution?</i></p> <p>IVROP understands that students need an array of support services in order to thrive and achieve Expected Schoolwide Learning Results (ESLRs). IVROP has three guidance technicians on-hand that serve as liaisons to the seven school districts and the Imperial County Office of Education. The primary role of the guidance technicians is to provide the ROP teachers with technical support, classroom presentations, portfolios, and career assessment. The guidance technicians also conduct employability workshops, career planning and job searching presentations for courses and projects. All of these activities have explicit ties to the ESLRs. For example: Responsible Individuals – who set and pursue professional goals, Interpersonal Learners – who possess appropriate work ethics, Effective Communicators – who demonstrate career skills. The guidance technicians work closely with all school districts and help with transportation and organization of college and career fairs, job fairs, and the Applied Science Expo. During these activities, the guidance technicians provide valuable information related to job duties and educational requirements on a variety of different careers.</p>	<p>Guidance Technicians presentation/activity logs            Guidance technician Course Descriptions            Class Schedule            School Career Fairs            Employment Portfolio            Career Assessment /            Career Locker Data</p>

Findings	Evidence
<p>When guidance technicians become aware of FAFSA or college related application sections and test preparation by site, they share this information with students and teachers. This is not always an area that counselors/school site administration remembers to make ROP instructors and guidance technicians aware of, but it is an area that IVROP would like to continue to build on. Making sure that our students, (and the site level administration counselors), recognize that college application preparation is just as important, if not more so, for our students who have an idea of their career pathway is important.</p> <p>IVROP also works with the school counselors at each high school district which make up the Joint Powers Agreement. There is constant communication through emails, visits (by program staff and our guidance technicians), and two annual meetings specifically for these counselors. These meetings, and the additional email and visits throughout the year, usually include review of our Programs of Study documents and updates on grant programs that have youth components available to their students. Information provided at these meetings include: related deadlines, qualifications, and discussion of any recent developments (in the way of articulations or A-G credit) of which counselors should be aware. As a result these efforts, the school counselors are well prepared to guide students toward appropriate IVROP courses and program offerings.</p> <p>School counselors have commented that they utilize the Programs of Study Documents to give students an idea of the continuing career pathway from college to high school. There has also been some discussion (in the counselor meetings and elsewhere), of the need for making these materials site specific, so that the courses (CTE and academic) indicate the specific courses for each school site.</p> <p>Each school site has counseling provided to students each year of their attendance, with special college and</p>	<p>Counselor Meeting Agendas / Sign-Ins Emails IVROP Website</p>

Findings	Evidence
<p>career emphasis on tenth grade counseling efforts. Each site also offers credit recovery (different forms at different sites), while and several sites utilize Student Assistance Representatives (classified employees with special counseling training, through contracting through the ICOE – Imperial County Office of Education. Each school site also makes available academic tutoring, both through after school homework centers and individual teacher hours.</p> <p>Guest speakers are an important part of many ROP courses and projects. Guest speakers provide presentations from a wide variety of career fields in the different classes. Youth are able to ask questions about wage, duties, education requirements and much more.</p> <p>IVROP provides bus passes to students with transportation needs. Bus schedules and routes are provided to the youth as well as bus booklets that they can use for reference.</p> <p>IVROP promotes and assists youth with participation during local, state or national competitions for the career technical classes they are enrolled in. Different projects provide rather guided and self-guided tours through colleges, universities, and/or vocational institutions, both locally and out of town.</p> <p>Students are provided with Pocket Résumés as a tool for resume development and for quick reference. In addition, guidance technicians and teachers provide employability training units that cover effective interviewing skills, work ethics, job searching, and much more.</p> <p><i>Does the institution offer financial aid counseling, learning resource assistance, academic and personal counseling, tech support, health services?</i></p> <p>All IVROP courses are free so there is no need for financial aid counseling. Our projects and the JPA</p>	<p>List of guest speakers</p> <p>Bus Pass Receipts</p> <p>HOSA Competition Pictures Welding Competition Pictures Field trip Pictures/sign-in sheets Field trip Sign in Sheets</p> <p>Pocket Résumés</p>



Findings	Evidence
<p>ROP website are just a few various methods we utilize to inform parents and students about available classes and support services.</p> <p><i>By what means does the institution assure the quality of its student support services?</i></p> <p>Guidance Technicians attend monthly meetings with the Program Assistant. The meetings include reports on school site information which may need to be passed on to project staff, project staff work with the sites and plan for assistance with ROP instructors, (and sometimes other instructors), at the school site. These guidance technicians also receive their yearly evaluations from the Assistant.</p> <p>The performance evaluation of the counselors that are the employees of the respective school sites is handled by their sites based on negotiated district contracts. Counselors do have follow up service reports which are part of this and are part of their evaluation. For example, Central Union High School District has adopted a new program for more specific reporting called Sparks. IVROP's way of assuring that counselors are updated with relevant IVROP/CTE information is by having a semi-annual counselors' meeting and having constant communication with the counselors through the guidance technicians and appropriate project staff. Topics shared at meetings over the past couple of years have included: Programs of Study, Articulation and expected industry growth areas. Speakers associated with those topics have included IVC Articulation Officer, Workforce Development Board Director, and the IVEDC-Imperial Valley Economic Development Board President.</p> <p>The end of year Evaluation of the Program includes components which indicate the quality of supportive services, and the reporting requirements of the individual projects run by IVROP in support of our efforts with schools also include supportive services.</p>	<p>Newspaper Ads</p> <p>Guidance Technicians</p> <p>Counselor Meeting Agendas</p> <p>Sparks Report at Central and various reports by site.</p> <p>Evaluation of the Program Report</p> <p>Project Reports</p>

Findings	Evidence
<p><i>How does the institution demonstrate that support services support student learning?</i></p> <p>As indicated in the response to <i>assurance of quality</i>, there are reporting requirements for counseling departments which deal with students passing rates, graduation rates, student employment rates, and survey data and student performance in our classes; all of which provide evidence of student learning. There are also reports students receiving a certificate or passing a certification tests.</p> <p>Additionally, all projects along with our guidance technicians that are involved in these support services formalize their projects' goals with worksheets that indicate the relation of the goal/activity to the ESLRs. On this form, there is a way to indicate when the goals have been accomplished. Projects receiving government funding, (and others), include follow-up services that assist with finding employment.</p> <p><i>How is information regarding student services shared with students so that they know all the options available to them?</i></p> <p>With Guidance Technicians, their hours and contact information (phone number and e-mail) are posted on our website. Their hours/availability is also advertised in school bulletins and shared with ROP students as they visit their classes. Registration and Orientation processes at school sites make this and other student service information available (Health Services, counseling/psycho-social services, homework center info, etc.) annually through school handbooks and brochures/bulletin boards within counseling centers.</p>	<p>Counselor Interviews</p> <p>ESLR Worksheets</p> <p>Classroom Contact Information Postings</p> <p>Registration / Orientation Agendas and Planners from school sites</p>

**Indicator 7.2** - *The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success in the transition to further education or employment opportunities.*

Findings	Evidence
<p><i>How does the institution develop, implement, and evaluate counseling and/or academic advising?</i></p> <p>IVROP students receive career counseling from teachers, guidance technicians, school counselors, field trips, and from guest-speakers throughout their courses. IVROP developed Programs of Study forms for every industry sector that assist students in deciding on coursework for both high school and post-secondary. Students are able to see the recommended post-secondary courses and the different types of related educational degrees. IVROP recommends school site counselors have print outs of this information in a binder to provide to students interested in those careers/industry sectors. This information is provided on the IVROP website and is accessible to the public.</p> <p>Participants receive a variety of supportive services on a number of the IVROP grant-funded projects. Many of these youth programs (FACES, ACE, Toy) also offer counseling services to help students with their academics, and explore various post-secondary educational options. Numerous students for have an opportunity to attend tours of colleges and universities throughout the state for the first time.</p> <p><i>To what extent are those responsible for counseling/advising trained appropriately?</i></p> <p>IVROP Guidance technicians meet monthly with IVROP's Program Assistant (Administration) to receive appropriate trainings, updates on IVROP programs and materials, and discuss any particular challenges at school sites. Plans for appropriate professional development for the guidance technicians may be parts of these meetings. A formal evaluation of guidance technicians, as with other program staff, is done semi-annually. Similarly, project staff who fill the role of counselor/advisor are trained in the specific goals of their project and are evaluated by their program manager. The process for guidance technician evaluation, and process for</p>	<p>Field Trip pictures Field Trip sign-in sheets Programs of Study List of guest-speakers Program sign-in sheet Guidance Technicians</p> <p>IVROP website</p> <p>Project Guidelines and Staff</p> <p>Guidance Technician Meeting Agendas</p> <p>Guidance Tech Meeting Agendas/</p>



Findings	Evidence
<p>offers opportunities to attend conferences. This past year, the opportunity to attend the CAROCP annual conference in San Diego was offered to a representative of all JPA school sites (the focus being Career Counseling 2012 and beyond). Beyond IVROP funded opportunities, counselors at JPA sites attend the local Counselors' Round Table opportunities and attend professional development opportunities courtesy of their individual school sites. Additionally, counselors also are invited to and benefit from their involvement in our advisory committee meetings.</p> <p>Staff and teachers have been encouraged to be life-long learners and assist in career counseling. As a result, many staff and teachers have participated in professional development opportunities that enable them to provide ongoing program improvement to supportive services such as our career focused clubs. HOSA training and FFA training for Health-Science and Ag related courses are common professional development opportunities staff/teachers participate in (IVROP and/or Site funded, as well as opportunities to attend CUE the education technology conference for Computerized Office Systems, Graphic Design, CAD-Computer Assisted Drafting, and other instructors).</p>	<p>CAROCP conference registrations</p> <p>Professional Development / Student Organization Conference Registrations</p>

**Indicator 7.3** - *The institution provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.*

Findings	Evidence
<p><i>How does the school address: Marketing, community awareness, recruitment?</i></p> <p>IVROP staff and teachers create community awareness of the many courses and program offerings through a variety of activities. IVROP Guidance Technicians regularly participate in the high school career fairs, business community mixers, the Annual Showcase,</p>	<p>IVROP Student Showcase IVROP Website Guidance technician</p>

Findings	Evidence
<p>school staff events and parent meetings to provide course information and explain enrollment procedures. IVROP staff hands out the program brochure that details the numerous course offerings, class pre-requisites and the subjects covered in class. IVROP also posts new class information in the local newspapers and periodicals. Some schools offer specific elective fair days to showcase the opportunities for continuing students. In addition, the Guidance Technicians announce new class offerings in school bulletins. IVROP also has hosted a career day for most junior high/middle school students throughout Imperial Valley. This event regularly draws approximately 600 youth from all over the county. The guidance technicians, along with the Workability Technician and other youth program staff, have been responsible for planning, organizing, and implementing this event.</p> <p><i>How does the school address: Transitioning new students into the school?</i></p> <p>All JPA sites have early orientation/registration programs for incoming freshmen. Several schools also have Freshman mentor programs which assist with getting students used to high school (i.e., helping them learn about things like locating supportive services, preparedness expectations, and other site specific information).</p> <p><i>How does the school address: Providing Meaningful Learning Experiences?</i></p> <p>IVROP teachers and staff ensure that classes provided meaningful learning experiences in a multitude of ways, including hands on development of projects and real-life situations/experiences. They feature guest speakers in their classrooms so students are able to learn first-hand about the career area that they are studying. The teachers will also schedule various field trips to post-secondary educational institutions and work sites related to the career course. IVROP teachers/staff take an active role in</p>	<p>schedules and activity logs  IVROP brochure  Schedule of classes  Parent meetings  Business mixer  Newspaper Articles / Advertisements  School Career Fairs</p> <p>Middle School Career Day  schedules and activity logs</p> <p>Guest speakers  Field trips pictures</p> <p>Advisory committee</p>

Findings	Evidence
<p>the advisory committee meetings by assisting with the securing of advisory committee members and sharing this industry specific information with students in their classes. Various IVROP teachers also encourage their students to compete in local, state and federal student organization career competitions related to the career they are studying. IVROP has also provided opportunities for local career competitions; it has organized welding, culinary arts, and health-science competitions in the last three years.</p> <p>Along with district school counselors which assist students in career/educational options, some schools have a career center located on their campus available for enhanced learning by ROP students and teachers. Students are linked with the necessary supportive services such as tutoring, course equipment, technology support, transportation and counseling services. Several of these grant-based programs offer after-school tutoring services. IVROP has a computer lab with up-to-date computers, special software, printers, projector, television, VCR/DVD, chairs, and tables. The location is central to students in our entire county.</p> <p><i>How does the school address: Transitioning students into Job placement or further Education?</i></p> <p>IVROP teachers also educate the students on career awareness, further education and how to obtain employment. Students learn how to prepare for employment by learning essential job hunting skills such as developing a résumé, job interview skills, filling out job applications and portfolio development. Students also learn other vital work skills such as customer service, developing positive attitude and other problem solving skills. IVROP teachers and staff will also link the students to employment training youth programs when they are eligible. Several classes provide internships or volunteer opportunities in the community such as the Dental Assistant and Automotive Technology courses. In addition, IVROP has several grant-based programs</p>	<p>meeting minutes</p> <p>Competition Agendas / sign-in sheets</p> <p>Course outline Employability handouts Employability exam Community Classroom Agreements Work Experience Contract Time Sheets</p>

Findings	Evidence
<p>(TOY, ACE, CAMINO, FACES) that provide eligible youth/students with paid work experience and internship opportunities. Other IVROP students can apply the skills they learn in a classroom setting through a hands-on, real world setting at industry work sites. Lastly, courses such as Construction &amp; Building Technology allow students to get hands-on experience at an actual home construction site.</p> <p><i>How does the school address: Assessment of success in years that follow to ensure that students reach their desired outcomes?</i></p> <p>Students complete a course evaluation upon completion of the training to see if the course met the program goals and their expectations. Students rate the effectiveness of the IVROP teacher, guidance technician and the course material. Six months after the students complete their training a follow-up survey is conducted to determine what the students are doing after the training. In the follow-up survey, students update IVROP staff on their employment and education enrollment status.</p> <p><i>To what extent does the school have clear admission policies in line with its mission that guides student admission?</i></p> <p>School sites determine admission into IVROP courses based, in part, on their own needs/standards. (A student who needs to complete academic coursework or academic remediation will not be allowed into the course). Similarly, certain courses have their own guidelines for prerequisite academic knowledge. Our Medical Terminology and Certified Nursing Assistant Courses have prerequisites in terms of total GPA and a Biology requirement. For adults, WIA funded courses and guidelines are set by the funding. All of these policies support the mission of meeting the needs of all of our students so that they may receive training that is effective for them in the career area in which they are interested.</p>	<p>Student Evaluation of Program Follow up Survey Survey Statistical Results</p> <p>Course Outlines listing pre-requisites</p>

Findings	Evidence
<p><i>To what extent does the institution provide students with information on school policies and procedures to clarify expectations of them?</i></p> <p>IVROP students are given an Agreement for Training contract that reviews the school policies, procedures and expectations. Teachers also display posters that state the ESLRs in the classroom, the IVROP vision statement and what IVROP expects from the students what they can expect from the course. The Guidance Technicians assist the teachers in classroom discussions with students on the meaning of the ESLRs and their relevance to the instruction that they receive. An ESLR form has been developed to assist teachers in tracking student progress as to when a specific ESLR has been achieved. Teachers use the course outlines to guide the instruction provided to students. These outlines are aligned with the certificates students receive at the end of the program. Competencies on the outlines are aligned with the ESLRs, allowing teachers to use the information to regularly assess student progress towards achieving the ESLRs.</p> <p><i>How are students given counseling regarding the completion of their program so that they stay on track and successfully meet their goals?</i></p> <p>Inherent in the Program of Study tools previously described, and the Perkins Plans by site, is the pathway/program that students are advised by counselors and instructors alike to follow to meet their career goals. Counselors and instructors are responsible for being aware of how the individual CTE courses fit into the pathway (are they an introductory, concentrator (middle), or ending [capstone] course for the high school?). Furthermore, utilizing the Programs of Study and career resources such as Career Locker and/or careerzone.org each counselor, or instructor, can indicate to students how to continue in education at the community, technical college, or university levels.</p>	<p>Agreement for Training Form  ESLRs posters  ESLRs Online  ESLR Worksheet</p> <p>Course Outlines /  Competencies</p> <p>Program of Study Documents</p>



Findings	Evidence
<p>take a ROP class?”</p> <p>“Were you given a career interest assessment before you enrolled in your ROP class?”</p> <p>“Is your Guidance Assistant available to address questions and/or provide assistance?”</p> <p>“Has anyone in IVROP taught you:</p> <ul style="list-style-type: none"> <li>- how to prepare a résumé?</li> <li>- how to fill out a job application?</li> <li>- how to prepare a portfolio?”</li> </ul> <p>“Do you have access to Career Pathway Information at your School?”</p> <p>At the classroom level, instructors utilize the district data systems in their classrooms to identify important learning needs (English Language Development, Special Education, CST results, [proficient, not proficient] CAHSEE results) and engage in instructional strategies/planning to support those needs. Instructors also have their own pre- and post- tests which help them to determine student needs and adjust instruction to meet them.</p> <p>ROP also identifies needs through advisory input (on what our students need for industry) and career assessments through Career Locker. Teachers and Guidance Technicians take an active role in the advisory meetings by assisting with the securing of advisory committee members and going back into the classroom with industry specific information to share with students in their classes. Advisories recommend changes in the programs’ course outlines. These meetings are held twice a year.</p> <p>All ROP students are given a career assessment with immediate results regarding their career choice. ROP can access data immediately from the ROP main office and share with the school’s counselors and teachers. Some schools have even indicated a desire give this career assessment to students in 9<sup>th</sup> grade, (before they are actually in an ROP course), and, through supportive programs and the school’s assistance with scheduling, we</p>	<p>District Student Information Systems</p> <p>Pre-Post Tests</p> <p>Advisory Meetings</p> <p>Career Locker Print Outs</p>

Findings	Evidence
<p>have partially implemented this in middle schools and in 9<sup>th</sup> grades throughout.</p> <p>IVROP Guidance Technicians provide “employability” workshops to all ROP classes which includes job applications, interview techniques, résumé writing, career assessments, employment portfolios, and participating in back to school and parent nights.</p> <p><i>To what extent does the program offer appropriate extra-curricular programs that meet the needs of its constituency?</i></p> <p>There is a leadership and employability component to every course outline. It assists in encouraging appropriate extra-curricular and co-curricular programs. Many IVROP course offerings are associated with a CTE club (FFA – Future Farmers of America, HOSA – Health Occupations Students of America, Skills USA).</p> <p>Helping to develop the spirit of competition which CTE clubs are often so good at doing, IVROP itself has offered various local level skills competitions in the last couple of years. A Welding and Culinary competition were held in the 2010-11 school year (for all schools with programs), and Health Occupations and Welding competitions were held in 2009-2010.</p> <p>Additionally, ROP students can participate in community classroom and internship experiences. This enables them to be a part of the world of work. (C.N.A. students have clinical hours, Food Students have opportunities to cater and/or assist in school lunch preparation). Additionally, Careers with Children, Computerized Office and others have community classroom components. ROP teachers monitor students at their work site on a weekly basis.</p> <p>In addition, IVROP annually hosts a Student Recognition Showcase that highlights the achievements of ROP students/participants in classes and projects. Students recognized receive an “Outstanding Student Certificate”</p>	<p>Guidance Technicians Presentation Logs Guidance Technicians Activity Log Student Employment Portfolios Schools sign-in sheets</p> <p>Club Charters and Student Lists</p> <p>Programs from Skills Competitions Newspaper Coverage</p> <p>Community Classroom Agreements Internship Agreements</p> <p>Showcase Agenda / Certificates Pictures Posters</p>



Findings	Evidence
<p><i>How does the institution publish and follow established policies for release of student records?</i></p> <p>The IVROP Governing Board Policy and Administrative Regulation 5125 specifically states the method to use, collect, maintain, and disseminate information of student records. Staff maintains accurate and comprehensive student records that are useful and necessary to provide academic, physical, emotional and social developmental services. Information about a student shall be used in ways that contribute to the student’s welfare.</p> <p>The IVROP Teacher Handbook available with each teacher and online at the IVROP website states the procedure to follow for maintaining student records. Since most IVROP courses are offered at the school sites, teachers are also required to follow school district policies and procedures on collecting, maintaining, and disseminating student information.</p>	<p>Board Policy</p> <p>Teacher Handbook</p>
<p><i>To what extent are there institutional policies in place that govern the maintenance and security of student records?</i></p> <p>IVROP administration and staff have established safeguards to protect the student and the student’s family from invasion of privacy. Records are kept in locked file cabinets and accessible by the IVROP Attendance Analyst and appropriate staff. Records are only accessible to those legally entitled to review the records. Written authorization for the release of information is required from the student prior to any information being released.</p>	<p>Files / Cabinets</p>
<p><i>To what extent are all student records kept in a secure location and protected from fire damage or loss?</i></p> <p>Current year original documents are maintained with instructors and in the IVROP administrative office. Student records for prior years are stored off-site at a secure storage facility. Onsite, records are kept in locked file cabinets with access only to the IVROP Attendance Analyst or appropriate staff. IVROP utilizes the Socrates</p>	<p>Storage Facility</p>

Findings	Evidence
<p>Attendance and Record System to maintain electronic records, documents and reports. These electronic records are stored on the IVROP server in a locked room. In addition, the server is backed up daily to an off-site location using Mozy Pro.</p>	<p>Server Room</p>

**Indicator 7.6** - *Institutional information is easily accessible to all stakeholders and prospective students and is free from misrepresentation or false promises.*

Findings	Evidence
<p><i>To what extent does the institution provide a catalog for its constituents with precise, accurate, and current information?</i></p> <p>The IVROP website is where our current course list, outlines, and programs of study are housed. The site is updated regularly. School sites also include IVROP courses as part of their master schedule. Counselors and Guidance Technicians keep their own copies (updated as to availability) of courses to share with students at the sites. Copies of course lists are often published in physical form as well (newspaper, postings at One-Stop and other appropriate community centers). A hard copy of anything on the web can always be requested at the front desk of our administration office.</p> <p><i>How does the school clearly identify where publications with policies and procedures can be accessed?</i></p> <p>A global calendar (kept on the website and distributed physically and through e-mail) is kept updated to inform students, parents, and the general public of classes, events, deadlines, and holidays. The IVROP website is updated constantly so that the information is accurate. The Guidance Technicians constantly seek updates of events, classes, and or services for youth and share this information with their schools and IVROP for public postings. ESLRs are posted at each classroom and IVROP facilities so students know what they can expect</p>	<p>IVROP website Site Master Schedules</p> <p>Newspaper Ads One-Stop Interviews / Postings</p> <p>Global Calendar IVROP Website Links</p> <p>Class Offering and Course Descriptions Guidance Technicians</p>



Findings	Evidence
<p>preparation for job placement by addressing many of the ESLRs. Outreach is conducted by Guidance Technicians to serve special needs classes i.e. the hard-of-hearing program, special day class and the youth placed at the county juvenile detention center.</p> <p><i>How does the school document the accomplishment of the intended outcomes?</i></p> <p>As indicated above, IVROP projects have ESLR worksheets that document the accomplishment of ESLRs as realized through project goals. Similarly, instructors' outlines include alignment to the ESLRs with units they teach in their courses. Their assessments of those units include evaluation of the ESLRs (implicitly or explicitly).</p> <p>The final documentation for the accomplishment of intended outcomes is the Certificates of Competency that IVROP offers for each course. Certificates of Competency are formatted so that instructors can list only those competencies that are attempted and indicate to what level they are achieved. This is important to our community/business stakeholders who are interested in what sort of knowledge/skills a student has after completing a course.</p> <p>As for where documentation of intended outcomes is shared, as previously put forth, our advisory committees include information on assessments being used by our instructors and their success. Our board receives updates on the annual student survey and reports from programs throughout the year.</p>	<p>IEP records IEP Process / Teacher Interviews</p> <p>ESLR measurement tools</p> <p>Certificates of Competency</p> <p>Advisory Agendas / Notes Board Agendas / Notes</p>

**Strengths:**

Students have opportunities to participate in the “real world” job market by community classroom experiences (Automotive Technology, Community Office Occupations, Careers With Children) and work experience through project activities.

Students are recognized for their accomplishments by ROP Certificates and the Annual Showcase / Student Recognition event.

Guidance Technicians provide training through employability skills unit (interviews, applications, resumes) and provide valuable input based on information gained from advisory meetings.

ROP offers internships through ROP classes such as: ROP Automotive Technology, ROP Dental Assistant, ROP Community Office, etc.

Involving employers / partners in judging competitions (Culinary, Welding, Health-Science).

Guidance Technicians are available at each school site as liaisons, giving students access to course and career information, and employment. (Each has hours and cell phone number posted in IVROP classrooms.)

Over the last few years, 4 out of 7 districts have elected to utilize an attendance program (Aries) that is compatible with IVROP's attendance. Guidance Techs are trained and import attendance data to ROP attendance analyst every two weeks. ROP teachers are doing less paperwork.

### **Key Issues:**

Programs of Study/Pathway materials - This could benefit from being made more specific for each school. Program of study can be, and often is, different by school.

Higher Education Preparation – More communication could be established between IVROP and the schools regarding knowledge of higher education preparation opportunities including but not limited to:

- Financial aid/FAFSA dates
- PSAT/SAT prep
- College Application/Essay Assistance Dates

Introduction of Career Planning - services (career locker/careerzone.org) to be used with all 9<sup>th</sup> graders, or incoming 9<sup>th</sup> graders, before entering the ROP.

## **CRITERION 8 - Resource Management**

**Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.**

**Indicator 8.1** - *The institution has sufficient resources to offer its current educational courses and programs.*

<b>Findings</b>	<b>Evidence</b>
<p><i>Has the school stayed within budget for the past three years?</i></p> <p>Since the 2008/09 fiscal year, the ROP apportionment was classified as categorical flexibility funding under Tier III, which has resulted in on-going cuts to funding. The IVROP Joint Powers Agreement (JPA) member districts received a cut in their district allocation based on State deferments, but the reduction to the member districts' allocation was minimal. The IVROP Board has taken a conservative approach to expenditures while continuing to maintain a healthy reserve and still provide quality services to the community.</p>	<p>ROP budget</p> <p>ROP District Summary of Funds</p> <p>Unofficial ADA report</p> <p>Professional growth</p>
<p><i>What evidence is there that the institution has sufficient revenues to support educational improvements?</i></p> <p>Even with cuts to the budget, IVROP continues to support educational improvements. This is evidenced by the fact that we continue to pursue and secure additional monies from various funding sources which enable us to support educational enhancements. Although some of these grants support specific target groups, many of these grants supplement the ROP educational programs with funding for supplemental classroom materials and equipment, field trip opportunities, skills competitions, course articulation, professional development opportunities and job shadowing experiences for</p>	<p>Grant Agreements</p>

Findings	Evidence
<p>teachers. During the 2009/10 fiscal year, 65% of our received revenue came from local, state and federal grants, which permitted us to provide many of these improvements.</p> <p><i>How does the institution review its mission and goals as part of the annual fiscal planning process?</i></p> <p>In spite of the severe budget cuts and being placed in Tier III, IVROP Board of Trustees and staff members have never waived from their mission and goals to provide quality training and programs to better the lives of Imperial County residents. The mission and goals are the backdrop for the fiscal planning that takes place annually. The Board of Trustees has maintained that the educational programs and the serving of high school youth are the primary objectives. As such, they have held firm in the distribution of district allocations, which have not changed in the last three years. Additionally, the Trustees opted to allow the American Recovery and Reinvestment Act (ARRA) dollars go directly to the school districts and not to the ROP. The districts also receive the lottery monies and CalWORKs dollars.</p>	

**Indicator 8.2** - *The institution operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.*

Findings	Evidence
<p><i>To what extent are clear financial operating procedures in place with appropriate checks and balances?</i></p> <p>IVROP has clear financial operating procedures based on Board Policy, regular direction and guidance from the Imperial County Office of Education (ICOE) and granting agency authorities. As such, IVROP takes direction from the California Department of Education with regard to numerous mandated regulations and also from the various granting agencies regarding fiscal oversight. These built-in mechanisms include:</p>	<p>Board Policy – 3000 series</p> <p>Board Agendas &amp; Minutes</p> <p>Financial Reports</p>

<b>Findings</b>	<b>Evidence</b>
<p>compliance reviews to determine adherence with local, state and federal regulations, course outline approval, regular reporting requirements, and annual third-party audits. Compliance with these regulations help the business department establish numerous checks and balances to ensure proper fiscal control.</p> <p><i>What do the annual audit statements reveal about the integrity of the institution’s financial management?</i></p> <p>IVROP maintains its own set of accounting books but all accounts payable warrants, payroll warrants and deposits go through ICOE, from which all schools receive their checks. ICOE uses a computerized system for all financial transactions, which generates appropriation ledgers, general ledgers and various financial reports. Each project is issued an identifying number for accountability purposes. Each budget –as approved by the funding source– is entered into the accounting system for continuous monitoring by the IVROP staff and business department. Monthly expenditure reports are generated by the business office for review and monitoring by project management. All funds are receipted and deposited upon receipt. This system allows for IVROP staff to closely monitor that expenditures are made in accordance with fiscal policies and regulations.</p> <p><i>How does the institution provide timely corrections to audit exceptions and management advice?</i></p> <p>IVROP is fortunate to have a highly capable business department under the direction of the Director of Business and Human Services. The current Director has held this position at IVROP for over 10 years. She has extensive experience and training in managing state and federal funding. Under her leadership, IVROP has been able to address many fiscal issues before they become problems. The results of our audits speak to her efforts. Our annual audit statements reveal that IVROP operates with a great deal of integrity. We are proud to state that we have had only one minor audit exception over the last</p>	<p>Monthly Budget Updates</p> <p>ICOE correspondence</p> <p>Compliance reports.</p> <p>Purchasing Policy</p> <p>Audit Reports</p>

Findings	Evidence
<p><u>ten years.</u></p> <p><i>To what extent does the institution regularly review financial policies and practices and adjust to changing needs and conditions?</i></p> <p>IVROP adheres to the regulations set down by AB 3627, which states governing board is required to review and certify our annual audit report every year prior to January 31<sup>st</sup> of the following year. All audit findings require an individual plan of corrective action certified by the board and stating the district’s plan for correcting the deficiency outlined in the audit findings. All audit certification and corrective action plan forms must be signed by the board and forwarded to ICOE annually before March 15<sup>th</sup>. All corrective action plans are reviewed and documented by the auditors during their audit of the following year.</p> <p><i>How does the institution report regularly to all stakeholders with financial updates and decisions?</i></p> <p>IVROP regularly reviews financial policies and practices per Board Policy (3000 series), which establishes policies and administrative regulations for business and non-instructional operations. We subscribe to CSBA Board Policy update services and are provided with policy updates three times per year. Board policy updates for business services are reviewed and approved by the board annually. This particular series includes policies, guidelines and administrative regulations regarding budgets, expenditures/expending authority, management of district assets, non-instructional operations (i.e. operation and maintenance of plant, office services, risk management, transportation, debt service, capital outlay, and district records), and consultants.</p> <p><i>To what extent is there sufficient cash flow to maintain school programs?</i></p>	<p>Board Policy – 3000 series</p>

Findings	Evidence
<p>Due to the State fiscal crisis, the Board of Trustees and management staff are provided with a monthly budget update. This enables them to be made aware of any budget changes on a very regular basis. Additionally, the Board also reviews and approves quarterly financial reports which include annual budget and cash flow projections.</p> <p><i>To what extent are there sufficient reserves in place to respond to emergencies and budget shortfalls?</i></p> <p>Given the dire economic situation, IVROP has managed to maintain a healthy reserve and meet all fiscal obligations in a timely fashion. All accounts are balanced on a monthly basis. Grant funded projects submit monthly invoices to the funding agencies for reimbursement. Although we have been impacted by ongoing cash deferrals from the State, cash flow is monitored on a weekly basis and, at minimum, cash projections are made over a 12-month period. All of this is done to ensure there are enough funds to maintain current school programs.</p> <p>With a healthy reserve of 17% for the period ending June 30, 2010 (that including money designated for the ROP educational program), we have sufficient funds to respond to emergencies and budget shortfalls.</p> <p><i>To what extent does the institution have sufficient insurance?</i></p> <p>IVROP maintains sufficient insurance to cover its needs. We are part of two separate JPAs for insurance coverage: Self-Insured Programs for Imperial County (SIPIC) and Imperial County School Districts Liability/Property Self-Insurance Authority. Both of these programs are brokered/administered by Tyler Insurance Agency. SIPIC covers employee worker's compensation insurance and the other policy deals with property liability. The JPA member districts meet on a quarterly basis to discuss and review insurance claims,</p>	<p>Grant Invoices</p> <p>JPA Insurance Coverage Agreements</p>

Findings	Evidence
<p>program funding, policy changes, etc. Both insurance programs follow all rules and regulations as set forth by the insurance industry standards. Annually, all member districts review and update their records for assets and asset valuation to determine the required coverage and premiums. Schools Excess Liability Fund (SELF) is acquired for high cost claims exceeding a \$5 million threshold.</p> <p><i>How does the institution oversee financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations and institutional investments and assets?</i></p> <p>At present, IVROP receives no financial aid money nor do we have any institutional investments. Our schedule of assets is updated and recorded annually. We have numerous grants and externally funded programs. The funds received from grants and other sources are treated in the same fashion as our revenue limit money. Each project is issued an identifying number and entered into the accounting system for continuous monitoring. Monthly expenditure reports are generated and reviewed, which are then monitored by project management staff members.</p> <p>We also maintain numerous contractual relationships with agencies in Imperial County and elsewhere. Some agencies with which we have a contractual agreement with include some of the following: Imperial County Department of Social Services, Imperial County Behavioral Health, Imperial County Workforce Development Office, etc. These are handled through a Memorandum of Agreement (MOA) or a signed agreement, which is kept on file in the administrative offices.</p> <p>We have one auxiliary organization, the IVROPCF, which is a 501(c)3. IVROPCF maintains a separate board and is tasked with the goal of enhancing the educational and economic opportunities of Imperial County residents.</p>	<p>Contractual Agreements</p> <p>IVROPCF 501(c) 3 letter</p>

Findings	Evidence
<p>Funds for the IVROPCF are deposited in a separate bank account and are handled through a separate accounting system. The QuickBooks accounting system is used to record and manage the transactions and assets of the Foundation. This is maintained by the ROP business office.</p>	

**Indicator 8.3** - *Institutional planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.*

Findings	Evidence
<p><i>To what extent does the governing body and administration receive regular reports on the financial condition of the institution?</i></p> <p>Maintaining fiscal solvency has been the board’s priority. As such, the board and administration review the budget monthly to assess financial stability. This is in addition to a quarterly review of required financial reports.</p> <p><i>How does the governing body and administration connect short-term and long-term financial planning with the schoolwide Action Plan’s identified properties?</i></p> <p>In order to effectively plan for the future, the board has taken measures to maintain an ample reserve. The governing board and administrative unit takes responsibility for proper utilization of resources, including those necessary to address the Action Plan. Expenditures for addressing our short-term and long-term planning are done in a very frugal and conservative manner. The approach we have taken in planning is one of setting our goals, prioritizing those items which are of the upmost importance, and finally identifying the dollars and resources necessary to achieve them. This is the approach that has been followed in addressing our Action Plan and will continue to be followed with any newly developed priorities. An example of identifying dollars from sources other than ADA includes Tech Prep and SB70 grant dollars, which has assisted with pursuing</p>	<p>Board Agenda &amp; Minutes</p> <p>Financial Reports</p> <p>Grants:SB70, Tech Prep</p>

Findings	Evidence
<p>articulations, A-G certification, and alignment of courses. All of these endeavors supported our Action Plan.</p> <p><i>To what extent are institutional funds currently being used judiciously so that the facilities and support materials are sufficient for all the programs and courses offered?</i></p> <p>The governing authority has been astute in planning for the future and has made expenditures judiciously to guarantee that we have the facilities and materials for our programs and courses. This has been assisted through collaboration and the creation of partnerships, which have become an integral part of the board’s decision making and planning. Information/Notes from the advisory committee process also informs decision making of courses, and labor market information regarding the need for jobs trained for is also part of the advisory meeting. Through the leveraging of resources between the many schools and agencies IVROP works with, we have been able to maintain the same level of ROP courses as were present 4 years ago (just prior to being placed in Tier III).</p> <p>We have also sought additional funds from other sources to be able to offer cutting edge courses and other valuable services. Such courses are those found in the renewable energy and healthcare fields. This type of planning has been supported by input from advisory committees, labor market information, and expressed industry demand. Additionally, these grant or project funds have helped support and augment existing ROP courses, establish programs of study, design sequence of courses and develop career pathways.</p> <p>Districts within the JPA operate high quality ROP classes during the regular school year; however, most of the schools districts have discontinued their summer ROP offerings. IVROP has been able to backfill this void with some youth grants (Project Toy and others) which</p>	<p>Advisory Meeting Minutes LMI Info.</p> <p>Grants: CTE Facilities, Health Science Capacity Building, Project Toy</p>

Findings	Evidence
<p>provide academic and training courses, along with work experience and leadership development activities. IVROP continually works with member districts to identify their needs and supports them by assisting by securing outside funding to help supplement their educational programs and further develop their programs of study/pathways. An example of such a practice is the help we provided to Holtville High School in pursuing and acquiring a facilities grant. This grant will allow them to offer/expand their food technology program. We also helped Calexico High School obtain a Health Science Capacity Building grant to assist them with professional development and the creation of a health science pathway.</p> <p><i>To what extent does the institution have plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc.?</i></p> <p>Other than uncompensated employee absences, IVROP has no long-term liabilities and obligations. The IVROP facility at 687 State Street is paid for and the facility on Sperber Road –part of a long-term lease with ICOE – has been the property of IVROP’s for 33 more years. Post-employment benefits, including health benefits, are slated to be provided to the Superintendent to the age of 65.</p>	



Findings	Evidence
<p><i>To what extent do facilities provide a safe and nurturing learning environment for students that make them feel welcomed?</i></p> <p>Teachers promote a safe, healthy, and nurturing environment by including a unit on safety in the classroom. Instruction is provided on the safe use of equipment and tools when students enroll and continues throughout the course. Student work and/or projects are displayed in most classrooms and some teachers recognize students by identifying a student of the month. Security guards or officers are on many of the school grounds.</p>	<p>Safety and Evacuation Plans</p>

**Strengths:**

Linkages with other organizations and agencies i.e. Employment Development Department, I. C. Workforce Development Office, One-Stop Centers, I.C. Department of Social Services, CalWORKs, I.C. Behavior Health Services, Imperial Valley College, Center for Family Solutions, College of the Desert, Pioneer’s Memorial Hospital, El Centro Regional Medical Center, Clinicas de Salud del Pueblo, Children’s – Oakland, Family Resource Centers, Carl Perkins funds, SB-70 funds, etc.

Additional special funding that augments services.

Audits for the past 10 years report no negative audit findings or questionable costs.

Linkages through regular advisory meetings with employers to assist in identifying needs and industry standards.

IVROP Board’s commitment to ensure fiscal solvency.

**Key Issues:**

Continue to pursue multi-year grants for long-term services and planning.

Pursue grants which promote and secure financial support of specific CTE- Career Technical Education programs, especially those in sectors that advisory input/LMI information indicate are strong/growing.

## **CRITERION - 9 Community Connection**

**The institution seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experience, including additional educational or vocational opportunities.**

**Indicator 9.1** - *Efforts are made by the institution to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.*

<b>Findings</b>	<b>Evidence</b>
<p><i>What connections with local businesses and organizations are currently in place?</i></p> <p>IVROP is a Joint Powers Agreement (JPA) with the seven school districts throughout the county. Each district provides one school board member to serve on IVROP's Board of Trustees. By virtue of this agreement, all districts partner with IVROP to enhance the educational values and goals set forth in the Agreement.</p> <p>Each area of training has its own employer advisory board made up of over 400 members from the local business community such as Imperial Irrigation District, CalEnergy, Oral Surgeon Dr. Barsan, etc. These members are critical to the success of each program as they provide input into current industry trends, changes to work requirements, suggestions for setting up classrooms with industry specific supplies, tools and equipment, and they provide work sites, tours, and guest speakers. IVROP is actively involved in the Brawley, Calexico, El Centro, Holtville, Imperial Chambers of Commerce and the Joint County Chambers of Commerce.</p> <p>Along with the business community, partners from community organizations and service clubs provide the students with opportunities not offered in the normal</p>	<p>Board minutes Board policies Board knowledge of Vision Statement and ESLRs District board minutes Curriculum JPA Agreement CSBA Policies Regulations and Bylaws Chamber of Commerce Lists</p>

<b>Findings</b>	<b>Evidence</b>
<p>school curricula. These partners are critical to ensuring students receive the maximum exposure to education but also work experience, job shadowing, mentoring, psycho-social counseling, etc. For example, through the FACES program, a component of the eligibility is a psycho-social evaluation done at intake with the program counselor and continues through the end of the program. In addition to this, academic counseling is provided to ensure the A-G requirements and CAHSEE (California High School Exit Exam) are completed for graduation. Tutoring is made available to all participants to enable them to maintain the 2.5 GPA required to stay in the program.</p> <p>Collaborations are evidenced by memorandums of understanding and partnership agreements detailing the role of each partner and how each partner’s expertise will add to the educational and technical opportunities. These partnerships include, but are not limited to the: Imperial County Workforce Development Office (WDO), Imperial County Workforce Investment Board, Employment Development Department (EDD), Imperial County Office of Education (ICOE), San Diego State University (Imperial Valley Campus), Imperial Valley College, Imperial Valley Behavioral Health Services, Imperial County Department of Social Services, Imperial County Probation Department, Imperial County Public Health Department, Pioneers Memorial Hospital, El Centro Regional Medical Center, Clinicas De Salud Del Pueblo, Inc., Imperial Irrigation District, Center for Family Solutions, etc.</p> <p>Businesses, industry and community organizations can and do provide additional education, counseling, mentoring, work experience/job shadowing sites, and exposure to work in the real world for youth and adults as well as expose teachers to the relevancy of the skills</p>	<p>MOUs Partnership Agreements</p> <p>Community Classroom Reports</p> <p>Externship Report</p>



Findings	Evidence
<p>classes/projects. Topics they present to the students are on educational requirements, job duties, income, schools for the best education, etc., thus better preparing them for their post-secondary education.</p> <p>Similarly, our SB70 Community Collaborative activities routinely makes use of industry speakers for career clubs and job shadow opportunities for middle school students, and renewable energy presentations at high schools.</p>	<p>High School Career Days Junior High Career Days</p>

**Indicator 9.2** - *The institution has outlets for students in community service or internship opportunities which are connected to student programs to enhance their learning experiences in line with the institutions mission.*

Findings	Evidence
<p><i>What service or internship opportunities are currently in place for students?</i></p> <p>IVROP believes that career technical education programs/courses are strengthened by work-based learning activities such as internship, work experience, job shadowing, project-based activities, or guest speakers as an instructional component. Many of our programs offered, (Nursing Assistant, Construction Trades, Careers with Children), contain work-based learning activity components. We have developed a network of employers that are willing to host students, allowing them to tie in the classroom materials to the actual real worksetting. This experience is invaluable to the student and prepares them both for post-secondary education or actual employment after completion of the class. Students who excel during this internship period are often hired after successful completion of the program and the passing of state certification requirements. In the case of healthcare, these certifications or licenses are critical and will allow the student flexibility to move anywhere in the state to</p>	<p>Project TOY provides work experience, life skills, workability, and job placement ICFF provides clinical rotations Job Shadowing Life Skills Workability Field Trips to hospitals and colleges Summer math, and science academies</p>

Findings	Evidence
<p>successfully compete for the openings in that field.</p> <p><i>What evidence can be provided to indicate the reputation of the institution in the community?</i></p> <p>The best evidence of IVROP’s successful reputation is both private and public employers (education institutions, WDO-Workforce Development Office, EDD-Employment Development Department, Pioneers Memorial Hospital, Imperial Valley Economic Development Corporation, and many others) continue to partner with IVROP and share opportunities for enhancing a better educationally and technically prepared workforce. This proof is documented through the various agreements, memorandums, letters of support, in-kind and actual dollar contributions to the various educational programs, technical trainings and grants in place at IVROP.</p> <p>In addition, IVROP utilizes guidance technicians who are given classroom space at each school and are allowed to make program presentations, as well as recruit for the classes offered through IVROP. This could not be done without the outstanding reputation that IVROP has within the community. Lastly, IVROP has numerous press releases, state and national letters of appreciation (including letters from local/national elected officials), and awards indicating the success of our programs in Imperial County. All letters, awards, etc., are on file or on display at the IVROP Administrative Office.</p> <p><i>What efforts have been made to connect the school with its community through service projects?</i></p> <p>IVROP’s involvement in community service projects is focused on the mandatory components of some of the grant programs. Examples of these include projects such</p>	<p>Memorandums of Understanding Grant funded project reports Letters of support In kind and cash support for grant programs Press releases State and National letters of appreciation State and nation recognition awards</p> <p>Guidance Technician accommodations at school sites</p>

Findings	Evidence
<p>as PUENTE, which completed a graffiti abatement project as well as assisting with various community park clean-ups and restorations. Other programs such as Project Juntos, actively make presentations to ensure that young couples are aware of the skills needed to develop and maintain healthy families. Past projects such as My Future Matters and Sobrio made presentations to students at the local secondary schools regarding the importance of education and on the stigma associated with underage drinking and abstinence. IVROP actively participates in all county-wide projects which can and do affect the students in Imperial County. Last year, the accounting classes added a component to prepare and file income taxes for low income individuals in the community. Students found this experience very rewarding and enjoyed seeing the expressions on their clients' faces when told they would be receiving a refund. This effort has expanded from IVROP's Volunteer Income Tax Assistance (VITA) program that had been offered through the county for several years. IVROP also participates in the annual county health fair and has booths to inform the public on projects as well as the community service components associated with those projects. All IVROP projects enlist the schools to aide with the recruiting of students to assist with the various community service projects.</p>	<p>Reports to State and Federal agencies documenting community service projects Participation in community sponsored events (Health Fair etc.)</p> <p>VITA class agendas/sign-ins</p>

**Indicator 9.3** - *IVROP informs its community regarding its mission, its programs and learning opportunities, recognizing the benefits that community support can bring.*

Findings	Evidence
<p><i>How does IVROP use its profile (Chapter 1 of the Self-Study Report) to understand and connect to its community?</i></p>	

Findings	Evidence
<p>The ESLRs (part of our Profile) guide our continued efforts to connect to the community. Since they were created with community input (emphasizing workplace needs like appropriate dress and work ethics), they clearly assist with this necessary conversation that is part of each advisory meeting. Knowing that is part of our ESLRs – which is also part of our outlines – reminds our staff and instructors to ask business representatives, “So just what is the appropriate dress for this particular position at your workplace.” Or, for our <i>Effective Communicators</i> ESLR, the question might be, “What are some examples of verbal, written, artistic and technological forms of communication that an employee in your industry might be challenged with?”</p> <p>The profile also contains information about which industries are largest and/or growing, and this information effects our planning (course and grant development efforts). Having received much information from community contacts and agencies such as IVEDC-Imperial Valley Economic Development Corporation, IVROP has woven in opportunities for Renewable Energy learning into grants and course planning efforts. We take information about the many new renewable energy developers out to our secondary partners to encourage them to prepare (with new courses or integration of related curriculum in existing courses) for this coming opportunity; IVROP has partnered with Gear-Up of the Imperial County Office of Education to get the word out to school districts and has delivered presentations to thousands of students over the last couple of years. IVROP has utilized renewable energy representatives (SDG&amp;E, Cal-Energy, Ormat) as part of these efforts.</p> <p>Finally, the profile is used to connect with the</p>	<p>Professional Development Offerings (State Trainer)</p> <p>Flyers for Courses Non-Traditional Speakers</p> <p>Advisory Notes</p> <p>Advisory Agendas</p> <p>Grants : Serve Vets, SB70, I.V. FARM</p> <p>School Presentation Templates/PowerPoint’s Personal Interviews (Industry Reps involved in assisting with presentations)</p> <p>IVROP website</p>



Findings	Evidence
<p>was promoted to Fire Captain in 2001 and later promoted to Imperial County Fire Chief in 2008. Tony remained in school and has earned his State Certified Fire Officers, State Fire Chief certificate and a degree in Business Administration degree from Phoenix University.</p> <p>2. Helina Hilfiker Hoyt was enrolled in the Imperial Valley Regional Occupational Office Certified Nursing Assistant Class in 1990. She is now the RN-BS Program Director for San Diego State University. She has been published twice for her work in school-based teen pregnancy prevention.</p> <p>3. Andrew Villero enrolled into an ROP Automotive Technology program at Central Union High School from 2003 to 2004. That training gave him very valuable skills. He participated in an internship program as an “oil change technician” at Direct Auto Plaza Honda, where he worked for one year. He was then promoted to “technician helper” and after another year he was promoted again to an “automotive service technician.” Andrew completed all the necessary in-house Honda training in two years. Since then he has moved onto Rogers and Rogers Toyota where he finished in-house training to move to the next level of certification for Toyota’s factory training. He has three Automotive Service Excellence certifications which are accepted nationwide and now over eight years working experience in this field and is debt free. Andrew serves on ROP’s Automotive Technology Advisory Board</p> <p>There are many examples of students who have participated in work experience activities through</p>	<p>WIA funded program reports</p> <p>Advisory Committee Minutes/Agendas</p> <p>Student agreements  Showcase mailing list  Class schedule in Imperial Valley Press, Valley Shopper and IVROP website (www.ivrop.org)  Guidance technician activity logs</p>

Findings	Evidence
<p>IVROP's many grant funded projects who were retained or were subsequently hired by an employer. A recent example is Sarah Buenrostro, an outstanding senior at Brawley Union High School. This past summer, through Project Toy-Training Opportunities for Youth, Buenrostro was placed to complete 180 hours of work experience at Andrew Kruttsch Law Office. After having done a great job, Sarah was offered a part-time position after finishing her program hours, which she accepted. Currently, she has her application in to four California universities.</p> <p>Through its wide array of adult training programs, IVROP provides opportunities for direct placement into employment. This is reflected through an average placement rate of 83% of adults who obtained meaningful employment after training in the past five years (Placement is for our WIA funded programs as calculated by state and local outcome measures). Students have been placed into training related industries, such as, Industrial Metal Fabrication, Healthcare, Law Enforcement/Protective Services, Transportation, Retail Sales, etc.</p> <p><i>What programs or processes are in place to connect the school to its community?</i></p> <p>As detailed in other previous responses, the advisory committee process is perhaps the biggest process in place connecting IVROP to the community's businesses/industries. IVROP holds two annual advisory committee meetings for every class offered to students (youth and adults); and the list of business participants called on for this process is extensive. These advisory committees are informed of the course outline, curriculum, texts, assessments, and anything they care to inquire about at these meetings. Conversely, our staff and instructors are able to ask the business/industry</p>	<p>Recognition Showcase pictures Billboards, radio ads, and newspaper Invitations to 10th graders and parents</p> <p>ICWDO minutes and Attendance rosters</p> <p>Space rental contracts</p> <p>ICWDO website listing</p>

Findings	Evidence
<p>members for their expertise to add to and complement the curriculum in place.</p> <p>IVROP and the school districts work hand-in-hand to promote and encourage local business and community connections. IVROP maintains membership in all of the Chambers of Commerce and it is due to our high visibility that we have enjoyed an excellent reputation in the community, thereby facilitating on-site visits by employer members of all chambers. More than 1,000 invitations are sent to business and community leaders inviting them to the Student Recognition Showcase. The ROP class schedule is made available to the public through paid advertisements in the local newspaper and the Valley Shopper, which is a free publication with over 30,000 copies distributed weekly. Class schedules are also available on the IVROP website along with information on the different type of services provided. Staff and the guidance technicians regularly do community outreach through presentations at the One-Stop Employment, Business Services Centers and community-based organizations.</p> <p>IVROP is a member on the Imperial Valley Workforce Development Board as mandated by the Workforce Investment Act of 1998. This allows IVROP to be abreast of all employment and training issues, needs, and workforce related strategies related to the Imperial County. IVROP project staff are co-located at the One Stop Centers throughout the Imperial County, to include the local Employment Development Department, enabling staff to obtain relevant Labor Market Information required to develop appropriate market driven trainings. This presence enables IVROP to maintain not only connections with employers, but with other partnering agencies, such as:</p> <ul style="list-style-type: none"> <li>• Arbor Employment &amp; Training</li> <li>• Center for Employment Training (CET)</li> <li>Imperial Valley College (IVC)</li> </ul>	

Findings	Evidence
<ul style="list-style-type: none"> <li>• Public Safety Training Association (PSTA)</li> <li>• Safeway Truck Driving School</li> <li>• San Diego Electrical Training Trust</li> <li>• San Diego State University (SDSU)</li> </ul> <p>IVROP is seen as the leader in training and economic development within the community. This reputation has allowed IVROP to develop meaningful and effective working relationships with local employers and community organizations. Site visits are offered to and are readily accepted by local employers so they may evaluate IVROP’s ability to train personnel and or to assess classroom instruction.</p> <p>Many times when a new business is coming into Imperial County, IVROP will be one of the first referrals made by local economic developers to see how we might assist with training needs for that new business and/or industry. Site visits are arranged to visit not only the training site, but to visit ROP classes when appropriate. This has enabled IVROP to maintain a favorable reputation in the community for our commitment to bettering Imperial County through our aggressive, no-nonsense approach. Our goal in assisting students and participants in attaining their academic, career and technical skills has never wavered. It is because of our dedicated, forward-thinking attitude that IVROP has been able to build, maintain and secure support from our partners in schools, community agencies, cities and the county. Evidence of this ability is through our partnership with Esparza Welding Incorporated, a local employer in the industrial sector. Not only has the employer visited our training facilities, but has become an on-site training partner. It is through these collaborative efforts that we are better able to assist the community to meet their needs.</p> <p>Many employers, community organizations and staff</p>	

Findings	Evidence
<p>members are involved with events or are members in clubs or organizations within the community.</p> <p>Business and community members participate in the following events or activities:</p> <ul style="list-style-type: none"> <li>• Advisory committee member attendance</li> <li>• Participation on other advisory committees (CalWORKs, EDD, WIB, etc.)</li> <li>• Partner support of IVROP funded projects in meeting goals and objectives</li> <li>• Foundation membership</li> <li>• Participation in junior high/middle school career day</li> <li>• Career days/fairs at schools and community college</li> <li>• Back-to-School nights at high schools</li> <li>• Guest speaker presentations</li> <li>• Field trip sites</li> <li>• Community classroom and work experience sites</li> </ul>	

**Strengths:**

Extensive program connections to business community (Ex. – Dancing With the Stars/Community Foundation, IVROP Showcase, collaborative grants with EDD, IVC, etc.)

Numerous connections with local partnering agencies (Advisory Composition, MOU's/Agreements for grants – El Centro Regional, EDD, IVC, Esparza Welding).

Broad Scope of Internship and work experience opportunities (grant related and other).

Excellent reputation of IVROP within the business community.

Recognized Leadership of IVROP within the community.

**Key Issues:**

Expand the number of internships and work experience opportunities across more courses.

Continue to support and increase the number of community service projects.

## **CRITERION 10 - Action Plan for Continuing Improvement**

**The Institution uses the self-study process to identify key issues that are inserted into a schoolwide Action Plan that governs school improvement activities and events. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuing school improvement.**

**Indicator 10.1** - *IVROP has created an Action Plan which reflects the efforts of all stakeholders to plan for future growth and improvement.*

Findings	Evidence
<p><i>To what extent does the Action Plan identify goals, timelines for completion, persons responsible, reporting instruments, and benchmarks for accomplishment?</i></p> <p>As evidenced by the Action Plan (in WASC example Action Plan format), specific goals, timelines, responsible people, reporting instruments and benchmarks to measure accomplishments are part of the plan. Certain growth areas extend out more specifically for longer periods of time – areas 1 and 2 – given the amount and difficulty of the work that will be associated with them (1. Developing, implementing, evaluating common assessments and 2. Tackling the necessary components of a complete pathway: Articulation, A-G, and Certifications). The work associated with growth areas 3 and 4 will definitely be ongoing. The bulk of the work of planning for the capturing, analyzing and publishing of data, and the work of establishing a routine of working hand-in-hand with schools on planned professional development/minimum days can be done in the first couple years.</p> <p><i>How is the Action Plan reviewed annually and how are revisions made to respond to changing conditions and current student need?</i></p> <p>As detailed throughout other parts of the Self-Study, IVROP has processes in place for review of its Action Plan on a regular basis. Areas addressed in the action plan are incorporated in reports to advisory committees</p>	<p>Action Plan</p>

Findings	Evidence
<p>and there are regular reports to the Governing Board as well. Also, part of this action plan includes emphasis on the capturing and publishing of data in a public way. Through this, we are able to easily recognize and respond to changing conditions and current student need.</p> <p><i>How does the Action Plan focus primarily on student learning needs?</i></p> <p>The action plan addresses learning needs which will be measurable, relating to our expected competencies and our ESLRs. The common assessments / rubrics of Growth Area 1 focus on student learning needs in that our instructors will be better able to determine how well students are achieving (as a result of the development and use of these tools). Discussions that occur based on the development and use of these tools will inform instruction; we will be able to better zero in on student learning needs than ever before. The common rubrics which are common to all courses will undoubtedly include academic elements we know our JPA districts are concerned about. For example, oral presentations can happen in any class and, if expectations for those presentations are given more structure through this process, student learning needs relating to Language Arts are addressed. This, in turn, will lead to learning needs being addressed in a way that will assist the JPA core courses.</p> <p>Similarly, the work involved with Growth Area 2 – improving postsecondary pathway connections through further development of articulations, A-G, and industry certifications – is definitely about zeroing in on those particular areas of learning which the institution can determine as most important for our students’ continued progress in any given industry sector/career area.</p> <p>Finally, Growth Area 3 specific plan for capturing, analyzing, and publishing data re-emphasizes the importance of looking at student achievement and making adjustments accordingly. While the rededication</p>	<p>ESLRs</p> <p>Competencies</p> <p>Profile Data</p>

Findings	Evidence
<p>to collaborating on the goals of our JPA sites (Growth Area 4) also speaks to this student learning needs. The learning goals each individual school site plans for, and directs its teachers to address, must be an important part of IVROP’s considerations in moving forward with any Action Plan of its own. Working with schools on carving out specific ways to address our goals while collaborating on theirs is, once again, all about addressing student learning needs.</p>	

**Indicator 10.2** - *As a result of the accreditation process, the institution has identified key issues (short term and long term) that will impact student learning and increase the achievement levels of students.*

Findings	Evidence
<p><i>How did the self study process identify the key issues for the school?</i></p> <p>Use of the profile’s data was the first step in identification. Implications about data were noted within the narrative of the profile and stakeholders had the opportunity to view and utilize this data to help determine answers to criterion questions and key issues. Site level meetings exposed personnel (instructors, guidance technicians, counselors) to the profile and to the criterion questions. All involved had opportunity for input. Further opportunity to utilize the profile data, and then further data from looking at student work and classroom observations, was offered in Focus Group meetings for 4-7. The results of site level meetings and Focus Group meetings, as well as Management/Leadership Team meeting work on sections 1, 2, 3, 8, 9 (which also involved surveying staff, instructors, students) were discussed at leadership meetings. Additionally, industry/community representatives were appraised of our process and solicited for input through advisory meetings and other opportunities (survey of advisors / community members associated with projects).</p> <p><i>How have key issues been prioritized by the institution?</i></p>	<p>Profile</p> <p>Criterion Question notes form site meetings.</p> <p>Observation and Student Work Forms</p>

Findings	Evidence
<p>Key issues from individual focus groups were prioritized within those groups and then prioritized altogether (key issues from criterion areas 1-9 and key implications from the profile being weighted again) by the Leadership Team. The leadership team looked for commonalities, similar Key Issue areas across the criterion areas and profile implications. The leadership team also examined the identified areas of strength as being supportive of the Action Plan Growth Areas.</p> <p>To that end, Key issues that ended up guiding development of our Action Plan for Growth Area 1 (Common Assessments / Rubrics) were supported by identified issues in Criterion 6 <i>Assessment</i>, Criterion 2 <i>Organizational Infrastructure and Leadership</i>, and the profile implications. It was determined that, in terms of summative student achievement (end of course data), IVROP had a good deal of data to examine and analyze with regard to student learning. However, it was clear – from the type of student assessment information shared in advisories and from teacher discussions at sites along with focus group level meetings – that group of instructors analyzing assessment data throughout the year and data specific to individual assignments that occur across courses is not a common practice. While classes may have the same course outlines and competencies associated with them (and even work having been done on aligning outlines with standards) common tools for evaluating tasks/products are not being used. This issue came up in more than one section and we do have existing strengths which should make identifying common areas to assess easier. This is how this Key issue was prioritized as important enough to be included in the Action Plan.</p> <p>For Growth Area 2 (Improving Postsecondary Pathway Connections), a mixture of strength and desired growth was again the method for determining its inclusion. Articulation and licensure/certification data was readily available in our profile, <i>articulation</i> was presented as a</p>	<p>Criterion Section Strengths/Key Issues</p> <p>Advisory Notes (assessment)</p> <p>Criterion identified Strengths / Key Issues</p>

Findings	Evidence
<p>recent success in our progress report and was listed both as a strength and area for growth by focus group 4, <i>Curriculum</i>. Discussion about certification also came up in focus Group 4, and was included as the top priority. As noted in our Progress Report, A-G efforts have been slow and mostly unsuccessful, and this was also listed within the key issues in focus group 4.</p> <p>Advisory meeting discussions were referenced as part of the Leadership Team discussion of the importance of certification. These discussions confirmed that industry continues to value certifications and point to possible certifications which could be attached to our courses. Our Health-Science Industry Sector courses which enjoy certification/licensure are definitely model courses we like to point to; so the fact that instructors and industry suggest we should shoot for even more made it easy to prioritize. In the end, discussion about the portability and transferability of our courses, making them more a part of a pathway, solidify our rationale for keeping that Key Issue as one for the Action plan. The focus of Carl Perkins, Tech Prep, SB70, and numerous other directives from the federal and state governments is centered around efforts which support “pathways” and, we believe this effort and identified growth area supports that concept.</p> <p>For the third growth area identified in the Action Plan (Capturing, Analyzing, and Publishing relevant student Achievement Data), it has specific support in an identified Key Issue of group 6, <i>Assessment</i> and 1, <i>Institutional Mission and ESLRs</i> but relates to other identified Key Issue areas as well. Key issues identified by group 5, <i>Instruction</i>, revolved around site level problems which would be addressed in part by this growth area and then also by growth area 4. One key issue was students continuing to be pulled from courses mid-year to be placed in academic support courses (and the resulting new mid-year students without a clue). The other was a lack of say in funding because of Tier III flexibility. Both of these are difficult areas to address</p>	<p>Advisory Discussions / Notes</p> <p>Career Technical Funds / Plans</p> <p>Criterion 5 and 6 Key Issues</p>

Findings	Evidence
<p>with an expectation that one has the plan to solve it. However one can see both as a bit of a public relations issue. Capturing, analyzing and publishing student achievement data for these courses may start to address this, especially since the other two action areas being worked on should provide some data that we would like to celebrate. Discussion at the leadership team level had to do with the fact that we/IVROP do report on the student achievement data we have but, it is mostly for our own purposes (at our own meetings). This and the fact that we should now have more data similar to what each school site is used to viewing, common assessments for specific courses – courses that cannot easily be started in the middle of a semester – might help each site understand the rigor and value of each course. It also works nicely with Growth Area 4 which is a renewed emphasis on collaborating at the site level with our JPA partners on professional development / minimum day planning efforts.</p> <p>While growth area 4 makes a lot of sense simply in terms of what we would like to accomplish with Areas 1 and 2 (since we would hope for discussions with schools to result in their seeing the value of allowing for time to work on common assessments, A-G certification, etc.), there was also reason for it within other identified Key Issue areas. As noted above, we believe the identified areas for criterion 5, <i>Instruction</i>, are addressed by this (a chance to discuss with schools what goals they and IVROP have in common), and focus group 7 identified Key Issues which could also be addressed in this area if schools desired it. Key Issues identified by Focus Group 7 were all areas which already receive attention by IVROP but could possibly receive more attention given a site’s priorities: Program of Study refinement, Higher Education Preparation (basically making students aware of activities already planned for at site), and career preparation assessment services (getting it started sooner). In all cases, if the goal of the school is to do more work or refine the work, it is probably already possible through use of available resources in one of</p>	<p>Existing Reporting Mechanisms (Board / Advisory Meetings)</p> <p>Key Issues in Criteria 5 and 7</p>

Findings	Evidence
<p>these areas (available resources being our guidance technicians, SB70 funding, and others). The collaborative planning, and the result of setting aside of specific days for specific work, could be utilized for these possibilities; as well as on the specific work associated with Action Plan area 1 and 2, already noted as a significant reason for making this issue its own Action Plan area.</p> <p><i>To what extent have all stakeholders met to discuss the Action Plan and give input to its implementation?</i></p> <p>Staff, instructors, students, community have received copies of the Action Plan and have been solicited for their input in relation to possible involvement in implementation of the areas identified. They received the full rough report (with specific direction to look at the Action Plan) two weeks before the final report was sent to the visiting team. A process is in place to collect any further input/suggestions and share with the visiting team when they arrive. They have also been made aware that it is not final until the visiting committee reviews it and suggests modifications if necessary.</p> <p>The Board received a draft copy of the Action Plan on February 16, and was solicited for any further input. The <i>Action Plan</i> itself was forwarded/e-mailed (without the whole report at this point) to all stakeholders a week later, along with the draft of the whole report. The Leadership Team had one last look at the finalized plan on February 21 before sending it out as part of the report on March 6. The new Action Plan has also been included as part of Advisory Committee meetings from February 16-on.</p>	<p>E-mailed Copies / Instructions</p> <p>Board Agenda / Notes</p>

**Indicator 10.3** - *IVROP has procedures in place to implement the Action Plan with the support of stakeholders.*

Findings	Evidence
<p><i>For each Action plan Key issue, how has the school identified an individual or group responsible to</i></p>	







Findings	Evidence
<p>The format of our Action plan is user friendly, concisely identifying a Growth area, the rationale for it, and specifying targets which suggest how we will know when we have met the action. It also guides the action steps listed. Additionally, the format addresses which ESLRs are expected to most relate to the Growth Area, which will be helpful as we go about creating the curriculum pieces and processes associated with it (which will ultimately need to be measured and related to our ESLRs).</p>	<p>Action Plan</p>
<p>Practically speaking, the format also includes necessary components for the action steps such as the timeline, personnel, resources, means for assessing improvement, and methods to report progress. As such, it lends itself to similar components as we get into implementing the specific action steps i.e. when certain instructors are involved in the developing of assessments/rubrics, a similar chart will be made with specific personnel, a specific timeline, resources, specifics as to what the means to assess the improvement needs to contain, and how reporting out will occur.</p>	<p>Action Plan Components</p>
<p><i>How does the governing body use the Action Plan in resource allocation discussions?</i></p>	
<p>The governing body uses the Action Plan as rationale for its approval or disapproval for the use of funds/resources for proposed activities, as well as for the pursuit of funds/resources for proposed activities. As this Action Plan is quite new, there is not much evidence to point to as yet but one can look to resource allocation that was in line with some of the previous plans efforts (SB70 and Tech Prep usage of funds that aligned with identified growth areas) and see the evidence.</p>	<p>Board Allocation for previous efforts</p>
<p><i>To what extent does the school leadership use the Action Plan in its decision making processes?</i></p>	
<p>As with the previous response, the fact is the Action Plan is quite new. Even so, school leadership has been</p>	

Findings	Evidence
<p>updated monthly at management team meetings in the past. The discussions of what funding to pursue and /or what activities are possible with current project goals are routinely weighed by the management team in terms of Action Plan goals. The fact that Project Managers are asked and implement an alignment of their project activities/objectives with the ESLRs is testament to how the last Action Plan directly affects their decision making processes, and will continue to on a daily basis. Discussion of the current Action Plan among leadership has already focused on the need for Project managers to determine exactly how they work with our JPA high schools. Through this, we might better carry on discussions with those schools regarding their planned professional development needs. Also, in streamlining our collecting, analyzing, and publishing of data, all our leadership knows it is being asked to review all projects/programs. They work together to make collecting data a more consistent and efficient system that can be related to our ESLRs. Decisions about how IVROP and associated projects/programs proceed with their own goals and determine new goals has been – and will continue to be – weighed in light of needs related to our Action Plan.</p>	<p>Project Management Alignment to ESLRs</p>

**Strengths:**

Processes are in place to assist with monitoring and reporting out on the Action Plan (Management Meetings, Advisory Committees, Board Meetings, Website).

People (administrative) are in place and in positions designed to assist with the process which need this important resource. (Program Assistant and CTE Coordinator can and do communicate with schools on needs and are able to offer the support needed to get processes planned for underway).

Processes for communicating with stakeholders are strong and established (guidance technicians assist with communications back and forth between administration and instructors, and for instructors and their students). Established events/committees are in place (advisory committees, Leadership Team/Management meetings, Board meetings).

Part of the proposed Action Plan includes a plan for working with schools which, should we be able to collaborate well on planning, will help IVROP attend to its goals (and be part of the resources needed to implement them).

**Key Issues:**

The budget crisis/Tier III flexibility makes funding/resources more difficult than before. Curriculum and postsecondary pathway extension efforts do have real costs associated with them (mostly in terms of staff time).

# CHAPTER IV: Action Plan

## SCHOOLWIDE ACTION PLAN

**Growth Area Action Plan #1: IVROP will develop and implement common assessments/rubrics for courses (for skills/activities common to all IVROP courses and for skills/activities common to courses with the same Title).**

**Rationale:**

- To ensure rigor and consistency in the grading process.
- To help with the sharing and analyzing of data and continual program improvement.

**Growth Target:**

IVROP staff and teachers will examine existing outlines and competencies to determine crucial areas of assessment to develop and implement common assessments/rubrics based on this information.

**ESLRs Addressed:** ESLRs addressed will vary depending on the course and the unit or competency’s alignment with an ESLR. In general however, common assessments will have to do with “demonstrating career skills,” part of our Effective Communicators ESLR and “applying skills to a variety of situations,” part of our Problem Solver ESLR. To the extent that common assessments are projects, it is likely that the Technological Producer ESLR (all areas / bullets) will be addressed.

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Improvement	Methods to Report Progress
1. Determine skills / activities common to all ROP courses (3 minimum) and create common assessment documents,	June 2012 – August 2012 and September – December 2012, and then	ROP Admin and Instructors Industry Reps.	Competencies Course Outlines Staff time CTE Standards Existing Rubrics /	Common Rubrics Created	School Site Orientation Meetings Fall Advisory Meetings

with rubrics, for use with related assignments.	January – Spring 2013		Rubric sites		
2. Share (1) with all instructors and plan for implementation /reporting.	September 2012 – December 2012	ROP Admin and Instructors	Staff time Outlines Syllabi	Crosswalk for Use (assignment - rubric) By class	Fall Advisory Meetings School Site Meetings.
3. Implementation / reporting on first common assessment / rubric (to include evaluation of use / refinement)	January 2013 – June 2013 and ongoing	ROP Admin and Instructors	Rubrics Assignment Directions	Graded Student Work Reports analyzing graded student work across courses.	Spring Advisory Meetings and 2013 Orientation Meetings
4. Share second common assessment / rubric and plan for implementation/ reporting.	Spring 2013 – Fall 2013	ROP Admin and Instructors	Staff time Outlines Syllabi	Crosswalk for Use (assignment – rubric) By Class	Spring Advisory Meetings and 2013 Orientation Meetings
5. Implementation / reporting on second common assessment and rubric (to include evaluation of use / refinement).	Fall 2013 – June 2014 and ongoing.	ROP Admin Instructors	Rubrics Assignment Directions Class Time	Graded Student Work Reports analyzing graded student work across courses	Spring Advisory Meetings
6. Share third common assessment / rubric and plan for implementation / reporting	Fall 2013 - Spring 2014	ROP Admin and Instructors	Staff time Outlines Syllabi	Crosswalk for Use (assignment – rubric) By Class	Spring Advisory Meetings and 2013 Orientation Meetings
7. Implementation / reporting on third common assessment and rubric (to include evaluation of use / refinement).	Spring 2014 – Fall 2014 and ongoing.	ROP Admin Instructors	Rubrics Assignment Directions Class Time	Graded Student Work Reports analyzing graded student work across courses	Spring Advisory Meetings
9. Determine three common assessment areas	Fall 2012 – Spring 2013	ROP Admin Instructors	Rubrics Assignment	Graded Student Work Reports analyzing	Spring Advisory Meetings

to concentrate on for each courses title that is taught by more than one instructor.	and annually revisited (until 3 created / implemented)		Directions Class Time	graded student work across courses	
10. Create One Common Assessment, with rubric, for each common course.	Spring 2013 – Spring 2014	ROP Admin and Instructors	Staff Time Current Assessments / Rubrics	One Common Assessment for Each Common Course	Advisory Meetings Site Meetings
11. Implement and Report out on first assessments.	Fall 2014 – Fall 2015	ROP Admin. Instructors	Assessments / Rubrics Class Time Assignment Directions	Graded Student Work Reports analyzing graded student work across courses	Advisory Meetings (Fall and Spring) Site Meetings
12. Create Second Common Assessment and rubric	Spring 2015 – Fall 2015	ROP Admin and Instructors	Staff Time Current Assessments / Rubrics	One Common Assessment for Each Common Course	Advisory Meetings Site Meetings
13. Implement and Report out on second common assessment.	Fall 2015 – Spring 2016 and ongoing.	ROP Admin. Instructors	Assessments / Rubrics Class Time Assignment Directions	Graded Student Work Reports analyzing graded student work across courses	Advisory Meetings (Fall and Spring) Site Meetings
14. Create Third Common Assessment and Rubric	Spring 2016 – Fall 2016	ROP Admin and Instructors	Staff Time Current Assessments / Rubrics	One Common Assessment for Each Common Course	Advisory Meetings Site Meetings
15. Implement and Report out on third common assessment.	Fall 2016 – Spring 2017	ROP Admin. Instructors	Assessments / Rubrics Class Time Assignment Directions	Graded Student Work Reports analyzing graded student work across courses	Advisory Meetings (Fall and Spring) Site Meetings

**Growth Area Action Plan #2:** IVROP will continue to improve its postsecondary pathway connections by strengthening efforts (pursuing and publicizing processes) for portability/transferability (i.e – articulation, A-G credit, certification) of its courses.

**Rationale:**

- To ensure that IVROP courses provide students the benefit of recognition/acceptance by other educational agencies and/or industry and are an inherent component of a pathway to a career in an industry sector.
- The processes inherent to ensuring the portability/transferability of courses necessarily ensures rigor/relevance of IVROP courses.

**Growth Target:** IVROP administration will continue to work together with instructors to ensure that the processes (applying for status and then making it possible for students to take advantage of it) for portability/transferability is known and acted on by instructors and students, as applicable.

**ESLRs Addressed:** The primary ESLR addressed would be our “Responsible Individual” ESLR and within that ESLR the area for “Set and Pursue personal and Professional Goals.” By assisting with the process for articulation, A-G credit, and certification IVROP will enable its students to pursue credit by exam, acceptance to UCs, and industry certification.

<b>Action Steps</b>	<b>Timeline</b>	<b>Personnel</b>	<b>Resources</b>	<b>Means to Assess Improvement</b>	<b>Methods to Report Progress</b>
1. Develop Plan to publicize articulation / credit by exam nuances – for existing agreements - that will assist with participation / pass rates.	June 2012 – Fall 2012 and ongoing.	CTE Coordinator Instructors Counselors	IVC Transitions Counselor SB70 funding	Plan in Place Reports on Progress / Refinements at Advisory Meetings	Teacher Meetings Advisory Meetings Publication of Plan/Template on Website / through newsletter
2. Implement Plan and Refine as needed	Fall 2012 – 2013 and ongoing	CTE Coordinator Instructors Counselors	IVC Transitions Counselor SB70 funding JPA high schools	Survey Students / Teachers on knowledge of Process Advisory Meetings	Reporting out on Plan/Template/surveys at Advisory Meetings, Site Meetings, and

		Guidance Techs	Staff time		Website
3. Target additional courses for articulation (3 minimum – at least 1 per year) and assist instructors in pursuing agreements (follow process now established)	June 2012 – June 2015 and ongoing as identified.	CTE Coordinator Instructors Counselors High School Administrators	IVC Transitions Counselor IVC Instructors SB70 Funding JPA high schools / guidance techs.	Articulation Agreements Credit By Exam Results	Website Newsletter Advisory Meetings Board Meetings
4. Utilize UCOP Doorways Website to determine like courses that have received A-G credit and meet with school districts / instructors to develop submission timeline.	Spring 2013 – December 2014	CTE Coordinator Counselors Instructors High School Administrators	UCOP Doorways website Other ROP's outlines	List of like Courses / Outlines Notes / Agendas for Counselor / Instructor meetings.	Teacher Meetings Advisory Meetings Board Meetings Counselor Meetings
5. Work on submissions (reworking of outlines, filling out correct paperwork).	Fall 2014 – Summer 2015 and ongoing as necessary.	CTE Coordinator Counselors Instructors	Staff Time Appropriate Funding (SB70, Carl Perkins,...) Outlines	Submission Statements A-G Certifications	Teacher Meetings Advisory Meetings Counselor Meetings Board Meetings
6. Develop target list of certifications / licensures (for 3 courses) to be incorporated in existing course outlines / competencies (either as accomplished sufficiently or prepared for in course).	January 2013 – August 2013	CTE Coordinator Instructors Industry Representatives	Staff Time Industry Contacts Existing Outlines / Competencies	Target List of Certifications	Advisory Meetings Teacher Meetings
7. Develop plan, to use school sites/local industry sites as certification sites (to include plan for	August 2013 – June 2014	CTE Coordinator Site level Administrators		List of Testing places List of Possible Testing sites (schools / industry)	Advisory Meetings Teacher Meetings

assistance with fees where possible).		Instructors		List of fees / plans for addressing fees	
8. Adjust course outlines / competencies / syllabi to reflect newly targeted certifications / licensures as determined appropriate.	Fall 2013 – Spring 2014	CTE Coordinator / IVROP Admin Instructors	Staff Time Outlines / Competencies	Adjusted Course outlines / competencies	Teacher Meetings Advisory Meetings Board Meetings
9. Implement and evaluate.	Fall 2014 – Spring 2015 and Ongoing	Instructors Advisory Members	Class Time Common Meeting time	Classroom Observations / Student surveys Reports on Student Achievement data	Teacher Meetings Advisory Meetings Board Meetings Website Newsletter
10. Develop target list of certifications / licensures (for 3 more courses) to be incorporated in existing course outlines / competencies (either as accomplished sufficiently or prepared for in course).	Spring 2014 - June 2014	CTE Coordinator Site level Administrators Instructors		List of Testing places List of Possible Testing sites (schools / industry) List of fees / plans for addressing fees	Advisory Meetings Teacher Meetings
9. Adjust course outlines /competencies / syllabi to reflect newly targeted certifications / licensures as determined appropriate	Fall 2014 – Spring 2015	CTE Coordinator / IVROP Admin Instructors	Staff Time Outlines / Competencies	Adjusted Course outlines / competencies	Teacher Meetings Advisory Meetings Board Meetings
10. Implement and evaluate	Fall 2015 – Spring 2016 and ongoing	CTE Coordinator/ IVROP Admin Instructors Advisory Members	Class Time Common Meeting time	Classroom Observations / Student surveys Reports on Student Achievement data	Teacher Meetings Advisory Meetings Board Meetings Website Newsletter
11. Make necessary	Summer 2016	CTE	Collaborative	Advisory Minutes	Teacher Meetings

revisions and add additional courses/certifications as determined by instructor/ advisory meetings.	– Spring 2017 and ongoing	Coordinator/ IVROP Admin Instructors Advisory Members	Time (Teacher meetings / advisory meetings)	Course Outlines / Competencies	Advisory Meetings
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**Growth Area Action Plan #3: IVROP will develop/refine and implement processes to capture, analyze, and publish relevant student achievement data (including data associated with Action Plan growth areas 1 and 2).**

**Rationale:**

- To ensure that achievement of course and program goals/competencies and ESLRs are measured and improved upon as necessary.
- To recognize success and further encourage transparency and accountability.

**Growth Target:** Targeting Action Plan areas 1 and 2 specifically, IVROP will ensure processes that generate student achievement data that can be compared across IVROP are measured (capture data associated with them), analyzed, and published in a public way (newsletter, website) that goes beyond the existing advisory committee and board outlets.

**ESLRs Addressed:** The Responsible Individual ESLR is reinforced through this targeted growth area. The *setting and pursuing of educational and career goals* is facilitated and recognized by having a process in place to capture, analyze, and publish the data related to this.

<b>Action Steps</b>	<b>Timeline</b>	<b>Personnel</b>	<b>Resources</b>	<b>Means to Assess Improvement</b>	<b>Methods to Report Progress</b>
1. Set up procedures / process for capturing student achievement data specific to Action Plan areas 1 and 2 that ensures connections to ESLRs and course objectives / competencies.	Fall 2012 – and following timelines in Action Plan 1 and 2 (2012 - 2017), and refining as needed.	ROP Admin Instructors JPA School Administrators	Staff Time ESLRs Targeted competencies / Standards / Units	Plan for Procedures / Processes documented in published form (website / newsletter)	Board Advisory Committees
2. Implement Procedures for capturing of student achievement data.	Spring 2013 and ongoing ( 2013- 2017), as plans are developed.	ROP Admin Instructors JPA School Administrators Advisory Members	Staff Time Advisory Committee Time	Reports on Student Achievement, Surveys of Instructors, Students, businesses, community members	Website Advisory Committee Meetings Board Meetings Newsletter

		Tech Team			
3. Re-examine processes / procedures for existing student achievement data (previous to this action plan) and plan for improvements that will more clearly illustrate its relation to objectives / competencies and ESLRs.	June 2012 – December 2012, and ongoing refinement as needed (2013-2017)	ROP Admin Instructors	Staff Time ESLRs Competencies Follow Up Reports for Classes & Programs	Plan for Procedures / Processes documented in published form (website / newsletter)	Board Advisory Committees
4. Analyze captured student achievement data across courses / program.	Spring 2013 and ongoing, as dictated by Action Plan 1& 2(2013-17)	Administration and personnel listed in Action Plan areas 1&2.	Staff / Admin Time Plan Associated w/ Action Step 1	Reports that compare achievement results across courses / programs.	Advisory Meetings Board Meetings
5. Publish captured/ analyzed achievement data to public (JPA schools, community, businesses) through physical and online newsletter, in a way that illustrates data's relationship to Course Objectives / Competencies and ESLRs.	Summer 2013 –December 2013 and ongoing, as continually refined (2013-2017)	IVROP admin Tech Team	Staff Time Plan Associated w/ Action Step 1 ESLRs Competencies	Published reports comparing achievement results	Advisory Meetings Board Meetings
6. Survey Constituents as to understanding of data / questions about data.	Summer 2013 and ongoing as dictated by AP 1 and 2 (2013-2017)	IVROP Admin.	Staff Time Web tools / emails	Completed Surveys Instructor/Staff/ Advisory reflections / notes on surveys	Site Meetings Advisory Meetings Board Meetings

**Growth Area Action Plan #4: IVROP will develop and implement a formalized and systematic communication process across all ROP school Sites.**

**Rationale:**

- In order to ensure accountability for the quality of programs and ongoing IVROP efforts, there needs to be a defined and standardized way of communicating IVROP goals, and updates on accomplishments, to all stakeholders.

**Growth Target:**

1. IVROP will ensure that processes are in place for annual review of the ESLRs and the Action Plan.
2. IVROP will establish a process for informal observation of teachers to use when conducting site visits and will incorporate an IVROP goal into the formal teacher evaluation process of school sites (sites and IVROP will ask one of their self selected goals for growth to be an IVROP goal).

**ESLRs Addressed:** ESLRs addressed are many depending on the goals addressed each year but academic oriented goals involving strategies for instruction at the school sites will most often support the *Effective Communicator* and *Problem Solver* ESLRs.

<b>Action Steps</b>	<b>Timeline</b>	<b>Personnel</b>	<b>Resources</b>	<b>Means to Assess Improvement</b>	<b>Methods to Report Progress</b>
1. Incorporate Action Plan progress into Global Calendar: Teacher Orientation, board, staff meetings, Fall Advisory Meeting.	May – July 2012 (Global Calendar published in July) and ongoing yearly.	IVROP Administration Teachers	Action Plan Website	Agenda Items for orientation, board, staff, Fall advisory meetings	Reports / Minutes for orientation, board, staff, Fall advisory meetings
2. Incorporate Annual ESLR Review into global Calendar: Teacher Orientation, board, staff meetings, Fall Advisory Meeting.	May – July 2012 (Global Calendar published in July) and ongoing yearly.	IVROP Administration Teachers	Action Plan Website	Agenda Items for orientation, board, staff, Fall advisory meetings	Reports / Minutes for orientation, board, staff, Fall advisory meetings
3 Develop a list of IVROP	May – June	Leadership	Time / people	Developed Goals	Report to board and

curriculum / professional development goals (to include Action Plan Items 1 and 2) to share with school site administrators	2012 and ongoing annually.	team (with representatives from all sites)	List of goals Action plan		to all stakeholders via website and emails to teachers/advisors/
<b>4.</b> Meet with School Site Administrators about their planned professional development / minimum days and develop a common calendar for IVROP involvement (based on common goals / needs)	June 2012 and ongoing annually.	Site Administrators IVROP administrators	ROP Goals Time / people Calendar	Common Calendar with all school districts and IVROP	Share calendar with all district administrators and place online.
<b>5.</b> IVROP assists / is involved with professional development/minimum day efforts as planned.	August – June 2012 and online.	IVROP administrators, Teachers, Site administrators	Shared materials / resources.	Attendance sheets Meeting notes Developed products (if appropriate)	Report to board, Products placed online, share notes / attendance with site administration
<b>6.</b> Develop a list of program wide expectations to be used as part of tool for program wide observation process (modeled after CTE Teach) and be used with incorporation of IVROP goals to choose in site evaluation process.	June – August 2012 and refined annually as necessary	IVROP Administration Teachers Site Administration	CTE Teacher District Evaluation forms	Developed Observation Instrument	Share Observation tool online, with board, teachers, and administrators.
<b>7.</b> Inform Instructors about the program wide expectations and allow for scheduling of	Late August – September 2012	IVROP administration, teachers, site administrators	Tool for observations	Developed Calendar	Notices to Teachers and Site Administration.

observations.					
<b>8.</b> Observe Instructors following CTE Teach protocols and following up as needed and / or desired by instructor.	October 2012 – March 2013 and ongoing annually.	IVROP administration, teachers, site administrators	Tool for observations	Completed Observation log, Voluntary evaluation of process forms for instructors	Report to Board and Site administration, Generic comments / trend sheets without names.
<b>9.</b> Convene a meeting with school site administrators to determine best way to be a part of teacher evaluation process: Incorporate ROP goal as part of goal developed by teachers to be part of evaluation each year.	August – September 2012 and ongoing as needed.	IVROP Administration Site Administration	Teacher Evaluation form ROP Goals	Notes from meeting documenting incorporation of IVROP goal.	Reports from site administrators on written goals from ROP teachers Copy of signed teacher evaluation form with ROP goal.
<b>10.</b> Report Progress on Action Plan to Leadership Team	June 2013 and ongoing annually	IVROP Administration and stakeholders	Reports and documents from those involved.	Check off column on completed steps of action plan.	Online Written Report to Commission

## Imperial Valley Regional Occupational Program Student Evaluation of the Program 2010-2011

1	Indicate your status	Adult	6%	High School	94%
	<b>Please answer the following questions:</b>			<b>Yes</b>	<b>No</b> <b>N/A</b>
2	When you finish this program, do you think you will have the skills to get a job in this line of work?			86%	12%   2%
3	Were you given a career interest assessment/survey/test <i>before</i> you enrolled in your ROP class (such as Career Locker, Discover Program, College View, etc.)?			56%	42%   2%
4	Were you given a career interest/assessment/survey/test while enrolled in your IVROP class (such as Career Locker, Discover Program, College View, etc.)?			74%	23%   3%
5	Is your IVROP Guidance Technician available to address questions and/or provide assistance?			83%	14%   3%
6	Does your IVROP Guidance Technician provide information on trainings?			81%	16%   3%
7	Does your IVROP Instructor talk to you about careers and job training?			88%	11%   1%
8	Are you aware you may be able to receive credit for this class at Imperial Valley College?			60%	38%   3%
9	Do you have enough materials and equipment to do your work in your IVROP class?			85%	13%   2%
10	Would you encourage others to enroll in this IVROP class?			90%	9%   1%
11	Before you enrolled in your IVROP class, did someone talk to you about IVROP? Please specify in the blank (guidance technician, former student, counselor, etc.)			49%	45%   5%
12	Has this class helped you decide your future career goals?			70%	26%   4%
13	Is your ROP class one of your favorite classes?			79%	18%   2%
	<b><i>Has anyone in IVROP taught you:</i></b>				
14	How to prepare a résumé?			88%	12%   1%
15	How to fill out a job application?			89%	11%   0%
16	How to prepare and conduct yourself for a job interview?			87%	12%   1%
17	How to prepare a portfolio?			79%	20%   1%
18	About the ESLRs (Expected Student Learning Results)?			65%	33%   2%
	<b><i>What do you plan on doing after completing your IVROP class?</i></b>				
19	Continue in high school			57%	34%   9%
20	Attend trade, business, or technical school			33%	58%   9%
21	Attend a 2-or 4-year college or 4-year University			71%	23%   6%
22	Seek employment			76%	18%   6%
23	Enlist in military service			20%	73%   8%
24	Be both employed and obtain further education or training			76%	19%   5%
	<b><u>Questions for HIGH SCHOOL STUDENTS ONLY</u></b>				
25	Has being in IVROP helped you do better in your other school work?			72%	24%   4%
26	Do you feel that being in IVROP has helped you stay in school?			70%	25%   5%
27	Do you have access to Career or Pathways information at your school?			79%	17%   4%
	<b><i>EVALUATION OF "ON-THE-JOB TRAINING SITE (Complete only if you received training outside the classroom)</i></b>				
28	Was your training well-planned and organized at your training site?			66%	17%   16%
29	Did you feel quality time was spent at your training site?			69%	17%   14%
30	Were the skills you learned at the training site related to your education?			70%	15%   15%
31	On the average, how often does your IVROP Instructor visit your training site?				
	32% <i>Once a week</i>	31%	<i>Twice a week</i>	36%	<i>Once a month</i>

## Student Reflections on Learning Summary (From School Sites)

### 1. How does your IVROP instructor make you aware of what you are learning connects to the ESLRs – Expected School wide Learning Results?

My teacher/instructor is connecting the ESLRs to what are we doing on our class.

My IVROP instructor makes us write a paragraph after every major project on which ESLRs had to do with the project.

The teacher is constantly going over certain things.

Yes, our teacher frequently explains how we are connected to the ESLRs.

Mrs. Storts has a poster with the ESLRs on the wall, also, there are times when she tells us about the ESLRs and how we meet them every day.

Mrs. Storts has the ESLRs up on the wall for us to learn.

The instructor gives us presentations of how we use the ESLR's, and asks questions about them.

My IVROP instructor would compare the ESLRs to the projects and other work that we do. IVROP instructor helps us learn the ESLRs by being taught when he gives us a job and teaches us responsibility.

He teaches us the necessary skills and precautions of the shop.

He only told us in the beginning of the year.

Mr. Campbell checks on us.

She demonstrates the importance by presenting a poster on the wall of our classroom listing all of the ESLRs.

The ESLRs are posted and as we are given the lessons the eris objective are given out.

Our instructor has a poster of the important list of ESLRs.

She has an IVROP poster that list the importance of ESLRs and she speaks of their importance.

My IVROP instructor really helps me learn a lot about the subject which connects to the ESLRs.

Learn to be responsible by working with and about animals.

She teaches us how animals survive if we want to be a veterinarian.

By the different teachings and styles.

Yes, she makes us aware.

My instructor helps us with the ESLRs by teaching us how to become responsible people.

She insists that we come to class on time, she makes us responsible by having to call her whenever we are absent and by having us turn in our work earlier than its due date.

My instructor gives me projects and activities for me to learn.

My IVROP instructor always puts the ESLRs on the board and explains it to us. Also we practice outside.

ESLRs are posted on the board.

Our ROP food technology instructor enables us to learn and be aware of learning connection to the ESLRs, by daily educating and demonstrating and maintaining several posters on our classroom walls.

ESLRs are posted and the objective of the ESLRs are pointed out during lectures.

Yes our teacher points out and creates portfolios for your preparing for outside high school, explains what ESLRs are demonstrating as we continue with our lessons.

We review the ESLRs online.

My teacher tells us how our daily use of technology such as a computer covers technology-related ESLRs

The instructor does a great job teaching us and makes sure we take notes daily and meet the ESLR's.

Points out and creates portfolio your preparing for outside of high school. Explains what ESLR are being used through our lessons.

Posted on wall and refers to it as needed.

We do work from the book, review lessons, and instructor explains real situations.

ESLRs are posted on wall to reflect on them when needed.

Our teachers help us get ready to leave and go to college.

Teacher informs us what is and isn't covered on the curriculum.

Instructor demonstrates ESLR by communicating effectively.

**Please give an example for two of the ESLRs listed below (Describe how what you have learned in your ROP course relates to the ESLRs).**

- **Responsible Individual (\* Set and Pursue personal and professional goals \*Abide by community rules, laws, and regulations) -**

By making a portfolio with a resume, letter of recommendations, and examples of my work. We follow classroom rules and are responsible students by being on time and making an effort to listen and learn in class.

I have learned to follow all of the rules my instructor has set for the classroom setting.

We're able to talk with our counselors about our classes, what's better for us.

Do your homework on time. Behave in class. Ask questions when needed. Dress appropriately.

Yes, most of the students do follow rules. From my part, I can say that I try to follow as many rules as I can.

We got to ask the consolors what classes we wanted to take and by taking test which determine what classes we would be place at.

I have followed directions and rules that were given to me, I have to school prepared to begin my work and ready with my homework and stuff.

We have deadlines for out projects (goal), we come prepared to class and get to class on time.

I always bring my USB to class to save all my assignments and projects.

As a responsible individual I follow the rules, laws and regulations of the community and strive for the best work I can do possible.

I always bring my USB to class to save my work. When we use the graphic tablets I need to get the one who is assigned and use carefully because it's delicate. I also use the software correctly because I can get a virus on it, etc.

You have to be on time and record on record books.

I was taught responsibility by cleaning up after a job I have done.

Make sure to be on time, dress appropriate, always work safe.

I have deadlines and I am expected to make them.

I finish the projects I start.

I have learned to turn in all assignments on time.

Once I start I get the work done.

In Ag. Mechanics there are a set of safety regulations we have to follow like wearing safety glasses in the shop.

We have to wear safety glasses at all times.

We strive to meet deadlines with a high rate of productions.

Through ROP I have learned in order to complete your responsibilities, all rules and regulations must be followed. Also that everyone must have their and deadline for events.

We have to work safely and finish our projects on time.

We go over objectives and discuss our goals. We also are taught the rules in a setting of an office.

Give us expensive books to take care. Gives us lockers to keep track of our stuff.

By taking care of the equipment and listening to teacher.

We have safety rules.

He gives us task and jobs to do and we do them until we finish.

Catering Imperial Valley Public teaches us to use correct manners.

It helped me with my responsibilities because my instructors sets up due date for when important stuff are due.

Due dates, group activities.

Follow rules, due dates, organization of record books.

This keeps student in line and keeps student honest and responsible. Our teacher has taught use these traits though our vet science class.

Books to take care of given locker to keep track of and our materials and record book to keep track of our animals.

Follow class rules.

Follow and abide by the rules she lays down for us.

Responsible for many things such as abiding by community rules, laws and regulations.

Taking care of an animal.

Submitting homework on time.

They give us record books to keep track of our information and we have locker to keep our books.

Mrs. Galindo teaches us to be responsible individuals by making us be on time and when we are gone we are to call her if we are absent.

My teacher told us the rules at the beginning of the school year, like we have to respect others and have good grades.

We need to call our IVROP instructor when we are absent from class.

I learned responsibility by keeping things organized and turning assignments.

Turn in assignments on time.

By listening to the teacher and following rules and regulations.

She makes us follow rules and regulations.

They offer workshops and they talk to us individually and go over the rules every time we need to be reminded of them.

Teaching students the importance of following all safety and sanitation procedures while working in the kitchen. The course allows us to understand the value of following all directions carefully and correctly at all times in our lives.

I set goals to accomplish and try to obey all the school rules.

Get to school on time.

We follow all classroom rules, being a responsible student by being on time to class and

putting my part in listening and learning.  
 Class projects and safety standards.  
 We have deadlines and we need to be responsible to be able to meet the deadline.  
 Wrote a resume and filled out applications.  
 Need to stay on schedule/follow classroom rules.  
 I have goals and rules to meet and follow regularly.  
 We fill weekly activity schedules and check off items to stay organized.  
 In publications it is my own responsibility to ensure that all deadlines are met and all work is of a higher standard.  
 I am able to communicate with my partner in a calm and effective manner. Set goals for my career and family.  
 Talk about goals for my relationship and career with my partner and how to communicate effectively.  
 Set goals for family and career.  
 Able to set goals in my relationship and make modifications.  
 I am able to evaluate my relationship and make changes.  
 During the employability classes we were taught that we have to follow our employer's rules.  
 At I need to follow rules and work as a team to make my work more comfortable.  
 When my supervisor asks me to do something I have to do it.  
 Follow the law to avoid getting a criminal record.  
 By planning for things and scheduling. Being prepared and follow directions.  
 Being on time, ready and prepared, help others.  
 Paying attention, preparing and studying for a test.  
 I'm on time for the STAR classes and appointments. I finish my assignments in class.  
 Positive influence is given along with work and job related academics to help in the future and community service to help those in need.  
 Attending meetings on time, volunteering at local retirement, organizing a community service event/project.  
 Make sacrifices for a healthier relationship/life with and for the children and family.  
 I have learned to set goals to follow rules better. Also to better myself as a person and father.  
 To better communicate with my partner or father of my children.  
 The goal of arriving to class on time.  
 Clean, educated, and is always on time.  
 Arriving on time and completing work on time.  
 Instructor helps us with everything and tells us we are capable of doing anything.  
 Do things as told and how explained.  
 Teachers insist us to pursue a career and applying for scholarships and universities.  
 Arriving on time and doing my work on time.  
 Program has taught me how to do things my way and how to accomplish my goals.

- Interpersonal Learner (\*Possess appropriate work ethics \*Dress and Act appropriately) -**

I act correctly in my class, do my work quietly.  
 Following the school dress codes, and respecting my classmates and staff of this school.

One who dresses appropriately and professional for certain events.  
They try helping by showing us it's not good for us to be late and also follow rules.  
Dress code. Classroom rules. Do homework.  
Yes, I do dress following the dress code policy and act with respect when there is a speaker in my classes or when the teacher is giving out the class.  
We have to be there on time not late, and have to dress properly fitting the school dress codes. Being a respectful person and trying all the time in every occasion at school.  
Dress properly, get to class on time, work on what we are suppose to work.  
I was taught how to behave and interact in an interview and how to properly dress at in interview.  
We were taught what is considered appropriate dress ware in an interview and proper behavior.  
I follow directions, I'm always on time to class, I ask for help when needed.  
We do an animal project that teaches work related things that include money, dates.  
When we work outside we must wear closed toe shoes.  
Do not mess with things that you don't know how to use. Wear safety equipment.  
I have to wear the appropriate gear.  
Safety glasses and gloves.  
We have safety jackets.  
I learned how to get ready for my challenges to finish my projects quickly. I learned that appropriate attire is required for reason due to observing an injury to another person.  
You don't show up to a job interview with torn jeans.  
We practice team work and problem solving skills in class. Also, we learn how to dress correctly and act professional.  
They have dress code in school and we have to talk in a respectful way to our teachers.  
We practice proper work attire and clothing. While in the kitchen we practice proper working skills and have many responsibilities. This work ethic can prepare us for any further jobs or future endeavors.  
We have proper dress clothing to work on.  
We wear protective clothing when we work and we don't mess around.  
While shopping weekly we are always dress in professional uniforms.  
Dressing in appropriate shop gear.  
It helped me become a better person and how to take things serious.  
Sealed shoes for work outside.  
Follow dress code, focus on goals, work hard.  
Prepares us for a job. Speaking skills, responsibility, and proper social skills.  
The class helps me communicate with my classmates, and helps me speak in front of class.  
The class helps me dress properly and to communicate with my classmates and speak in front of class.  
Binder for organizing notes, protective clothing when around animals.  
We have to talk respectfully towards teachers and abide dress code for school.  
My instructor shows us work ethics on how to dress and act appropriately.  
Dresses appropriate for the work at hand.  
When we do project we have the right things to wear.  
We have presentations to teach us how to talk in front of people.

We do an animal project that teaches work related things that include money, dates, and record books.

The instructor teaches about the interpersonal learner by telling us how relations in work are, giving us example of them and say what actions appropriate in the labor area. She also makes use scrubs once a week.

My teacher told us we have to dress with scrubs every Wednesday.

We learn to be ethical person, and how we should act every time in our workstation and in our personal life.

To act appropriately.

Dressing a certain way for labs or when working outdoors.

I work with my peers and communicate in a friendly way.

Group work.

Dress appropriately for school and depending on the activity to look professional.

Use protective clothing, safety glasses and gloves when you are in the shop. Safety first.

Use safety equipment and clothing in the shop.

Dress appropriately for school and activities to look professional.

The workshops offer handouts that show and explain appropriate dressing.

This ROP food course has created Interpersonal Learners by enabling student see that there is time and place for everything. When working, a person must be serious in order to achieve customer satisfaction while meeting all work goals and maintaining an exceptional working environmental.

This ROP food course has created Interpersonal Learners by enabling students to see that there is a time and place for everything. When working, a person must be serious in order to achieve customer satisfaction while meeting all work goals and maintaining an exceptional working environment.

While catering we all wear our professional chef uniforms and act appropriately.

Dress appropriate for jobs or interviews.

Adhering to the school dress codes and respecting everybody else's choices and actions as well as acting.

Always wear the proper attire for a job and while working in the shop.

Appropriate work ethics, dress codes and acting appropriately for our jobs.

We've learned to dress professionally when we are going for a job interview and to have manners when around people.

We were shown videos of how to dress and act for an interview.

Dressing appropriate for work, interviews and being on time to work.

It's important to have good hygiene. Use proper vocabulary and be respectful at work.

Learned to dress appropriately, to be presentable.

Learn to be ready and know that first impressions are important and we need to dress appropriately.

Dress to impress and for other to take you seriously.

Dress with the dress code that is needed at a job or in order to obtain a job and act professional.

I learned that I must dress appropriately for a work place.

We have learned the appropriate work ethics and have been able to apply them. We wear our scrubs every Wednesday to accommodate appropriate attire.

I have learned to wear clothing appropriate for the class.  
We have to dress professionally.  
Formal morals and ethical conduct.  
How to dress properly for job interviews and work.  
Respect teachers and student as well as follow dress code.  
Informs us of how we should dress at job interviews.  
Teacher made it clear in the beginning of the course in matters of dressing appropriately.  
Making sure we dress properly every week during our weekly checkup.  
Dressing in uniform to work.  
How to dress for an interview.

- **Effective Communicator (\*Uses verbal, written, artistic, and technological forms of communication appropriate to the given situation \* Demonstrates Career Skills) -**  
I'm an effective communicator when I ask for help, either from my partner or my instructor.  
Having appropriate verbal and writing skills when it comes to communicating with other people.  
Usually we have to make presentations in front of our classmates.  
Ask questions. Verbal presentations.  
Yes, we use the computer to show our work.  
We speak and assertions. We read the lesson and interpreted what we have to do to complete the lesson of the day.  
We create our portfolio, we help each other, we create projects.  
I do visual stories and they make sense example: animations and drawings.  
I read tutorials to help me with projects and class assignments. I communicate with my partner if they need help or I need help.  
To be an effective communicator I would use the tutorials to help not only myself but my partners, if need to be, to complete our assignments.  
I read tutorials to guide myself and my partners in the exercises, I do a summary to explain how I did my work I've done.  
We create posters on cow pregnancy; we also draw pictures of chicks and their parts.  
We have group projects on the things we just learned.  
Communicating with others around the shop to ensure safety.  
I have learned many verbal skills in ROP thanks to the ROP instructor.  
I have to understand directions and be able to give them.  
I have learned to speak up when there is a problem and when I need a tool/material.  
As an Ag. Student I am given the opportunity to participate in FFA activities.  
I have the privilege to attend activities.  
Various competitions help with vocal skills and public relations skills.  
We have to work together to figure some stuff out.  
We do group work and make posters for a topic. Also, our teacher has provided a website for the class to be able to get information from a different source, not just the book.  
We have certain guidelines that we have to follow in order to succeed in our assignments and have to ask questions if guideline not understood.  
Verbal and written are used.  
We have our record books.

My IVROP class helps me more social and outgoing with all the presentations we do.  
Presentation and group projects.  
Presentations, speech games, essays on agricultural topics, and work in groups.  
The ROP course has taught me how to present in front of an audience.  
Use posters and notes.  
The instructor has us talk and present projects in front of the class.  
Work with groups to help become better communicators.  
The instructor teaches use the proper working strategies in the medical field. This is why I apply in my daily life in assignments and the increase of my knowledge.  
We are given verbal instructions to complete the assignment. Explains in detail until everyone in the class is sure about the topic. We've been given demonstration of career skills by an IVROP staff.  
Artistic forms of communication.  
Doing presentations, speech debates, working with others.  
Presentations.  
We need to give presentations and prepare for interviews.  
We give presentations and prepare for interviews.  
I verbally talk to the students about what I learned and use PowerPoint to describe it.  
For every chapter I have to pick a topic and present what I have learned.  
I speak appropriately when it comes to work and when the situation comes I use my skills to get the job done.  
Being able to raise my hand in class if I have any questions and communicating my ideas and a class related problems in all my classes.  
Participate in class discussion, create a job portfolio.  
She gives us lectures to help understand the material; we draw diagrams to aid us in learning body parts.  
For every chapter I need to present to my class what I've learned.  
I need to create career PowerPoint presentations, essays, and resumes.  
We are taught to put notification in school bulletin, send memos to teacher, make phone calls, and other forms that meet our needs.  
As senior editor I have learned to effectively communicate ideas and concepts with the rest of the class to complete work.  
I've been able to communicate with my partner.  
I am able to communicate with my partner in a calm and effective manner.  
I am able to listen and reflect on many issues.  
I was able to learn the new information and communicate with my partner.  
We made resumes which we can use to show employers our experience.  
I've learned to communicate my experience through my resumes.  
Use complete sentences in oral and written form, speak right, and make sense of what you say.  
Working in group to complete an assignment.  
I've learned to express myself for scholarship applications.  
To fill out a job application you need to spell correctly and write neatly. At a job you need to know how to communicate with others.  
It is important to communicate and be more social. Speak up for one self and to get to know

the customer (when working).

Ask for help, communicate more.

Sharing personal opinion.

Share opinions and answer in an appropriate manner.

Learn to communicate orally my opinions and interact with group by discussing them I

write my opinion and answer in group and recently I communicated artistically.

They taught us to behave and be respectful when we have a meeting with a speaker.

Explaining my presence in a certain place or event. Selling items/tickets for raffles.

The classes allow me to participate and communicate better with my wife.

To better my appearance and to demonstrate how I am as a person.

We have been able to improve our vocabulary and communication skills by reading and speaking in front of the class.

Writes and communicates well.

Use of appropriate and concise language.

We help each other out when problems are difficult.

Instructor uses power points.

Able to understand things in English and Spanish.

Teacher gives us a question in which we answer in different forms of communication.

Having the ability to write correctly.

- **Technological Producer (\*Use appropriate resources to complete a task \*Create projects which reflect originality and high standards \*Define, assess, accomplish, adjust and evaluate intended results) -**

I use a computer and 3Ds Max to do my projects.

I made several projects in Adobe Photoshop with help of tutorials and examples. I was able to produce good-quality pictures.

Using the resources provided for us such as the computer and the software so that we can learn the basics of drafting and design.

We use computer in the class to create and design models of houses and different types of objects.

They give us the appropriate resources.

Computer. Keyboard. Printer. Mice. Professional software.

Yes, we use computers, printers, mice, and professional software.

In this class we frequently produce projects on the computer to better learn technical programs.

Us students' know how use different software products learning how to demonstrate building etc. By having our own portfolio showing your works.

We use toonboom and 3Ds Max for our projects and practices.

To complete my task, I use appropriate software like 3DS Max, Toonboom, printers if needed and internet for research or for images.

To complete the tasks assigned to us I used the correct format assigned and the correct programs to fit the project exact specifications.

I use professional software like 3Ds max, toonboom, internet, printers to print out our work, computers, and other important programs that the computer contains.

We use computers for research.

When we need to research information about a project we use the laptops.  
I can use the computer programs laid out before me to animate products and whenever I come across an issue I use my current knowledge of the program to manipulate a subject back to my desired shape.  
We always use the correct tools to complete our jobs.  
I've learned that you have to use all appropriate tools for each assessment.  
We use the right tools for stuff.  
All tools are used. We learn what they are useful.  
When catering we create food items which are original and with high standards.  
Using tools to complete tasks.  
Presentations using PowerPoint's and poster boards. Our instructor lets us use a laptops to research.  
PowerPoint project and presentation.  
PowerPoint's, laptops.  
Research for projects.  
Present using PowerPoint's.  
We get rubrics which tell us what our projects will be scored as and what they need to have.  
In our class we are given appropriate resources, we use the medical websites to be finish our assignments and projects.  
PowerPoint's.  
We get educated on the out-most importance of customer satisfaction and cooperation with fellow employees.  
Using the appropriate resources, the computer, to learn new software and learn the basics of drafting and design.  
Within the school we are expected to complete many projects and come up with a plan for each project.  
We have learned that the internet is one of the biggest resources that we have available.  
Used an online program to create our resume.  
Projects are a constant assignment in this class. We must design and create our own original, artistic layout or design.  
We took a math and English test in which we had to score a 9.0 or above to be able to do our job shadowing hours.  
When we do the pre-test on applications for a job I realized I knew some things that I thought I didn't. when we did the post-test it helped me to see how much I've learned.  
Be able to search for job on computers and ask if there are any other resources that are for students or young people.  
Search for correct resources and use computers more effectively.  
Find right resources.  
Academics and job training, community project are done to help the program and the students achieve more and have higher opportunities to help students.  
Refer to the internet for any questions I may have.  
The use of provided materials and ability to use them correctly.  
We use IRS and accounting books.  
We use programs on the computers to help us out.  
We use computers and programs such as power point, photo shop, and illustrator.  
Instructor got us certified via the Honda test.

When doing research we use the computer and our medical dictionary.

- **Problem Solver (\*Self Motivated \*Adapt and Deal with Change \*Demonstrate Critical Thinking Skills \*Apply skills to a variety of situations) -**

I am a problem solver when I have trouble with any of my project, either I use my tutorial again or by asking for help.

I was capable of following directions in words that are hard to understand for a beginner.

Being able to problem solve and show critical thinking skills in different situations.

One who can figure an effective way out of a situation.

Learned how to ask questions.

Ask for help.

When I have a doubt on how to use certain tools on a program, I'll try to figure it out by myself or ask a neighbor or ask the teacher for help at last.

In this class we often have to solve problems in the programs that we use.

Yes, we use different software's, to create different projects at the ROP class.

I have needed help when I get stuck during an assignment, I have given help when others need it, and I have helped myself when I just try my best in completing the assignments without help.

Finish our projects, if we have difficulty with something I try to figure it out by myself or I ask my friend.

I followed the tutorial step by step.

If I have a problem I try to solve it for myself at first by rereading the instructions in the tutorials to see where I went wrong. I also ask my partner for help or ask the teacher.

We learned how to become problem solvers by completing projects by ourselves and using the tutorial to guide us.

I re-read the directions, and I also redo my work when the work doesn't look right.

We learn about all the different parts in an animal.

Our hog-walker rusted in the rain but instead of throwing it away we wire brushed it all.

Nothing's perfect so we always have to improvise and be a problem solver.

Fixing equipment takes a light level of training.

I fix stuff that gets broken.

I never leave a project half done.

Use scrap metal to fix a project.

We have to solve our own problems most of the time.

We have individual work problems all the time and one cannot just give up one has to try until goal is reached.

There are times that I have to adapt to change and figure out the best possible solution to succeed in this class. For example, sometime we have to alter recipes in order to fully prepare a successful meal.

When we do something wrong we always have a solution fix it.

Our teacher asks us questions in class and we try looking up the answers in our book.

Record books for animals.

Initiative, use skills for work in class. Work in different environments.

Whenever I'm absent and missed some work in class, the next day I would do my best to accomplish it and turn it in.

Animal knowledge for test quizzes.

We solve many problems by communicating with each other.  
We have projects and the topics we have we don't know much about until we research it and learn to present it to the class.  
We learn about all the different problems with animals.  
When we are discussing a medical theme we resolve it with proper solutions. We get to solutions based on our opinions and our instructors support.  
Research posters.  
In order to be successful in class we have to be self motivated and independent workers.  
The way I apply my variation of skills is by building different projects.  
In my class I have to use critical thinking skills as I troubleshoot to find the problem on the computer.  
In my class I constantly have to use critical thinking skills to solve my computer issues.  
They offer workshops and also the fieldtrips and community service.  
We visualize and utilize many alternatives whether being equipment or when a certain product is at hand this course allowed us to always find and achieve a solution.  
While working as a group we double or divide a recipe and use verbal and written skills to achieve this.  
Being able to show critical thinking skills in both my ROP class and all my other classes, makes me self motivated problem solver.  
We have rebuilt small engines and if the engine has a problem we use our knowledge to try to fix the engine.  
Our instructor motivates and helps us with critical thinking and gets us thinking.  
Try to be positive to resolve problems.  
I have learned to adapt to different personalities.  
I learned positive strategies for problem solving.  
I've learned to see a problem in different angles.  
I've learned to work with others, to be mature.  
Going up to personnel at work to ask for help on something I did not know what to do.  
Get better grades in school and look for a job.  
Coming up with more than one way to solve a problem.  
In time I've adapted to change for instance, showering every day (on time). Ironing my own clothes, trying to do more instead of daydream.  
Use speaker/listener technique to better confront and work on solving problems.  
Situations such as an emergency.  
Ask questions and use the resources provided to solve problems.  
I fix my mistakes to make my work more effective.  
Instructor shows us the potential problems in a automotive industry and how to deal with them.  
Instructor tends to put us in critical situations in which we must use precise judgments.  
Having the capacity to think critically.  
Adapting to working with clients and students.

**2. Do you have access to the appropriate texts, materials, etc. to meet the IVROP course expectations?**

**(Explain)**

Yes I have access to the internet for researches, tutorials, images, etc.

Yes. I have tutorials, examples, and online help by websites.

Yes we do have the appropriate material to meet the IVROP course expectations because we have access to a computer and professional software where we can use it both at school and at home.

Yes we have pdf books that help us learn how to do things step by step.

Yes, we have all the textbooks necessary and readily available in the cupboard every day.

Yes, everything is well provided.

Yes, computers, books, and tools.

Yes, we have professional software and we have the pdf books with instructions on them so we can work and read along.

Yes, I do have the appropriate materials for this class. What I use is a computer and a flash drive.

Yes, we have the computer and the proper programs also being able to do them at home.

Yes, I have tutorials, PDF files, and the appropriate programs.

Yes we do, Mrs. Storts has the programs necessary to do our projects (animations and modeling), she also has drawing tablets for the computer and extra USBs for us even though we need to bring our own.

Yes I get help from the tutorials and if tells me step by step how to do the assignment.

Yes, I have the appropriate material to meet the IVROP course expectations. We use the computer every date, we use our USB and have programs on the computer to do our class assignments and projects.

Yes I do. To help meet the IVROP course expectations tutorials are available to help walk me through the assignments and all of the computer equipment and programs are the materials needed that we have.

We have all the appropriate materials, for example have access to the internet for research, printers, and graphic tablets. We also have the ESLRs because it helps by telling us if we are doing our work right.

Yes we have assignments.

Yes we have textbooks, laptops and the teacher will help us a lot.

Yes we have dictionaries that are kind of old and outdated technology.

I have access to tutorials that can guide me to the appropriate terms of the program I am using.

Yes, because the shop has all the needed tools.

Yes because all the necessary tools are in the shop.

Yes. Mr. C has everything we need.

We have everything we need for the subject and to set an education that needs a job.

Yes, everything I need is provided.

Yes, all tools and materials are there for us.

Yes, because all materials are given to you, you just need to ask for them.

Yes, we use text books.

Yes, Mr. Campbell supplies us with all these materials.

Yes.

Yes all of the materials are provided.

TOP does have the required tools and textbooks in order to keep my progress.

Yes, we have textbooks.

Yes, because not only do we use the textbooks, we also have computers in the classroom.

Also, we use markers often to color-code worksheets.

Yes, they give us books that follow what the IVROP is all about and teachers encourage us to read them.

Yes the instructor has assigned us to a book.

Yes, we are fully equipped with textbooks, computers, and videos to further enhance our knowledge for this class. We are always provided with the necessary materials to complete our tasks and expectations of the course.

Yes, we have the library for texts also in class texts, materials are provided by class.

We have all access to appropriate tools for our projects.

Yes it is all in the classroom and outside like the tools.

Yes, we use online CTE plans and we also have a book.

Yes, we have the tools and books to use.

Yes, we have assigned textbooks and laptops.

Yes we have very informative texts to use when needed such as research and terminology of the subject.

Yes we have been assigned veterinary science textbooks that hold accurate information that we need to know for this course.

Yes, because we have textbooks to learn about the course and also record books to keep track of events and animals.

Yes, I have books, pencils.

Yes, I do she give us a classroom set of books with assigned number to each person.

Yes we have textbooks to find information on animals.

Yes, there's a class set.

Yes we each have our own textbooks.

We use textbooks, computers, and post boards.

Yes, we do everyone in the class gets textbooks and record books.

Yes, we have proper working materials like worksheets, articles, videos and presentations in order to increase our knowledge development.

In my two years of being in the IVROP, yes I have had the appropriate material provided by the program but not all of our computers work and we don't have books to take home. Most of the time material is provided by the teacher or student.

Yes, we have access to text when the teacher tells us to look for a word we don't understand.

We have textbooks in the class that we are able to learn from. Some material we need to buy to complete our assignments and projects. The school does block some medical websites which makes it hard to find accurate information.

Yes, my teacher provides us with computers with internet, books and all kind of materials depending on what we are working in. Supplies are purchased by my teacher and the students.

I do have access to the materials to meet the IVROP course expectations, she teaches very well and she explains everything good and gives us plenty information.

Yes we have our textbooks and record books.

Yes, I have access to textbooks and laptops.

Yes, all required supplies are provided and textbooks can be found in the back of the classroom.

Yes, what is available in class, like careers with children book, materials, and the internet.

Yes, we have access to the texts we always review to understand some of the objectives.

Yes we have access to the internet, books and materials in class.

Yes I have resources to study.

Yes, I do have access to materials and texts.

All students in this ROP food Technology course have around the clock access to all the necessary text, materials, and equipment to meet the IVROP course expectations.

Yes, we have access to the internet and have textbooks.

Yes I do have the following to aid me, Microsoft Office, all the school supplies needed in school.

Yes we have books for our lessons.

Yes, computers, PDF books and REVIT download.

We have access to a computer, professional standard software both at home and at school therefore being able to learn to use this software to a much higher degree.

Yes we have the appropriate materials but they are very out dated.

Yes, I have access to the books I need and tools required to meet course expectations.

Yes I have access to everything I need to work on projects and repair equipment and engines.

Yes we are given the proper textbooks and have an IVROP counselor.

No, HIS needs Photoshop CS5 and illustrator CS5.

Yes we have our textbooks, a good instructor and Delmar learning (program on computer)

Yes we do get provided and shown how to access materials needed to meet IVROP course expectations.

Yes, we have access to computer and the internet.

Yes, I have access to all appropriate materials such as a computer and book.

Yes we have access to all material needed to complete our assignment.

Yes we have access there are enough textbooks, cameras etc. for every student.

We lack the resources in regards to slow and outdated computers. The internet is also slow and programs don't run effectively.

Yes, I have access to texts, materials, and technology.

Yes, computers, PDF books, and Revit download.

Yes, we have all the right books.

Yes, we have computers, books, and innovative instructor.

Yes, we have tax preparation books and access to the internet.

Yes, we have books and computer programs.

We use appropriate materials to do our assignment.

Yes, we have textbooks, computers, and cars to work on.

Yes, books and computers.

Yes, we have computers and medical dictionaries.

No, more desktops and books for the medical field would be nice.

No, have limited books and the computers are too slow.

Yes, we have books.

Yes, everything is provided by instructor.

### **3. What different teaching strategies/styles are used by your instructor? (Projects, lecture, group work, etc.)**

My instructor does an example of work, give us notes and projects. I also get help from my

partners.

PowerPoint's, lectures, and examples.

Teaches us how to do things through the projector so everybody can see and also goes around the class to answer our questions.

Our teacher uses group work and lectures.

Gives us notes and a type of instruction book of everything we've done.

PowerPoint, Provide examples, videos, and lectures.

My teacher uses the strategy of lecturing and encouraging to construct and finish projects.

We use the notebook in the computer and give us projects where we learn about the different types of buildings, working with our neighbor.

Yes, my teacher helped us through a project step by step until we were all done, and until we all kept up with her even if she had to stop.

Sometimes with power points, lectures, sometimes she shows us how to do something and we follow, sometimes we have to pair up or work in groups, she shows us where the tutorial are we so we can follow.

PowerPoint, lectures, and examples.

We have power point presentations, tutorials, notes, partner projects and demonstrations on how to complete a project or assignments.

Different styles are group work, we have neighbors that can help us on our projects. In the hamburger, the instructor followed us while doing the hamburger. We do study guides, she uses the same software like us etc.

PowerPoint's, group work, projects with poster.

We have many: Projects, lectures, group work, class involvement.

The teaching strategies or style used by my instructor is realistic.

We do individual and/or group projects to later present to our class.

He uses verbal and visual, mainly hands-on.

He shows us how first, then lets us practice and correct our mistakes.

Makes things easier to understand.

The teacher uses the hands on method written exercises.

We work in groups.

He mostly does projects. He puts us in different groups and tells us what to do.

Lectures. Project/group works.

Hands on and group work.

Mr. Campbell gives us group projects to work on.

Group projects.

A lot hands on training.

We have lectures daily, and group work is always at least once a week, We are assigned partners or group work and the teacher provides tools, or models to explain better.

Teachers' lecture us and play games to make us understand what is needed to be learned in order for us to understand in a fun way.

A lot of projects and group work.

My instructor advises several strategies of learning. For example, we are assigned projects, we are lectured on the material in the text book and we do a lot hand on work.

We have group work and its hands on.

We have different group work and individual work.

He gives us group projects and hands on work.

Food projects and working as a group.

Group work and lectures.

My instructor lets us do group work when we do presentations.

PowerPoint's, projects, videos, book work.

Lectures, PowerPoint's, hands on work, and independent work.

We do a lot of hand-on group work and projects. We are also given several lectures by our teacher.

My instructor taught us to work individually and sometimes group work which helps us with our community.

Project, lectures, and group work.

Uses projects, lectures, group work, and some bookwork.

We do projects, lectures sometimes lots of group work.

The different teaching styles are projects, lectures, groups, notes, and PowerPoint's

Posters, PowerPoint's, and other projects.

We use the text books and have lectures, PowerPoint's and we take notes.

She uses various strategies including lectures, projects and group work.

Videos, movies and projects are some of the resources that help us learn more about the topic and our instructor likes us to do. She makes the class interesting and funny.

We use a lot of lectures to learn more about the thesis.

My teacher uses all three methods, lecture, group work and project.

Group work, some projects, lectures but most of the time she works with us and helps us understand the lecture.

Lectures and group work.

Doing labs, different assignments, videos and work outdoors.

My instructor uses PowerPoint's instead of just standing and speaking.

Projects, PowerPoint's, lectures, group work, and labor.

Video with notes, demonstrations and lectures.

Skill building.

We watch movies, videos, lectures and demonstrations.

Projects, lectures, group work.

Instructor uses all forms of teaching to educate and motivate students to become powerful workers.

Projects and group work.

We often work as group and try to help each other but when it comes to lectures we have to pay attention and when there is a test, we are on our own.

Projects, tests, group work.

Work with partners and provide help if needed.

Tests, exercises, lectures and feedback are the most used strategies used by our instructor to guide us to exceed the minimum expectations of this course.

We have a lot of hands on teaching.

Projects, lectures, and group work.

My instructor lectures and assigns projects to teach us.

Class discussion, lectures, flashcards, projects, and group work.

Projects, lecture, group work, computer quizzes and game to learn the words/word parts, flashcards.

Lectures, group work and hands on learning.

Lectures us about differences and similarities.  
Projects primarily.  
Group work.  
Projects, lectures, occasional essays, and group work.  
Work groups to form teamwork. Projects.  
My instructor uses a combination of group work, projects and class discussions.  
Group work.  
Group work and visuals.  
Technology.  
Technology.  
Hands-on.  
Visuals.  
Lectures.  
Lectures, PowerPoint's, power lunches, presenters, group work, field trips, and presentations.  
PowerPoint's, group work, presenters, tutoring and community service.  
Workshops, presentations, and field trips.  
Lectures, group work, workshops, and field trips.  
Work as group, individually, we share answers and do activities.  
Group work, we learn from each other when we talk about the jobs we want. Lecture about jobs, careers, and how to get along with others.  
Role play and to actually work on a real job application and worksheets.  
Mock interviews and role playing, working resumes.  
Explanation, visual learning.  
Encouragement, motivation, and how to be patience.  
Self participation and explanation.  
Explanation, lessons and worksheets. Visual learning, discussions.  
Transportation, counseling, encouragement, advice, individual help.  
Work books, individual sheets, talks, discussions, group work, conversations, questions and answers sessions.  
Workbooks and discussions.  
Group projects.  
More hands on projects which are better teaching strategies than pure lectures.  
Group work.  
Lectures.  
Lectures through Guidance Techs and guest speakers.  
We take notes daily of our instructors lectures. We have done several of projects throughout the year.  
Strategies such as: video, computer, projects, and group discussions.  
Work with our partner and provide help when needed.  
She reads along with us.  
Group work and lectures.  
Instructor explains in front of class and has us work in groups.  
Lectures.  
Instructor stresses to read our instructions and helps us out when we don't understand something.

We do group work on fixing and finding problems.  
Lectures and projects.  
The commitment the instructor shows on wanting to teach her students.  
Lectures and Projects.  
We have lectures and review everything.  
Instructor's teaching style is very hands on.

**What one teaching style/strategy would you say is used most often?**

Programs in my computer.  
Examples.  
Testing.  
Goes around class to answer our questions.  
We use group work.  
Mainly we have class work to do and we help each other when we need help.  
My teacher uses the computer as we follow along, she also lectures.  
The Revit Program and the computer.  
We use tutorials and the teachers help the most.  
Probably power point or the lecture.  
Examples and tutorials.  
I would say giving us examples and demonstrations on a project or class assignment.  
I would say that projects are used most often by our instructor.  
Using the Adobe tutorials and we struggle in one step, we ask the teacher for help.  
With posters and drawing out of the project.  
Group projects.  
I would say that she used the realistic strategy.  
Independent work.  
He hands-on.  
Hands on training.  
The strategy to simplify instructions.  
The hands on method is used most often.  
Group work.  
Project strategy.  
Group work.  
Hands on.  
Projects are something we do often.  
Group or individual projects.  
Projects.  
Projects.  
Group work, it is more productive because it improves your communicating skills and critical thinking.  
Uses the overhead projector to explain and demonstrate things mostly used.  
Group work and projects.  
We use every strategic way of learning listed above, but we probably use more hands-on work since it is a cooking class.  
Hands on.  
Project groups.

Group work.  
Group work.  
Group work presentations.  
PowerPoint's.  
Lectures and group work.  
Hands on, group work and projects.  
Group work.  
Projects.  
Projects.  
Lecture.  
Group work and projects.  
Projects.  
Posters and projects.  
There is a lot PowerPoint used which help me by having pictures and a brief explanation on the subjects.  
PowerPoint and hands on.  
Lectures.  
Presentations, videos and work sheets. Our learning process consists of note taking reviewing the subjects on our class.  
My instructor style is really interesting because she uses a lot of ways to explain things in a funny way. She is a person that explains her point until you get her or the topic she teaches.  
Lectures.  
Lecture is used to teach us in a fast and well explained.  
Projects.  
One strategy that is used more often is the PowerPoint's.  
Group work.  
Working with students independently.  
Hand-on and skill building.  
Group work and independent work.  
Lectures.  
Group work, when working in the cafeteria in order to prepare the lunch meal of the day for the students and staff we need to work together.  
Lecturing, group work, and projects.  
Lectures.  
Using the computers as we follow along.  
Hands-on training.  
Projects.  
Hand-on projects.  
Class discussion.  
Photo mosaic.  
Lectures.  
Hands on training.  
Lectures.  
Projects.  
Projects.  
Projects and group work.

Projects.  
Group projects.  
Lectures and taking notes.  
Most computers.  
The use of computers as we follow along.  
Lectures a lot.  
Lectures.  
Lectures.  
Helps us when we ask for it.  
Hands on with instruction while doing the work.  
Hands on and paperwork.  
Notes and videos about specific topic.  
Instructor expresses how she truly enjoys her job and students.  
Lectures.  
Hands on.

**4. How does your instructor use technology and provide opportunities for students to use it as well?**

The instructor uses the LCD to show us several examples; she also uses the computer and the same software.  
My instructor uses it as a learning device to teach the class how to do commands in various programs.  
We are able to use the computer for projects and exercises in design and drafting.  
We use computers most of the class period and we use them very well because they are loaded with software.  
We use computer to learn VITA/tax prep work.  
Before we start with an assignment or start with a new program she goes over some steps with us.  
Using power points to show us a new lectures.  
We have the pdf books that guide us throughout our work and our teacher helps us whenever our classmates can't.  
My teacher shows us examples as well as helping us if we need help finding something or designing something.  
The LCD to demonstrate to use what we need to work at, showing us how our building needs to look like.  
Use of LCD to project the steps to follow along.  
Show us PowerPoint's, shows us how to use a program like 3DsMax or Toonboom, let us use the tablets.  
Use the LCD to project step by step.  
She uses the LCD to show us demonstrates and to take notes.  
My teacher uses the LCD to show us how to use the software and further explain and follows along with our lesson to assist us in case we have a problem.  
By showing us how to use programs with tutorials like 3Ds Max and Toon Boom, and learning how to use them well, it will help us in the future with technological jobs.  
With posters to find information for any projects.  
Very well – our teacher will have the projector up and do work with us and she will let us

use the laptops as well.

My instructor uses technology like the VCR, TV, and computers.

My instructor would show us step by step on how to use the computer software and allow us to use them once we have gained the necessary information on the basic controls of the program.

He shows us how to use the tools for certain jobs.

He lets us use welders/grinders, etc. every day.

He has HiTech equipment in the shop as well as the classroom.

We use the welders we might see on the job sights.

We use welders.

He gives us little projects that require us to use technology.

When he needs to teach us how to work equipment.

Use the overhead to show instructions.

Mr. Campbell shows us how to use all the technology.

He shows us how to use all the technology.

The instructor provides basic knowledge on every tool that we use.

My instructor uses and allows us to use the necessary to make projects and practice new machinery.

Our instructor developed a website where she assigns us a minor project and we must post it by a certain time and respond to two posts our other classmates did.

They explain to us important materials on computers and then make us try it ourselves to see if goal is reached in the same way.

My instructor uses a projector to teach us visually. She presents some our work on this projector, and she also presents step-by-step videos on a television. Lastly my instructor gives us access to computers to do research and to complete our work.

We all use the technology and he shows us how to use it.

Sometimes we watch videos and the welders and other technology we use.

We have food appliances and the example is given so students can use the appliances.

Mig welders, torches, and other kind of technical tools.

My instructor lets us find research with laptops.

Over projector for PowerPoint's information.

Allows us to use computers for research when the textbooks don't have enough information.

Sets up PowerPoint presentations for our lectures. We are also given the opportunity to use the computers and laptops for our projects and class work.

The instructor lets everyone get a chance to use the technology that is provided.

PowerPoint's and laptops.

PowerPoint's internet and educational videos which help us learn better.

We use internet a lot to look up information.

PowerPoint slides to teach.

So we can research information for our projects.

We use computers.

When we have to do a PowerPoint or look up notes.

She uses a projector and the computer.

The teacher uses the laptop to give presentations or powerpoint and we get to use technology by using the computers to do research on projects.

Uses projector and computers.

You can't retake it but just do well on the next assignment.

We have access to computers for research.

My teacher teaches us actual technology subjects and medical terms. They explain us really well by giving us examples of how we should act properly. For example first aid lessons.

Also health insurance regulations and many other subjects.

My instructor does not use it as often but makes us use computers. She has had guest speakers that help us learn more about programs provided for us on the web. The programs mostly are about our careers and long term things we need in life. She encourages us to use it but also not to depend on technology.

The instructor uses technology when we need it, when we have to do some class work and its hard to find or remember.

My teacher allows us to use the computers to research papers for her class and assignments.

We are given a program to learn how to type to complete the assignment faster.

Uses videos referring to the class and by letting us use the computer

We use computers to improve our typing test.

We use computers for PowerPoint presentations.

My instructor will assign my peers and I projects therefore we use laptops, computers, color pencils, posters.

We use laptops at least twice a month to research information on projects.

We use the internet and the elmo.

My instructor uses technology by building metal projects in the shop and provides opportunities for students by teaching them how to use the machines and also repair them.

Technology is use by computer, elmo, projector, and internet.

We use professional cooking equipment and are provided with instructions to handle and operate the industrial cooking equipment.

We constantly use computers in class we've used many programs like Auto CAD Revit and Auto CAD.

Internet and presents stuff on the screen.

Computers, USB, and load screens.

Using technology like an LCD Projector, personal computers and professional software to learn the software, as well as given us the opportunity to use this software both at home and in class.

My instructor uses movies to show different job opportunities.

By using computer skills to accomplish tasks, and also by having up to date equipment.

My instructor demonstrates the welding assignment and then lets us weld using the other welders.

We use the computer lab and work on Delmar learning.

My instructor will show us examples of the project and then lets us work on our assignments.

We go into the computer lab at least once a week and use the Medical Terminology program. We go as an entire class and work on different games/quizzes/tests that help us understand the chapter more.

We get to use an online computer simulator that helps us learn.

He demonstrates different components of a mother board.

Shows us useful websites.

Majority technology based learning.

My instructor allows us to use the computer and internet on a daily basis.  
Computers to connect to “fosters” where our assignment can be found. Cameras to take the photos for our projects.  
He uses both the cameras and computers to demonstrate and the students have full access to both to complete our work.  
My instructor has us use the computers daily to improve upon our typing skills and viewing the news.  
My instructor uses technology and books.  
Computers, usb, and LCD screen.  
Power point.  
We have computers for each student with access to internet.  
We use computers to practice tax forms.  
Mostly the use of computer programs.  
Instructor shows us how to do things.  
Instructor gives us many opportunities to get job experience.  
Instructor lets us use all the data for when repairing the cars.  
Instructor uses the television to show us videos.  
How to use the computer for research.  
The showing of films to applied subjects.  
Instructors gather information from computer and apply it to the days lessons.  
By giving us the opportunity to use the class computers.

**5. What happens if a person in your ROP course fails an important assessment (test/project, etc)?**

**What opportunities do you have to submit alternate assignments so that you can demonstrate that you have met the objective of the failed assignment?**

My instructor gives us the opportunity to make up work.  
By turning it in on time/studying for the test.  
We are able to retake the test and also turn in late work but it has to be on our own time such as coming early to class or afterschool.  
Failed test can always be retaken before class or after school.  
We are given the opportunity to correct our tests for points.  
We have an opportunity to retake it if we'd like.  
Retake test. Go in for tutoring. Study and take it again.  
We can retake a test or come before school starts or after school.  
We have the opportunity to redo the project or retake an exam.  
We have to come on your own times to redo it, being available for us to learn the lesson again.  
We have the opportunity to make it up.  
I really don't know about that, if someone missed a deadline they turn it in late, maybe the teacher takes off points, and for the tests I guess we can retake them.  
Stay after school to finish it or in the morning.  
There is not an excuse to fail an important project, test or assessment because she gives us the opportunity to turn in our projects whenever it is finish and we are able to retake a test till we pass it.  
If we fail to complete an assignment or test we are allowed to turn in the assignment late for

partial credit and we are allowed to make up tests.

We can retake tests, we can come to class before and after school to finish our work , and we also do study guides before the tests so we can have our memory fresh.

Just do best on the next project, but can't retake.

We can come to class at designated times to buff our work and turn them back in with their polished form.

If a person fails an important assignment, the instructor will allow the student to re-take.

You can go to FFA meetings and complete other projects.

Re-take the test.

You can fix the project you messed up.

They redo/remake the assessment.

Getting involved in FFA helps.

By doing another project.

We get different projects to work on incase we need to make up points.

They do not get their FFA points.

We are allowed to retake test, however we do not receive the same test it is different.

I try to help them improve their way of studying and help them with their personal problems so they can concentrate more.

We get a chance to retake the test.

If we were to fail an assessment, we have the opportunity to earn extra credit through serving. We can't fail because our teacher cares too much about us and will encourage us until we succeed.

The person would do another project.

Get extra points by helping at meetings.

It's redone till it meets the standards.

Our instructor lets us do extra credit or do something else to make up the test.

A lot of opportunities, FFA points, make up missing work.

Tutoring, student to student help. Alternative work.

We are given a chance to make up the work for a better grade. We are given the opportunity to make it up.

If a person fails to accomplish an important assessment my instructor gives me another work for help accomplish the failed assessment.

Have a chance to remake before semester ends.

If they fail then they didn't study because she gives us a lot of opportunities to study and does activities that help us remember it.

The teacher gives us a day or however long to make it up.

They can earn FFA points by participating in FFA activities.

Ask the teacher if there is an alternate assignment.

You can't really retake a test/project. Just do your best and you will pass.

Our teacher lets us know when we miss something important and we are able to make this up.

Depending on their previously shown effort, they may be given another opportunity.

If we failed the teacher will explain and review the course so we can understand. Sometimes she gives u a lot of opportunities to submit other assignments or tests too.

If a person on my ROP course fails a test I will provide them some help and if none of us understand we will ask for some help.

If someone fails to submit a project or assignment we have the chance to turn it in late if we called the instructor the day we are absent.

Yes, she is available most of the time after school for us, on Saturdays and sometimes she gives us CPR classes and other subjects that we need to be medical assistants that are not in her lesson plans.

Make up work or talking to your instructor helps gives opportunities to make up work.

If a person has failed, he/she will just have to do better next time.

Students are allowed to make up assignments.

Yes, we have as much time as needed.

You have the opportunity to retake the test.

If a student fails an important assessment, we are able to come in at lunch or in the morning to learn the required material and then retake the test or quiz.

Assignments can be redone until it meets the correct standards.

They get another chance to retake the test or project when you turn it in its checked thoroughly and then given a grade depending on how better you did.

We can retake test until we pass.

Our teacher lets us retake it, we review terms, and for the tests too, review portfolios.

We have the opportunity to make up certain assignment on our own time.

If you fail to complete an assignment or project we receive zero credit but if we complete it we receive positive feedback.

You will have the opportunity to retake the assessment on a set date and time.

If someone fails an important safety test, we have to retake the test until we get 100%

Our instructor makes sure everyone does their assignment on time.

We can show our instructor the sub-test and labs that we have done before the test.

We usually get another chance to make it up.

Additional time and or alternate assignments.

We are given the opportunity to recreate the assessment within a given amount of time.

The students must recognize their errors and complete assignments to the highest standard, even when late.

The students must understand and express where they went wrong and must complete the work to the highest standards.

Opportunities such as tests, presentations, projects, and homework.

She lets us retake tests. We review for tests and portfolios.

We have the opportunity to make corrections.

We have the chance to redo the assignment for credit.

We have chance to redo and correct our test.

We help everyone out and don't move on until everyone is on the same page.

Instructor lets us retake or redo assignments.

Students get failed but instructor lets us turn in some work late.

By retaking the test and making corrections.

Based on your recent actions you may be granted second chances.

No second chances are granted.

Students are not given second chances.

Not much alternatives do the work or get punished.

**Are there opportunities for additional help for students who require it? (teacher is**

**available after school, online tutorials, etc) ?**

There is tutoring after school.

Yes. After-school, before school, even during lunch. There are also e-mails available for the students to contact their teachers even on the weekends.

Yes there is tutoring provided for students who need the extra help almost every day after school.

Yes my instructor is usually available after school to help us finish our projects.

Yes, she is there after school.

Yes we ask questions.

Yes.

Yes, Mrs. Storts is before school starts and after school.

Yes, the teacher is here early in the mornings.

Yes, the teacher is available for us in the mornings, and during lunch.

Yes, there is a lot of tutoring for almost every subject.

Yes, Mrs. Storts is available before school, sometimes in lunch, and 15 minutes after school.

She also helps us when we are in class time.

Teacher is available after school and in the morning.

Yes, Mrs. Storts is always available in the mornings and during lunch for us to get personal help on an assignment.

Our teacher is available for help before school, during lunch, and after school if her help is needed.

Like I said, our teacher stays after school and arrives early so we can come and finish our work, also we can redo tests.

Yes during lunch and after school

The teacher is there to help after school.

Yes, just like those who require time to make up failed assignments, those who are falling behind in their work can come at designated time if they need help from our instructor or they can ask help from fellow students in class.

Yes, mostly after-school tutoring.

Yes.

Yes...tutoring.

The teacher spends more time with them.

Yes.

No, only during class.

Yes.

Yes.

We don't require any additional help.

The teacher stays after school and online tutorials could be looked for by students.

There is tutoring twice a week for two hours and every student has the teacher e-mail as well.

Yes, teachers have tutoring for about an hour or so and there is also homework.

Yes our teacher is available to help.

My teacher is more than happy to provide us with it. She is available before school and during lunch, and she will strategically tutor us until we walk away full of knowledge and with a positive piece of mind.

Teacher helps during class time with everyone.

Yes, because Mrs. Romo is always available to us.

I'm sure if someone needed the extra help, our teacher would be more than happy to help.

Yes there are, the teacher is available after school and lunch.

Yes, if asked for it.

Teacher is available after school or during lunch time.

Our teacher is available upon request.

Yes.

Teacher is available anytime as long as one asks for help before they leave the campus and also homework center if a kid needs help in any subject because there are fellow students that are in higher classes to help them.

Classmates and teacher.

Tutoring and making up work.

Yes, if you ask the teacher for help she will help.

Yes, teacher is available during school hours.

Yes, you could come in after school and during lunch if you instructor is not busy though.

Yes the teacher is available during class and afterschool as well whenever we need help.

Yes, my teacher is available every day after school.

When we have some struggles on an assignment that we fail we have the opportunity to do it again. But if we don't justify an absence we lose the privilege to complete the assignment.

My instructor is mostly available at whatever time we need her and she will help us on anything we need it can be from school or something about issues that we have.

After school programs or attend Saturday class.

Requesting tutoring from my teacher.

Yes, there is a lot of help it just depends on the student.

Tutoring after school or textbooks.

We do have additional help we can come after school, we have the teachers phone number.

Yes there is tutorials at the library afterschool.

We can come after school or contact our teacher.

Tutoring afterschool.

Our instructor is willing to help after school, before school and most lunch periods.

Yes, our instructor is always available.

Teacher is available in the morning and for a while after school.

Teachers are available after school and in the morning.

We have the opportunity to help.

There are many opportunities for additional help for students that require extra help with after school tutoring by certain teachers and online tutorials.

Our school shop is often open most Monday night to help kids finish projects or earn extra points.

Our teacher is available before and after school.

The shop is open most Monday nights for student to work on their projects.

No because her schedule doesn't allow it but she'll help during class and will talk to you individually.

Our teacher is available during lunch.

She's only available during class.

The teacher helps us understand the concept that we are trying to learn from LabSim, and he explains it to us in a way the program cant.

Our teacher gives us make-up days.  
We get one on one opportunity.  
Teacher is available.  
Online forums, tutorials, videos manuals and afterschool help.  
At time near the deadline we are given time over the weekend to complete assignments.  
The students have access to the “Josten” website from home and our teacher is available after class.  
There is Saturday and after school tutoring.  
Additional opportunities that help me are online tutorials on Sundays.  
We have opportunities for help.  
No.  
Yes, afterschool.  
Our teachers help us before or after school.  
Yes, afterschool or during lunch.  
Yes, before and after school.  
Yes, she is always available.  
Yes, after school.  
Yes, she is always available.  
Yes, after school and tutorials.

**6. What kind of support services are available to you at the campus where you have your ROP class?**

**\*Support services could be: counseling, behavioral health (drug & alcohol counseling), tutoring, etc.**

We have counselors, nursing, after school tutoring, bilingual classes.  
Computers, tutorials, after-school classes.  
We have counselors to help us stay on track with our classes and graduating. We have counselors to help us stay on track with our classes and graduating. We also have tutoring provided for us who would like more help.  
My school has services such as counseling, drug & alcohol counseling, special ed, interpreter for deaf students.  
We have tutoring.  
Counseling. Tutoring. After school clubs.  
We have our counselors and our health teachers to help us with those topics.  
We have counselors that we can talk to and drug and alcohol counseling.  
They are many supports available at school.  
We have professional programs that are used in the real world, we have tutoring if you need help in any way, and we have counseling where you would go to get help or ask questions for whatever you may need.  
Counselors, tutoring, teachers.  
Computers and tutorials.  
Southwest High School provides tutoring afterschool, help by teachers, clubs, counselors to talk to if help needed, etc.  
Here at Southwest we have tutoring, student counselors, clubs and extracurricular activities.  
We have counselors that guide us through high school. Also we have nurses, tutoring, etc.  
We have counseling.

Counseling and tutoring.

I can participate in an after school club where I learn team work, employment procedures, and various job skills from the basics of math to technical science.

On our school campus we have our guidance counselors, and teachers who do tutoring like after school and what not.

Counseling and tutoring.

Counseling.

I can get tutoring or go to counseling for ROP.

Counseling.

Tutoring for other classes as in; math and science.

Counseling, tutoring.

Counseling.

There is counseling and tutoring at the campus where I have my ROP class.

Counseling and tutoring.

All of the above is provided.

The campus has counseling and tutoring to support students.

Tutoring, drug and alcohol counseling.

We have certain clubs that help us with problems that would show us the right way to go.

Counselors and therapist.

There is afterschool tutoring provided for anyone and any subject along with tutors to help and assist you with your work. Teachers are also available to aid and assist in our learning's.

We have teachers and counselors.

Tutoring.

Counseling.

Counseling is available.

Counseling and tutoring after school.

Counseling has help with questions that I would like to know.

Counseling, home work center, specific subject tutoring.

We have tutoring and afterschool programs that help from our peers and teachers.

Counseling.

Counseling, nurses, and homework centers.

Teacher, classmates and counseling.

Tutoring is one support service that is available at my campus after school.

Tutoring.

Counseling.

Counseling, tutoring and sometimes meetings with our parents.

Counseling center.

We have a counseling department, a psychologist, cyber high, etc.

In school we have after school tutoring programs were they help us the students. Also we have nursing area where they can treat us. And finally in the administrative part there are counselors who help us with our career opportunities.

Teachers, they provide counseling allow us to talk to her about anything.

Well the support services that are on campus are tutoring after school and provide us with computers.

Counseling and tutoring are ways for support services.

We have counseling and parent/teacher meetings.

Tutoring.

We have counseling, homework center, computer lab and library.

Counseling, youth support service from Imperial County.

Counseling.

We have tutoring and counseling that are available.

In campus we have both educational and behavioral/health counselors allow us opportunities to talk to for personal aid.

There's tutoring after school.

We have counseling in the office and tutoring or any other kind of assistance we made need.

Tutoring, drug and alcohol classes, nurse.

Out school offers referrals to the school nurse and psychiatrist when a student requires it.

Counselors.

Counseling and tutoring.

We have counseling and tutoring at our campus.

We get an IVROP counselor that has been coming to talk with us in class.

We have counselors, GEAR-UP coaches that help us for college and our ROP counselor is on campus on Tuesday and Thursday.

We have counseling, behavioral health and tutoring.

We have tutoring and counseling.

Counseling office, outreach, and drug and alcohol counselor, family resources center.

HS counselor, after school tutoring, family resource center, outreach consultant.

Counseling and tutoring.

Counseling is always open o us. Tutoring can be requested.

Counseling and tutoring are both available to the students.

Marriage classes/counseling.

Parenting classes.

Parenting classes.

Classes.

Classes.

ACE has helped with housing and school books.

Counseling and housing assistance.

Job shadowing, tutoring, mentoring, and fieldtrips.

Yes, tutorials and transportation.

Tutoring, counseling, and workshops.

Counseling, tutoring, programs to get job.

Meeting with personnel individually before job placement to prepare for job interview.

Meet individually to prepare for interview.

Tutoring, positive self-esteem, skills, life skills.

Positive self-esteem skills, life skills, survival math.

Transportation, patience, motivation.

Transportation, encouragement, patience, motivation and positive attitudes.

Counseling, tutoring.

Counseling, tutoring, economic help for AP/SAT/ACT is given to all students without favoritism.

Counseling, stipends, tutoring, career guidance.

I got personal support witch I was in dire need of someone to listed and give advice.

On the job training to help with employability.  
The group classes are very supportive and the program is very beneficial.  
Counseling and to be a better person.  
After school career club.  
After school, ROP program, classroom presentations, career guidance.  
Counseling, tutoring, and extracurricular activities.  
Tutoring.  
Tutoring, drug and alcohol classes, con economy.org, counselor, and nurse.  
Counseling and tutoring.  
Counseling, drug and alcohol counseling, tutoring, etc.  
Counselors.  
Our bulletins inform us about our activities.  
Counseling and tutoring.  
Counseling and tutorials.  
Counseling.  
After school tutoring.  
Counseling.  
Counseling center and instructor.

### **7. What kinds of skills have you acquired through your ROP class?**

I have acquired some employability skills. Problem solving skills. Being on time.  
Advanced Adobe Photoshop skills. Beginner Adobe Illustrator skills. Intermediate Toon Boom Studio skills. Beginner Autodesk 3Ds Max skills.  
The skill that I have acquired through my ROP classes is the ability to create designs on professional software.  
Computer skills in design and drafting with Autodesk software.  
I have learned how to prepare taxes/journalize/prepare payroll.  
Communication and also employee ability skills.  
Acquired specific skills in Photoshop. Employability skills. Presentation and communication skills.  
Working skills and computer skills such as how to use several professional software's.  
I have gained a better understanding of computers and also learned how to use autocad and Revit.  
Yes, employability skills by being at school at class at time, reading/writing schools we practice at class provide examples of your class doing power-point presentations, and researching skill, communications skills, and software skills.  
I have gained employer skills like problem solving, how to apply for a job and how to be appropriately dressed and be prepared and much more.  
I learned how to use Toonboom and 3DSMax, I had the opportunity to use a drawing tablet for the computer. I now know some of the 12 principles of animation.  
Intermediate Toon boom studio skills. Beginner Autodesk 3DS Max skills. Beginner Photoshop skills.  
I have acquired skills on the computer, programs to create animations with. Also, I was taught to fill out job applications and how to behave and interact in an interview.  
I believe I've learned critical thinking and how to conduct myself in a job interview, specific software skills and how to search for information efficiently.

We have put together a portfolio to be prepared for a job application. We also have software skills like 3Ds max and toon boom.

I learned how to hold a baby chick and different parts of their body and how they live.

I have learned leadership skills and talking in front of the class.

I am currently able to create my own from of 2D and 3D animation independently from my new knowledge of the animation programs.

Through this ROP class I have learned how to MIG, ARC, gas weld, also how to use the cutting torch and plasma cutter.

Welding, grinding, and plasma cutting.

I have learned how to arc weld and mig weld and also how to cut metal.

I have learned how to work with metal.

I learned how to do extensive metal work.

I have learn to name many tools, to and weld, to mid-weld, and to use a measuring tape.

Welding, building projects.

Welding.

I have learned to weld and cut metal, also the fundamentals in tools.

I learned to weld.

I have acquired various leadership skills.

I have learned to be responsible, communicate with others and have learned a life skill of welding.

Communicating skills, act proper, dress appropriate, problem solving, teamwork, honesty, also

I have learned the duty of a dental assistant.

I have learned how to handle an injured animal.

I have acquired speaking skills, responsibility skills, leadership skills, multi-tasking skills, and

I have further improved my work ethics such as politeness, respect, demeanor, and my working skills in general.

To weld, leadership, working in group.

Welding, plasma, cutting, blow torches.

Verbal, career skills, and being self motivated.

Welding and shop skills.

Responsibility, problem solving, how to be organized.

Speaking, work and group skills.

I have knowledge of vet science and have acquired necessary skills and knowledge for future endeavors.

Being organized.

I have acquired speaking skills and also responsibility to do projects on own and turn them in on their assigned due dates.

Responsibility.

To be responsible.

Responsibility.

Veterinary skills and how to help the animals whose injured

We have gained speaking, leadership, and responsibility skills.

Manage the time in class better.

You learn a lot about the human and animal body parts.

Responsibility.

Projects about animals and their way of life.

I've learned to be more responsible.

The skills I've been acquiring in ROP is to provide first aid. Also how to fill applications for health insurance claims. And wearing scrubs once a week to show our medical aspect. Also we learn a lot of how our body functions in all its parts. We talk about diseases and its treatments. My typing and learning skills have improved.

I can type faster.

Writing skills, computer knowledge, how to respond in case that someone need medical attention, how to dress for interview and responsibility.

ROP class gives me the skills of responsibility, communication, and others by helping me prepared for my future.

I have acquired speaking skills and responsibility.

ROP taught me to work in group.

We learned storytelling, finger play, and counting activities.

I learned how to use the MIG machine to weld in all positions.

How to look for jobs in the internet.

I have acquired leadership skills through this course that have enabled me to organize my assignments with my classmate and allow our team to complete multiple tasks. I have attained the ability to motivate friends, family and classmates to never give up.

Critical thinking and work ethics.

I have acquired the skills of using Auto CAD and Auto CAD Revit.

Internet skills, reading skills, focus and the ability to complete assignments on our own.

Get to class on time, reading and writing skills, resume, job applications, PowerPoint presentations, and research, communication skills.

I have learned the basics of drafting and design through my ROP class which gives me a quick glance at what an engineering job is like.

I have acquired many skills in my ROP class such as welding and job interview skills to help me get a job.

Various skills: welding, mechanic, home improvement, employability (resume and portfolios)

I have acquired welding, small engine, and job interview skills.

I've learned to create a portfolio and medical terminology and how to be responsible which will help in my near future.

Computer skills.

I've learned how to create a portfolio.

I have learned how to troubleshoot and manage a computer.

Career Interviews, resumes, exploration.

Career exploration skills.

I have acquired many skills through this class. These skills include: computer/technology proficient photography, recording data, team work, and using time efficiently.

Responsibility, work ethics, critical thinking, creative thinking, independent and group learning and working.

Through this class I have learned to manage my time well, meet deadlines, proofread all of my work to prevent errors and perform to the standards both I and others expect of myself.

How to communicate with my family.

Effective communication with partner.

Happier relationship.

Communication skills.

Communication skills.  
How to budget and life skills.  
Improve school grades and get work experience.  
Life skills, housing, lectures.  
Customer service and life skills.  
Proper etiquette, confidence, how to do a resume, solving problems, and responsibilities.  
Customer service and employability skills.  
I've learned to take responsibility for my actions, how to communicate better and employability skills.  
I've learned to communicate.  
I've learned to answer questions correctly, work well with others, fill out applications, how to dress for a job interview.  
Leaned customer service skills and employability skills.  
I learned to fill out applications, I learned that references are people that can recommend us for a job.  
Better communicator, punctual, customer service, store stocking.  
Resume building, what to expect from a job, dress appropriately. Customer service, better communicator.  
Communicate more and be organized.  
Employment skills, communication skills, social skills.  
Employment, problem solving, Social, and communication skills.  
Employability skills.  
Spelling, reading, writing, math work problems, testing strategies, grammar.  
Critical thinking skills, social skills, problem solving.  
Social skills.  
Communication, responsibility.  
Community help and speaking skills.  
Social skills, Communication, and responsibility.  
Lots of personal skills like how to resolve our problems in positive ways instead of yelling and fighting.  
Parenting and healthier relationship skills.  
To be more patient with my family and work on myself as a person.  
To see and hear the father how they think.  
Team work, communication, and manners.  
Skills such as work ethics, communication, and responsibility.  
Skills I have learned include finding a job and knowing what to do during an accident.  
Employability skills, showing up on time, reading and writing skills, presentation skills, and communicative skills.  
Learned how to do taxes and other accounting things.  
Communication and labor skills.  
Learn the basics of tax and accounting preparation.  
Learning the basic of accounting and tax preparation along with communication skills.  
Learning to use the computer and following instructions.  
Learned how to fix cars, brakes, tires and the alignment.  
How to fix cars.  
I have finally learned my future career and how difficult growing up is.

I have learned how to dress for a job and how to speak to customers.  
I have learned how to be a healthcare professional and all that applies to CNA.  
Compassion and being patient.

## **Student Reflections on Learning Summary (Projects)**

**IVROP PROJECTS: Padres, Juntos, ACE, WorkAbility, STAR, FACES, SB70  
43 Respondents (5-7 chosen per Project)**

### **1. How does your IVROP instructor make you aware of what you are learning connects to the ESLRs – Expected School wide Learning Results?**

**Please give an example for two of the ESLRs listed below (Describe how what you have learned in your ROP course relates to the ESLRs).**

- **Responsible Individual (\* Set and Pursue personal and professional goals \*Abide by community rules, laws, and regulations) -**

I am able to communicate with my partner in a calm and effective manner. Set goals for my career and family.

Talk about goals for my relationship and career with my partner and how to communicate effectively.

Set goals for family and career.

Able to set goals in my relationship and make modifications.

I am able to evaluate my relationship and make changes.

I'm able to set a long goal.

During the employability classes we were taught that we have to follow our employer's rules.

At I need to follow rules and work as a team to make my work more comfortable.

Power lunch – learned different career paths.

I learned to be responsible. I have to be hard working to succeed, when my supervisor asks me to do something I have to do it.

In the job you always have to follow rules, in the career fair the police officer said that to become a police officer you need a clean record.

By planning for things and scheduling. Being prepared and follow directions.

Being on time, ready and prepared, help others.

Meet deadlines; be on time.

To respect all rules at all times.

Consistent attendance.

Paying attention, preparing and studying for a test.

Preparing and studying for a test. Paying attention.

I'm always on time for the workshops, I attend to all workshops and I obey the rules.

It made me more responsible. I am on time for my workshops. I obey rules and law at the workshops.

I'm on time for the STAR classes and appointments. I finish my assignments in class.

Positive influence is given along with work and job related academics to help in the future and community service to help those in need.

Attending meetings on time, volunteering at local retirement, organizing a community service event/project.

I set up quite a bit of personal goals all dealing with my relationship to my family, to be more committed to my wife and my child. To communicate better with my wife and things we want.

Make sacrifices for a healthier relationship/life with and for the children and family.

I have learned to set goals to follow rules better. Also to better myself as a person and father.  
To better communicate with my partner or father of my children.  
To teach me to form a goal that I will accomplish and help me get better grades and teaches me to be responsible.  
The goal of arriving to class on time.  
Clean, educated, and is always on time.  
Arriving on time and completing work on time.  
Instructor helps us with everything and tells us we are capable of doing anything.  
Do things as told and how explained.  
Teachers insist us to pursue a career and applying for scholarships and universities.  
Arriving on time and doing my work on time.  
Program has taught me how to do things my way and how to accomplish my goals.  
You have a low percentage of getting a job if you have bad background.

- **Interpersonal Learner (\*Possess appropriate work ethics \*Dress and Act appropriately) -**

Job training classes go over ESLR on ROP website.  
We were shown videos of how to dress and act for an interview.  
I learned it though Project workshops.  
Dressing appropriate for work, interviews and being on time to work.  
Workability workshops.  
Workability skills.  
You have to dress properly, you have to dress nice, good hygiene for work. At a job you have to be focus, proper formal vocabulary, and be respectful.  
The program gives lessons for example how to dress and what say on an interview.  
Work readiness: dressing appropriately, how to present myself to an interview and how to behave myself on a job.  
You have to dress appropriately for the job, no baggie pants or skinny jeans. In a job you have to get along with people.  
Dress appropriately.  
Learn to be ready and know that first impressions are important and we need to dress appropriately.  
Dress to impress and for other to take you seriously.  
Dress with the dress code that is needed at a job or in order to obtain a job and act professional.  
I learned to dress and to be prepared for work. Became more responsible towards going out.  
I am a hard worker and learn from the workbooks by reading and writing more effectively and I also dress appropriately and act appropriately.  
They teach us to dress properly for job shadow which helps us to dress appropriately for our future job.  
I learned that I must dress appropriately for a workplace.  
IVROP motivates us to finish all our worksheets to learn more about careers.

- **Effective Communicator (\*Uses verbal, written, artistic, and technological forms of communication appropriate to the given situation \* Demonstrates Career Skills) -**

I've been able to communicate with my partner.

I am able to communicate with my partner in a calm and effective manner.

I am able to listen and reflect on many issues.

I was able to learn the new information and communicate with my partner.

Career survey.

Job shadow.

Career assessment survey. Talk about ESLRs at beginning of class.

We made resumes which we can use to show employers our experience.

I've learned how to do a resume on the computer that I can use for Interviews.

Workability skills.

Team work.

Use complete sentences in oral and written form, speak right, and make sense of what you say.

Educational workshops: Gives opportunity to state my mind on topics and to participate.

Scholarships workshops: taught me how to write for scholarships.

Working in group to complete an assignment.

To fill out a job application you need to spell correctly and write neatly. At a job you need to know how to communicate with others.

It is important to communicate and be more social. Speak up for one self and to get to know the customer (when working).

Ask for help, communicate more.

Communicate more.

Sharing personal opinion.

Share opinions and answer in a appropriate manner.

Share opinions and answer in a appropriate manner.

Learn to communicate orally my opinions and interact with group by discussing them I write my opinion and answer in group and recently I communicated artistically.

They taught us to behave and be respectful when we have a meeting with a speaker.

Explaining my presence in a certain place or event. Selling items/tickets for raffles.

The classes allow me to participate and communicate better with my wife.

To better my appearance and to demonstrate how I am as a person.

- **Technological Producer (\*Use appropriate resources to complete a task \*Create projects which reflect originality and high standards \*Define, assess, accomplish, adjust and evaluate intended results) -**

Web design.

Presentations.

We took a math and English test in which we had to score a 9.0 or above to be able to do our job shadowing hours.

By doing my job-shadowing I learn that I really like children and definitely I like to be a teacher.

When we do the pre-test on applications for a job I realized I knew some things that I thought I didn't. when we did the post-test it helped me to see how much I've learned.

Used a computer program to create resumes.

It is better if you use a computer to type your job applications, you need to know how to use a computer now days in most jobs.

Be able to search for job on computers and ask if there are any other resources that are for

students or young people.

Search for correct resources and use computers more effectively.

Find right resources.

Academics and job training, community project are done to help the program and the students achieve more and have higher opportunities to help students.

- **Problem Solver (\*Self Motivated \*Adapt and Deal with Change \*Demonstrate Critical Thinking Skills \*Apply skills to a variety of situations) -**

I've learned the 3 warning signs of dangerous communication where are put downs, escalations, avoidance, and negative interruptions.

Positive strategies for problem solving.

I have learned to adapt to different personalities.

I learned positive strategies for problem solving.

I have become more motivated in making my relationship better.

We participated in many community service activities. For example, at the food bank where we had to figure out how to finish 3,000 bags in a couple of hours.

Job shadowing.

I learned that if I came to tutoring I achieved a higher test score.

Communicate properly, ask for help, speak up, wait for your turn.

We talk about working as a group to cooperate, to do something even though you don't agree.

I've learned to work with others, to be mature.

Going up to personnel at work to ask for help on something I did not know what to do.

Get better grades in school and look for a job.

Coming up with more than one way to solve a problem.

Adapt to different learned concepts using common sense and knowledge.

In time I've adapted to change for instance, showering every day (on time). Ironing my own clothes, trying to do more instead of daydream.

I adapt and deal with change. I also apply skills to a variety of situations.

Use speaker/listener technique to better confront and work on solving problems.

If I get in any trouble and I have a bad record I will less likely be able to get a good job in law enforcement.

We learn to work with others in a difficult job for example, the layers work with each other all the time.

## **2. What different teaching strategies/styles are used by your Project? (Projects, lecture, group work, etc.)**

PowerPoint and a lot of input and feedback.

Group work.

Group visuals.

Technology.

Technology.

Hands on.

Visuals.

Classes.

Lecture.

Talk about ESLRs.

Lectures, PowerPoint's, power lunch, presenters, group work, field trips, and presentations.  
PowerPoint's, group work, presenters, tutoring, community service.

Workshops, presentations, fieldtrips.

Lecture, group work, workshops, fieldtrips.

We work as group, individually. We share answers, and do activities.

Projects: I have done projects such as haunted house in Calexico. Group work: I have also done group work like helping out in carnival in Heber.

Group work, we learn from each other when we talk about the jobs we want. Lecture when Mrs. Lopez talk to us about jobs, careers, how to get a along with others.

Role play and to actually work on a real job application and worksheets.

Getting a heads up on job interviews/role play and doing resumes.

Role play about interviews.

Group work, lectures, and workbooks.

Workbooks, groups work, and lectures.

Self-participation, visual training.

Explanation, visual learning.

Self participation, explanation.

Explanation, lessons and worksheets, visual learning, discussions.

Workbooks, individual sheets, talks, discussions, group work, conversations, questions.

Workbooks, individual sheets, discussions, lessons, questions and answers discussions.

Project Star uses discussions, lessons, workshops, and talks.

Workbook and discussions.

Group projects.

Move hands on projects which are better teaching strategies then pure lectures.

Group work.

Powerpoint and a lot of input and feedback. I felt very connected to the lecturer.

Group interaction activities, using personal situations to relate to others and execute ways to solve them using positive input from others.

Being a good speaker by expressing feelings. Being a good listener and understanding other people's feelings.

Guest speakers, guidance techs, job shadowing, small groups, field trips.

Guest speakers.

Lectures through guidance techs and guest speakers. We go to job shadow day.

### **3. What kind of support services are available to you through your Project?**

**\*Support services could be: counseling, behavioral health (drug & alcohol counseling), tutoring, etc.**

Marriage classes.

Marriage classes/counseling.

Parenting classes.

Parenting classes.

Classes.

Classes.

ACE has helped with housing and school books.

Counseling and housing assistance.

Housing, clothing.

Job shadowing, tutoring, mentoring, and fieldtrips.  
 Yes, tutorials, presentations and transportation.  
 Tutoring, counseling, and workshops.  
 Counseling, tutoring, programs to get job.  
 Clothing for work and transportation. Tutoring. Workshops on prevention of drugs, alcohol, cyber bullying, and teen dating violence.  
 Meeting with personnel individually before job placement to prepare for job interview.  
 Meet individually to prepare for interview.  
 Meet individually to prepare for interview.  
 Tutoring, positive self-esteem, skills, life skills.  
 Positive self-esteem skills, life skills, survival math.  
 Transportation, patience, motivation and positive attitude.  
 Transportation, patience, motivation.  
 Patience, advice, encouragement, motivation.  
 Transportation, encouragement, patience, motivation and positive attitudes.  
 Transportation, counseling, encouragement, advice, individual help.  
 Transportation, help from staff when don't know, encouragement, bus tickets, advice, men's self esteem, game nit-getting along-socializing.  
 Transportation, encouragement, advice, counseling, workbook, lessons, discussions.  
 Counseling, tutoring.  
 Counseling, tutoring, economic help for AP/SAT/ACT is given to all students without favoritism.  
 Counseling, stipends, tutoring, career guidance.  
 I got personal support witch I was in dire need of someone to listed and give advice.  
 On the job training to help with employability.  
 The group classes are very supportive and the program is very beneficial.  
 Counseling and to be a better person.  
 After school career club.  
 After school, ROP program, classroom presentations, career guidance.  
 After school, ROP program, classroom presentations, career guidance and educational websites.  
 After school, ROP program, classroom presentations, career guidance and educational websites.

**4. What kinds of skills have you acquired through your Project?**

Happy family.  
 Effective relationship building skills.  
 Happier relationship.  
 Communication skills.  
 Communication skills.  
 Communication.  
 How to budget and life skills.  
 Improve school grades and get work experience.  
 Life skills, housing, lectures.  
 Customer service and life skills.  
 Proper etiquette, confidence, how to do a resume, solving problems, and responsibilities.

Customer service, employability skills, and job shadowing.  
I've learned to take responsibility for my actions, how to communicate better and employability skills.  
I've learned to communicate.  
I've learned to answer questions correctly, work well with others, fill out applications, how to dress for a job interview.  
Learned customer service skills and employability skills.  
I have learned communication skills, leadership skills, team work.  
I learned to fill out applications, I learned that references are people that can recommend us for a job.  
Better communicator, punctual, customer service, store stocking.  
Resume building, what to expect from a job, dress appropriately. Customer service, better communicator.  
Communicate more and be organized.  
Employment skills, communication skills, social skills.  
Employment, problem solving, Social, and communication skills.  
Spelling, reading, writing, math work problems, testing strategies, grammar.  
Spelling, social, reading, writing, math word problems, learning strategies.  
Spelling, reading, writing, math word problems, testing, strategies, grammar, learning strategies.  
Critical thinking skills, social skills, problem solving.  
Writing, communication, social skills, appearance, grooming.  
Social skills. Writing, reading, communication skills.  
Communication, responsibility.  
Community help and speaking skills.  
Social skills, Communication, and responsibility.  
Lots of personal skills like how to resolve our problems in positive ways instead of yelling and fighting.  
Parenting and healthier relationship skills.  
To be more patient with my family and work on myself as a person.  
To see and hear the father how they think.  
Team work, communication, and manners.  
I've learned to work hard, good manners, responsibility and communication.  
Listen all the time to get good grades to follow directions, to work hard all the time.  
Importance of being responsible and communication.

## Parent Survey Summary (Courses)

1. Do you think your son or daughter has acquired sufficient skills through this IVROP course to get a job?

\*Only answer this question if employment/employment skills is a goal of the project

<b>Answer options</b>	<b>Response percent</b>	<b>Response count</b>
Yes	95%	98
No	1%	1
	<i>Answered question</i>	99
	<i>Skipped question</i>	4

2. Do you think your son or daughter has acquired skills that will help them survive in life and/or in college?

<b>Answer options</b>	<b>Response percent</b>	<b>Response count</b>
Yes	93%	96
No	6%	6
	<i>Answered question</i>	102
	<i>Skipped question</i>	1

3. Do you think ROP made a positive difference in your son's/daughter's life?

<b>Answer options</b>	<b>Response percent</b>	<b>Response count</b>
Yes	98%	101
No	2%	2
	<i>Answered question</i>	103
	<i>Skipped question</i>	0

4. Have you told other parents about the skills and training that your child received through this IVROP course?

<b>Answer options</b>	<b>Response percent</b>	<b>Response count</b>
Yes	56%	58
No	43%	44
	<i>Answered question</i>	102
	<i>Skipped question</i>	1

## Parent Survey Summary (Projects)

1. Do you think your son or daughter has acquired sufficient skills through the IVROP project get a job?

\*Only answer this question if employment/employment skills is a goal of the project

<b>Answer options</b>	<b>Response percent</b>	<b>Response count</b>
Yes	96%	23
No	4%	1
	<i>Answered question</i>	24
	<i>Skipped question</i>	14

2. Do you think your son or daughter has acquired skills that will help them survive in life and/or in college?

<b>Answer options</b>	<b>Response percent</b>	<b>Response count</b>
Yes	97%	37
No	3%	1
	<i>Answered question</i>	38
	<i>Skipped question</i>	0

3. Do you think ROP made a positive difference in your son's/daughter's life?

<b>Answer options</b>	<b>Response percent</b>	<b>Response count</b>
Yes	100%	38
No	-	-
	<i>Answered question</i>	38
	<i>Skipped question</i>	0

4. Have you told other parents about the skills and training that your child received through the IVROP project?

<b>Answer options</b>	<b>Response percent</b>	<b>Response count</b>
Yes	87%	33
No	13%	5
	<i>Answered question</i>	38
	<i>Skipped question</i>	0

5. Would you recommend the IVROP project to other parents/children based on your son/daughter experience in this program?

<b>Answer options</b>	<b>Response percent</b>	<b>Response count</b>
Yes	100%	38
No	0%	0
	<i>Answered question</i>	38
	<i>Skipped question</i>	0

Participating projects: SB70, Workability, Camino, ICFF, TOY,

## Teacher Survey Summary

### 1. What is your ethnic background?

Answer Options	Response Percent	Response Count
American Indian	4.3%	2
African American	2.2%	1
Caucasian	47.8%	22
Filipino	0%	0
Hispanic	37%	17
Pacific Islander	0%	0
Other	8.7%	4
	<i>answered question</i>	46
	<i>skipped question</i>	0

### 2. Education: What is your highest Diploma or Degree Earned?

Answer Options	Response Percent	Response Count
GED Certificate	0%	0
High School Diploma	13%	6
A.A. or A.S.	8.7%	4
B.A. or B.S.	45.7%	21
Masters Degree	23.9%	11
Ph. D	0%	0
Other	8.7%	4
	<i>answered question</i>	46
	<i>skipped question</i>	0

### 3. Before becoming a teacher, were you previously employed (or had significant experience) in an industry related to the subject you teach?

Answer Options	Response Percent	Response Count
Yes	95.1%	39
No	4.9%	2
	<i>answered question</i>	41
	<i>skipped question</i>	5

### 4. Teachers have a major role in ensuring student progress towards achieving the ESLRS.

Answer Options	Response Percent	Response Count
Strongly agree	58.5%	24
Agree	41.5%	17
Disagree	0%	0
Strongly disagree	0%	0
	<i>answered question</i>	41
	<i>skipped question</i>	5

**5. IVROP includes discussion of the ESLR's, and how to implement them, as part of professional development opportunities.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree	53.7%	22
Agree	46.3%	19
Disagree	0%	0
Strongly disagree	0%	0
	<i>answered question</i>	41
	<i>skipped question</i>	5

**6. I design lessons with the ESLRs in mind?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree	36.6%	15
Agree	61%	25
Disagree	2.4%	1
Strongly disagree	0%	0
	<i>answered question</i>	41
	<i>skipped question</i>	5

**7. I meet with other faculty members to discuss student learning levels and analyze student learning data.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree	29.3%	12
Agree	68.3%	28
Disagree	2.4%	1
Strongly disagree	0%	0
	<i>answered question</i>	41
	<i>skipped question</i>	5

**8. I have appropriate opportunities for professional development.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree	29.3%	12
Agree	61%	25
Disagree	9.8%	4
Strongly disagree	0%	0
	<i>answered question</i>	41
	<i>skipped question</i>	5

**9. Available professional development activities are connected to student learning needs.**

<b>Answer Options</b>	<b>Response</b>	<b>Response</b>
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	<b>Percent</b>	<b>Count</b>
Strongly agree	29.3%	12
Agree	61%	25
Disagree	9.8%	4
Strongly disagree	0%	0
	<i>answered question</i>	41
	<i>skipped question</i>	5

**10. Available professional development opportunities are based on current instructional research and teaching methods.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree	34.1%	14
Agree	61%	25
Disagree	4.9%	2
Strongly disagree	0%	0
	<i>answered question</i>	41
	<i>skipped question</i>	5

**11. I have the materials, space, and equipment I need to support student learning?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree	19.5%	8
Agree	61%	25
Disagree	17.1%	7
Strongly disagree	2.4%	1
	<i>answered question</i>	41
	<i>skipped question</i>	5

**12. Please list the professional development opportunities, trainings (education courses, industry specific training, etc.) or activities you have participated in the last few years.**

Answers:

School District & IVROP professional development in-services

CATA Ag Teacher Conference

Externship on medical office building (electronic) State leadership

Dept. field trip to place of high learning's for students.

In-serviced at NASCO ship building, Union pipe fitters local. Attended presentations by Miller and Lincoln Welding Companies.

Trainings on how to teach and reach student's maximum learning. Training in the subject area I am teaching.

None offered.

State Agriculture in-service (Lesson Planning and Standards)

Perkins IV Nontraditional & Special Populations Tools for change Workshop

Industrial Arts Convention

California Automotive Conference 2 years, EDETA Training, Step Up to Writing Skills at CHS, TAPPIE Training.

Every summer.

Solar classes – both P.V. & Solar water E.L.D. training  
Gold Lesson, Computer Training, Genesis training  
Seminar on off camera flash lighting, TAPPLE training  
Career technical student organization enrichment training, Woman/Men in non-traditional careers  
California automotive teachers conference 2 yrs., step up to writing training at CHS  
Career Technical Educators Conference  
Direct instruction, tapple, technology training  
CUE conference certificate, Standards Development training  
CLASS training, DRDPR, TAPPEL  
Master's degree program in instructional media, Calif. Business Education State Conference, National Business Education Association Conference  
HECT Professional development workshops, CTE Professional development training  
ROP culinary competition, Catering for many school functions.  
CTE Curriculum Development, CPA Annual Conference, Law & Justice Institute  
1) Rigor/Relevance Training 2) TAPPLE/Direct Instruction 3)Special Populations – Accommodations, Modifications  
BTSA Teacher Induction, CTE Teach, CATA – California Agriculture Teacher in-services, Conferences  
CTE IVROP 2 yr. training  
CTE training and Voc. Ed. credentialing  
CTE TEACH  
I completed all trainings available through BTSA. I also attended the workshop on creating GOLD seal lessons. (Rigor and Relevance)  
Cisco Networking  
HOSA training, ESLRS, Curriculum mapping  
IVROP has provided several training opportunities on subjects such as: Special Populations, CTE Standards, ESLRS, WASC preparation and Professional Portfolio Development.  
Career Pathways Conference, Summer internship, Animation Workshop, Portfolio Development  
NACAT, AYES training seminars.  
CTE Teach, Rigor/Relevance Framework, Portfolio Development, A-G CTE course submission, PBL course, Differentiated Instruction course, CPR Certification, California Dental Assistant Teachers Annual Conference, Computer Using Educators Conference, CTSO Advisor Conference, HOSA Advisor Training, Master's in Teaching courses, National Board Teacher Certification - Take One submission, Industry Continuing Education required courses (Infection Control & Law and Ethics)  
SB 1292, CBEA Conference (California Business Education Association)  
QuickBooks in Sacramento, CA summer 2010  
Monthly Ag teachers meetings and ROP Meetings, California Agriculture Teachers Association, December Road Show and In-services L.A. Pomona each year, Summer Conference and In-service San Luis Obispo June each year, ROP Welding Instructors Summer tour - shipyards plumbers and pipe fitters

*answered question* 41

*skipped question* 5

## STAFF SURVEY SUMMARY

### 1. Ethnicity (please check one)

Answer Options	Response Percent	Response Count
Hispanic		52
African American		1
Other		2
Caucasian		6
	<i>answered question</i>	61
	<i>skipped question</i>	0

### 2. Education (check highest degree earned):

Answer Options	Response Percent	Response Count
GED Certificate		1
High School Diploma		7
A.A. or A.S.		16
B.A. or B.S.		23
Masters Degree		10
Ph. D		0
Other		0
	<i>answered question</i>	57
	<i>skipped question</i>	4

### 3. In your job description, were your job duties accurately described?

Answer Options	Response Percent	Response Count
Yes		53
No		8
	<i>answered question</i>	61
	<i>skipped question</i>	0

### 4. Do you play a role in ensuring student progress?

Answer Options	Response Percent	Response Count
Yes		53
No		8
	<i>answered question</i>	61
	<i>skipped question</i>	0

### 5. IVROP includes discussion of the ESLR's, and how to implement them, as part of professional development opportunities.

Answer Options	Response Percent	Response Count
Strongly agree		30

Agree	28
Disagree	1
Strongly disagree	2

*answered question* 61  
*skipped question* 0

**6. I met with other staff members to discuss student/participant levels and analyze student learning data.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree		37
Agree		19
Disagree		5
Strongly disagree		0

*answered question* 61  
*skipped question* 0

**7. I have appropriate opportunities for professional development.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree		31
Agree		22
Disagree		4
Strongly disagree		4

*answered question* 61  
*skipped question* 0

**8. Available professional development activities are connected to student/participant learning.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree		26
Agree		32
Disagree		3
Strongly disagree		0

*answered question* 61  
*skipped question* 0

**9. Available professional development opportunities are based on current needs of program services provided.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree		18
Agree		40

Disagree	3
Strongly disagree	0
<i>answered question</i>	61
<i>skipped question</i>	0

**10. I am provided the materials, space and equipment I need to support student learning.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly agree		30
Agree		29
Disagree		2
Strongly disagree		0
<i>answered question</i>	61	
<i>skipped question</i>	0	

**11. Please list the professional development opportunities, training (education courses industry specific training, etc.) or activities you have participated in the last few years.**

Answers:

- WIA workshop, BEST workshop
- Domestic Violence, Curriculum training, Case management training
- Non-traditional Occupation training
- Sexual Harassment for Managers, Conferences to upgrade skills
- Simulation Lab
- Better understanding of Clerical duties, MIS user group training, Numerous Veteran outreach events
- Client Assessment, WOTC
- Case management training, Anger Management/Conflict Resolution, Microsoft Training, Grant Writing, Sexual Harassment for Management
- Portfolio training, non-traditional occupation training
- How to be a better Communicator, How to excel in the front desk training
- Resume building, Professional development, Curriculum training.
- Interviewing and assessing clients and placement.
- Case Management training
- Conferences: ROP, WIA, Smart Marriages. Workshops: WIA, Perkins. Group Activities: Management team, Professional Development. Individual Activities: Access to leadership book, videos
- PREP Within our reach Curriculum Training, Case management training, Drug intervention training, Health webinars.
- Non-Traditional Occupation training
- CWA, Case management training, Professional development
- Job Development training, Career Enhancement training, Productive Tips for successful job search

- Drug endangered children training, UC Davis case management training, Focus on Fathering webinar, Within our Reach Curriculum training
- School Facilities training
- BEST training with Dept. of Social services, WIA workshop, Case management training
- Suicide Prevention training, Curriculum training
- Case management training, Job Development training, School courses
- Timesheet training (ICWDO)
- UC Davis case management training, Curriculum training, UC Davis Social and Emotional Development training, Unwed Fathers webinar, Dynamic strategies for Communications training
- Case management training, Domestic violence training, CPS mandating reporting
- TOY customer service academy
- Portfolio training, Gold Standard lesson plans, Non-traditional occupation training, Placement of hard to place clients, Noncustodial parents, Students with Special needs.
- Behavioral Health workshops, CASAS summer institute
- WOR Curriculum training, Domestic Violence training, Case management training, Child Emotional Development, How to asses client training
- Bringing empowering services together, Creating portfolios, Case management training.
- Basic skills, Reading and writing skills, Life skills, Social skills, Employment Skills
- Case management training, Job Development training
- Life Skills, Pre-employment training, Self-esteem and Social skills.
- Interviewing and assessing clients and placement, Stress workshop
- Suicide Prevention training
- Books, Documents and Forms
- “I have always encouraged participants to seek any kind of development be it educational or occupational”

*answered question* 38

*skipped question* 23

## LEARNING SNAPSHOTS SUMMARY

### 1. What are the students DOING? (check all that apply)

Answer Options	Response Percent	Response Count
Receiving information	76%	22
Synthesizing/Evaluation	24%	7
Engaging in their work	93%	27
Applying Skills	72%	21
Task Oriented	59%	17
Reviewing Skills	38%	11
Practicing Newly Acquired Skills	41%	12
Other	7%	2
	<i>answered question</i>	29
	<i>skipped question</i>	0

#### Comments:

1. Students and teachers are receiving as a class and analyzing test results on each students computer screen.
2. Students were working on a variety of projects and tutorials.
3. Students were making a one-point perspective drawing.
4. Direct instruction.
5. Students were engaged in task related to conducting the class café, Kafe 56 which offers a lunch menu on short Wednesdays for invited guests (SHS staff, IVROP staff, District staff, and community members).
6. Students were producing solar ovens with designs from internet or developed on their own.
7. Students are participating on their welding techniques.
8. Exercise in drawing and measuring in scale.
9. Student engaged in a time sensitive project; very complicated assignment.
10. Students were all engaged in some activity.
11. Correctly design a table in Access 207, completed the table, were tested on concepts for building a table then reviewed concepts that many students missed on the test.
12. Students completed worksheets identifying cooking utensils name, usage, and safety concerns.
13. Guest speaker from FIDM – Fashion Institute and Design Merchandising.
14. Students are being instructed to write in their journals and agendas.

### 2. What are the students PRODUCING? (check all that apply)

Answer Options	Response Percent	Response Count
Individual Work	52%	15
Worksheets	17%	5
Self/Peer Assessments	21%	6
Short/Long-term Projects/Research	28%	8
Group Work	52%	15

Hands-on Learning	59%	17
Test/Exams	7%	2
Job Skills Acquisition	31%	9
Discussion	31%	9
Oral/Group Project	21%	6
Open-ended Problem Solving	21%	6
Other	14%	4
	<i>answered question</i>	29
	<i>skipped question</i>	0

**Comments:**

1. Reconciling Bank Statements.
2. Students are producing newly revised notes over what areas of weakness they had on yesterdays test.
3. Some students were researching for their CD covers and booklet; others were working on tutorials, and some on storyboards.
4. Student project includes 2 individualized perspective of a real drawing.
5. Students produced work-based tasks related to the Hospitality Industry, with duties such as Host, Server, Kitchen Manager, Dishwasher, Beverage Manager, etc. Customer service tasks were evident. Also, students were required be problem solvers in response to real world situations.
6. Solar ovens.
7. The students were producing T joint or Filet Welds.
8. Defining medical conditions.
9. Review of questions missed on quizstar.
10. Task is oriented towards an end result which will be displayed on stage during play.
11. KWL chart – what is a Jury Trial?

**3. What INTERACTIONS are going to between teacher/student and/or student/student?**

Answer Options	Response	Response
	Percent	Count
Reading	48%	14
Computing	21%	6
Writing	34%	10
Listening	86%	25
Speaking	83%	24
Individual Instruction	62%	18
Other	17%	5
	<i>answered question</i>	29
	<i>skipped question</i>	0

**Comments:**

1. As a group, teacher and students looked for and found correct answers to most missed questions on test.
2. Students were needing individual help from instructor raised their hands. Some students asked other students for help. There also was a student TA to help.
3. Mr. Medina moved from station to station checking student work and offering help and advice.

4. Mr. Robles helped students that weren't understand.
5. Hands on demonstrations.
6. Teacher was supervising student tasks, providing support when needed.
7. Students were collaborative with each other.
8. Mr. Campbell is walking around each booth and checking on how the students are doing and is critiquing their progress.
9. Recording response of children to colors recording response of self to colors.
10. Teacher monitors progress.
11. Teacher delivers the information. Students are recording information, maybe could ask "why do you think it is called a stockpot?" To involve students more use of LCD for identification of kitchen objects checked that students had materials for review monitored students to see that they are on task "Why do you think you should do that?" Gave examples of how to use the objects, safety (don't want cross contamination). Related the usages to everyday things in student's world "albondigas". Objective on the whiteboard (might point it out before starting). Addressed student comments and questions at end of worksheet, she explained that they would be going into kitchen, identifying objects in their kitchens and using them properly. Transitioned into: Culinary Essentials Book page 250 and worksheet about knives. Pointed out they would learn about knife construction and knife cuts and how they would use them in their kitchens. Called upon students to read passages, allowed time for note taking on worksheets. All students engaged and on task. Asked students specific questions and monitored their progress throughout class. Repeated information and answered student questions.
12. Students are watching power point presentation and answering questions.
13. Question and answers are addressed and solved.
14. Teacher is providing feedback!

**4. How are students REWARDED OR RECOGNIZED by the teacher and/or other students?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Verbal Recognition	93%	26
Student work displayed	41%	12
Handshake	14%	4
Eye Contact	69%	20
Other	14%	4
	<i>answered question</i>	28
	<i>skipped question</i>	1

**Comments:**

1. Asking for correct answers and giving praise for responses.
2. "Great job", "Perfect, you solved problem and found answer." Pat on shoulder. "Excellent, good work."
3. Lots of one-on-one interaction!
4. Comment cards were provided to guests of the Kafe 56 to provide feedback relating to their dining experience. Teacher and students review the comment cards the following day reflecting on the success and needs of the Kafe. At that time, students nominate and select an "Employee of the Kafe".

5. Teacher went around room to check projects.
6. Students with most correct answers get 5% credit on scantron.
7. Great work on bulletin boards.
8. The classroom displays student work on the walls.
9. Thank you is also a common word.

**5. What provisions are being made for STUDENTS WITH SPECIAL NEEDS?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Peer tutoring	55%	16
Team Assignments	45%	13
Language Barriers Accommodate (ESL)	34%	10
Other	21%	6
	<i>answered question</i>	29
	<i>skipped question</i>	0

**Comments:**

1. Teacher told students to, “Work with neighbor to calculate an answer.”
2. Peer-to-peer sharing and help was evident!
3. It’s unknown to me if any students here were special needs.
4. Students are grouped in order to provide support for students with special needs. Also, students are assisted by a special needs aide.
5. Visual demonstration, illustration, pairing.
6. Many visual demonstrations/presentations.
7. Assignment could and is modified for ESL students.
8. Specialized task such as clean up.
9. KWL chart

**6. Identify the IVROP Expected Student Learning Results (ESLRs) exhibited by the students during the visitation?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Interpersonal	55%	16
Obstacle & Problem Solver	83%	24
Responsible Person	72%	21
Technological Ability	55%	16
Proficient Communicator	55%	16
Other	3	1
	<i>answered question</i>	29
	<i>skipped question</i>	0

**Comments:**

1. Students were comparing answers and solving and making corrections to check register.
2. The Kafe 56 experience provides students with variety of situations to demonstrate ESLR’s.
3. The graphic design project contained all of the The ESLR’s stated above.
4. Student viewing video on aging.
5. Students (13) were asked for make student observations of children on their own.

6. Use appropriate resources to complete tasks!

**7. As a visitor, what did you gain or learn from this visit?**

1. Students were working with a partner as the teacher directed the lesson. Students asked questions and provided correct response answers. All students seemed to be engaged and working as team members to solve given tasks.
2. Teacher used online testing tools to test, analyze results, and include students in the analysis. He used results of test to re-teach concepts that were missed by majority of students.
3. Mr. Archer was kind enough to go over some of his projects that he introduces to his students. He offered templates and advise. He also had his students and his work hung in the room for inspiration.
4. I learned how group work can really help; especially with EL students. I also learned how to use reality to help make a point.
5. Management and very technical subject matter and use of technology as a teaching/learning tool.
6. I learned that group study does work in different situations.
7. Application based experiences provide students with an opportunity to demonstrate skills leaned in a classroom setting. These experiences allow students to “shine”, gain confidence and experience the relevance of classroom acquired knowledge.
8. Knowledge of teaching method. Review and learned terminology.
9. The project engaged all students, students learned designs are great on paper but may have to be modified to work.
10. Classes are different types of courses but still have the same teaching strategy.
11. Classes go hand in hand with each other being that they are both in the medical field. Teaching structure is the same.
12. There was an unusual camaraderie amongst the students. They were focused and demonstrated much interest on the task at hand. Chef Nunez has the ability to keep all the students engaged at all times.
13. I was able to watch Mr. Campbell reach each student on a one on one level and still have total class interaction. The students were given positive reinforcement and suggestions on how to continue in a direction that will help them build on the skills they were learning. The class was able to discuss the obstacles and different techniques that work or didn't work for them.
14. Great instruction – great teacher. General contracting is also a serious academic course.
15. I gained insight into the complexities of the professional level of skills and design elements taught by Mr. Archer.
16. Mrs. Estrada uses a method of choosing student to answer question that was interesting (picking tongue pressing sticks with student name).
17. It is great how Ms. Fortin is able to work and multitask with two groups; groups were in the daycare with an assignment and the other in class. Awesome!
18. Very organized environment. Students demonstrated individual effort and responsibility.
19. All students engaged body part flexion → extension.
20. Mrs. Galindo's students were well engaged in the lesson of the day and very participatory during the visit, I learned that by keeping students engaged gives me the opportunity to

teach the necessary skills those students will need to acquire competencies for the food industry sector.

21. Use UDI throughout the period, related to the student's prior knowledge and student's world. Recalled previous skills learned, "Say it with me again," complimented student when they were correct, "say it to your neighbor", Kinesthetic learning all students stood up, answered questions together and used hand motions to reinforce the concept or correct answer. Class was lively and students were completely engaged. "I expect 100% on the test retake" used Lanschool to show all students the test result: Awesome teacher!
22. I was impressed with the student's behavior doing the presentation they were all paying attention and asking questions about the school. Mrs. Storts walked around throughout the presentation to ensure students were paying attention to the power point. The guest speaker gave class information about interior design, career options and how their skills they are learning now can help them in the future.
23. Thought students are able to produce a product from a plan and feedback from the instructor. The end result will be a functional set for a play.
24. I learned that having an agenda will help students fill in their assignments. This way there is no excuse for 0's.
25. Students communicated well and worked positively with each other within group settings. Feedback from instructor was immediate and positive.

## Advisor/Business Survey Summary

**1. Please rate IVROP's reputation in the community on a scale of 1-5 (5 being the highest and 1 being the lowest) by circling the rating you agree with.**

Answer options	Response percent	Response count
1	0	0
2	3%	1
3	0	0
4	21%	7
5	76%	25
<i>Answered question</i>		33
<i>Skipped question</i>		0

**2. Any comments you can provide that expand on this (what you like about IVROP, what more IVROP could do to be even better) are greatly appreciated.**

**Comments:**

Keep the good work.

Great work with the youth, need higher education for job placement.

Have worked closely with ACE program through IVROP program and staff provide excellent services to the foster youth in addition to collaboratively working with Dept. of Soc. Services.

Provides information and training for community, after assessing needs for certain populations provides opportunities to improve life and provides jobs in the community for some and prepares students/participants for the work world.

We are partners with IVROP with the PADRES grant IVROP is an excellent organization.

I have been affiliated with IVROP for over 20 years as a board member and as an employee (at different times of course) I have always felt that IVROP serves our community at the highest level.

IVROP provides valuable training services to the community.

Great programs, very friendly helpful staff.

Innovative, meets need of our community, vision, thinks outside the box.

Referring clients to different programs offered by IVROP.

Very good agency great service for our communities in Imperial Valley.

I believe that its great that our community can come together to talk about what's going on and how the technology is growing and affecting our area where we live in. There's a lot of feedback from everyone and we all come together to provide a guideline on the progression in the technical field. Keep up the good work.

We are very satisfied of the great help IVROP provides to our Agency.

I would like to say that the IVROP Teachers and training programs are great for the students and the employers that are lucky enough to hire them. The training program offers a large advantage by teaching the student to understand the Retail Business. Secondly, the employers that are lucky enough to hire them are getting a well trained employee. The students not only are trained in processes, but they also receive a clear explanation why it is important to do the things they are trained to do. I highly recommend the Imperial Valley ROP program.

As an IVROP advisor I have seen the work that is being done to give the students a better opportunity in the real world. One issue that I have with the program is that it I feel it should catch the students at a younger age so that they get in there minds what they want to do in life.

Please note the IVROP Coordinators Wendy Prewett and Juan Campos, BUHS Careers with Children teachers, Gloria Fortin, and Guidance Technician Dianne Harris are all professional, knowledgeable, and dependable and are a joy to work with.

It's only through my employment with ARC Imperial Valley that I know the importance of the IVROP and WASC program. Maybe with the understanding that the programs are outcome oriented that we might be able to help one another. Over the years we've identified ways to hopefully expand the program opportunities and create a partnership that helps in nurturing each other's base. Working with the different federal agencies in the Imperial Valley's I'm sure some type of partnership can be created.

The work (and coordination) performed by IVROP with us as advisors is both objective and professional. During the course of meeting, the agendas and course descriptions are clarified and explained so the advisors can provide the information necessary. EDD's role is to provide labor market information and pertinent job data on the occupation(s) and industries being discussed. I feel IVROP hears all input/feedback that is discussed and provides feedback as necessary. I wish IVROP continued success in providing meaningful and useful courses for our citizens of Imperial County.

The feedback I get from my customers in the trucking business is that IVROP is the best. I have seen some of the equipment set up used in the driver training. I feel the equipment is set up to provide the student with a very real world experience. I can only speak to this area of IVROP programs and I feel it is first class.

Students from IVROP programs such as Faces for the Future participate in Job Shadow training at Pioneers Memorial Hospital. They are assigned to various departments and one of our staff will show them what their job consists of and the students watch as staff performs their jobs. This is a valuable learning experience for the students who may be interested in pursuing a career in healthcare. The staff at IVROP is always professional and friendly and the students are well behaved and eager to learn. It is a pleasure to work with them.

It is very important to get the business point of view on what is needed in the workforce. IVROP listens to us and implement some of our ideas in the curriculum. What better way to get people ready for a real working environment.

IVROP is a great resource for both the community and business. We have worked with IVROP on field trips for students to learn about geothermal, participated in career days and even had externships for teachers to learn how to incorporate real world examples into their curriculum. All makes for better students and better employees.

IVROP has and continues to do an amazing job in the community. They are well respected as is evident by the strong linkages they have with community, service agencies, educational entities and government offices. They provide services and training programs to youth and adult populations that are mainstream and that also have barriers. IVROP staff should also be commended as they are educated, knowledgeable, have training program experience, friendly, helpful and are passionate about the work they do with clients which is reflective of the Superintendent, Mary Camacho. The quality of life for Imperial Valley residents continues to improve because IVROP exists in Imperial County.

I am most familiar with the Careers with Children classes for high school students who are interested in pursuing a career in working with young children and the Project Nenes "HIPPY" program that provides parents with children 3-5, who are not attending preschool, in-home instruction using the Home Instruction for Parent of Preschool Youngsters. I have heard from many who have had experience with these programs that they are pleased with the outcomes

related to their involvement.

**Participating businesses:**

Riverside County Office of Education MHS  
Drug & Rehab Clinic  
ICSHS  
Superior Court  
Imperial Valley College  
Dept. of Child Support  
Imperial County Child Support  
Local credit union  
Community based organization  
ICOE – Imperial County office of Education  
AFLP  
P.H.P  
IID – Information Systems Dept.  
United Families Inc.  
SEARS  
IID – Imperial Irrigation District  
Dr. Richard E. Barsan, DDS  
United Families Inc.  
Early Care & Education Planning  
ARC Imperial Valley  
EDD – Employment Development Department Veterans Rep.  
ECRMC – El Centro Regional Medical Center  
DION Trucks  
Pioneers Memorial Healthcare District – Emergency Preparedness  
Green’s Construction  
Hart Insurance Center, Inc.  
Gordon’s Carpet One  
CalEnergy  
JCPenny  
Central Union High School District – Nutrition Services Dept.  
ICWDO – Imperial County Workforce Development Office  
Imperial County Office of Education

## Student Work Forms

Teacher \_\_\_\_\_ Course Title \_\_\_\_\_

**COLLECTION OF STUDENT WORK:** Select a specific assignment (for one of your ROP courses) and attach this form to four examples of work performed by students: 1. One that would be considered a solid 'A,' 2. One that would be considered a solid 'B,' 3. One that would be considered a solid 'C,' 4. One that would be considered a low 'D.'

Please indicate whether or not you used a Rubric for this assignment.  Yes  No

*\*If you used a rubric, please include the rubric with the student examples being turned in.*

*If you did not use a rubric, please explain how the points/grade received was determined for the assignments.*

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**BRIEFLY EXPLAIN** the assignment in relation to the Lesson(s) it is a part of (Objective, place in unit of study, etc.):

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Check the type of assignment:  Homework  Classwork  Project

Other? \*If other, please explain... \_\_\_\_\_

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**CHECK THE LEARNER OUTCOME(S) or Expected Student Learning Results-ESLRs ADDRESSED IN THIS LESSON** (all ESLRs do not need to be addressed):

RESPONSIBLE INDIVIDUAL  
 INTERPERSONAL LEARNER  
 TECHNOLOGICAL PRODUCER

EFFECTIVE COMMUNICATOR  
 PROBLEM SOLVER

**BRIEFLY EXPLAIN HOW THE ASSIGNMENT RELATES TO THE SELECTED LEARNER OUTCOME(S):**

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**Worksheet for Evaluation of Student Work - Site Meetings**  
*To be done individually for one's own student work examples*

1. Does the assignment address a CTE standard/CTE standards? What is it?  
If you remember the number(s), please indicate it/them here \_\_\_\_\_ .
  
2. Are the ESLRs targeted in this assignment explicitly assessed/part of the grade?  
Explain –
  
3. How does completion of this assignment fit in with fulfillment of the competencies for your course? (explain)
  
4. Did the completion of this assignment involve the use of technology (in your instruction and/or the completion of the assignment by the student)? Explain.
  
5. If a student failed this assignment, what (if any) remediation and/or reteaching would occur for the student? (if there are other similar assignments – same standard/competency to come - that can be part of the answer).

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For the student work that you brought in \_\_\_\_\_ ...  
Assignment Title

1. What is the main difference between the low 'D' student work and the solid 'C' student work?
  
2. What is the main difference between the solid 'A' student work and the solid 'B' student work?

## IVROP COURSE DESCRIPTIONS

Integrated throughout all IVROP courses for youth and adults are career preparation skills, (employability or job preparation, communication, interpersonal skills, problem solving, safety, and technology), industry specific skills, and academic content standards (math, reading, writing, science, etc.).

[ACCOUNTING \(COMPUTERIZED\)](#) - *Prerequisite: Keyboarding skills of 25 words per minute.* This course provides students with instruction, both manual and computerized, in the area of accounting/record keeping, basic payroll, accounts receivable, accounts payable, and computerized spreadsheets.

[ADVANCED WOODWORKING](#) – This course will introduce and reinforce personal safety, usage of tools and machinery used in the cabinet making process leading to machining and construction of cabinet casework. Tool identification and function, materials and adhesives, basic shop math, and shop plans are included.

[AG FABRICATION/WELDING](#) – This course will prepare students in all aspects of project construction in the industry, including blueprint reading, tool and equipment use, safety, metallurgy, and specific welding processes. *This course is articulated with Imperial College.*

[AG MECHANICS](#) – *Prerequisite: Must be willing to participate in FFA.* Course is designed to develop skills beyond those of basic introduction. Students will experience good shop management of tools and farm equipment. Emphasis is placed on the student to undertake and complete projects with minimum supervision. Students will weld fabrication using gas and arc welding. *This course is articulated with Imperial College.*

[AUTOMOTIVE TECHNOLOGY](#) – *Central Union High School's program is approved by NATEF and students completing the course successfully are eligible to take the ASE exam in brakes; electrical; suspension and steering; and engine performance.* This course gives students both theory and hands-on. Instruction includes understanding of the basic skills necessary to enter the field of automotive repair and to prepare for national certification examinations. This course provides a study and practice of shop safety, automotive technician tools, brakes, electrical systems and engine performance. *This course is articulated with Imperial Valley College and Cuyamaca College.*

[CAREERS IN CRIMINAL JUSTICE/LAW ENFORCEMENT TRAINING](#) –This course, provides classroom instruction and hands-on training in the area of police organization, criminal law, patrol procedures, traffic enforcement, report writing, criminal investigations, juvenile law, narcotics and dangerous drugs, special services theories of criminology, special police enforcement, disaster control measures, self defense, jail operations, security officer training, police weapons, firearms, baton, weapons and chemical agents, crime victims/witnesses, career development, reading, community relations, attitudes and behavior.

[CAREERS WITH CHILDREN](#) – *Prerequisite: 1) Must have the Department of Justice fingerprinting and child abuse index clearance; and 2) Must take a test for tuberculosis clearance.* This course provides students with the skills necessary for entry-level jobs in child care occupations. Instruction will include on-the-job experience in caring for infants, toddlers,

preschool and school age children in various settings. *This course is articulated with Imperial Valley College.*

**COMMUNITY OFFICE OCCUPATIONS** – *Prerequisite: One year of keyboarding and demonstrate abilities in business English, business math and general business.* This course prepares students for entry-level jobs as office clerks, receptionists, and clerk typists. Through a combination of classroom theory and practical experience, students learn or upgrade office skills, office procedures, use reference materials, filing, telephone techniques, machine calculation, and simple business records. *This course is articulated with Imperial Valley College.*

**COMPUTER ASSISTED DRAFTING** - *Prerequisite: Equivalent of one year computer training or demonstrated proficiency in computer operation, one year of geometry, or basic drafting course.* This course gives the students an understanding of how to utilize Autodesk Design Software products used specifically for Computer Assisted Drafting (CAD) and equipment for the purpose of being productive in occupations which require visual information skills.

**COMPUTER DESIGN AND ANIMATION** - *Prerequisite: Equivalent of one year computer training and/or demonstrated proficiency in computer operation.* This course gives students both theory and hands-on experience in computer design and related occupations. This course provides a study and practice of computer illustration to create 2D and 3D logos, advertising material, presentations, and promotional items.

**COMPUTER REPAIR** – This course prepares students to learn to operate, repair maintain, and upgrade computer equipment, as well as, different electronic components. The course provides an introduction to networking connectivity. Students prepare to take the A+ Certification examination.

**COMPUTERIZED OFFICE SYSTEMS** – *Prerequisite: Keyboarding of 35 words per minute or completed one year of keyboarding and ability to work well independently.* This course prepares students for entry-level jobs in word processing and computer operations. Students will receive training in word processing, data entry, electronic spreadsheet and data base management applications. Courses also taught in units for Word, Excel, PowerPoint, etc. *This course is articulated with Imperial Valley College.*

**CONSTRUCTION AND BUILDING TECHNOLOGY** – This course provides instruction in construction and building technology occupations. The hands-on training includes all components of building a house. Employment possibilities include construction laborer, carpenter and maintenance. *This course is articulated with Imperial Valley College.*

**DESKTOP PUBLISHING** – This course provides entry-level skills in publishing and graphic communication. Instruction will include state-of-the-art typesetting, designing with type, paste-up and print shop techniques.

**CULINARY ARTS** - The Culinary Arts program prepares students for careers in the rapidly expanding hospitality industry. Students learn to prepare food in restaurant and catering type settings. Instruction includes: kitchen terminology, culinary nutrition, food sanitation, menu production, food pairing, recipe analysis, meat identification, product knowledge, demonstration of skills and much more. The course offers students an opportunity to view careers in the food service industry and provides a basic knowledge as the beginning of a foundation for advanced training in college level hotel and restaurant courses.

**DENTAL ASSISTANT** – The Dental Assistant course is designed to give the student the

knowledge, skills, and practice for those who would like to obtain entry-level employment within a dental facility. This course is designed to provide training in the fundamentals of assisting the dentist, chair side duties, equipment sterilization, preparation of dental materials, patient communication, and general office procedures. Instruction will include introduction to additional dental education opportunities.

**DIESEL/FARM MECHANICS** – *Prerequisite: Interest in mechanics and one year basic math and some welding experience.* This course will prepare students for entry-level positions as mechanics that service farm equipment and machinery, including skills in welding, small engine repair and farm equipment repair. *This course is articulated with Imperial Valley College.*

**DIGITAL VIDEO PRODUCTION** – This course provides entry-level and intermediate training in the creation of video production and operation of digital equipment. Instruction covers production of programming, listening and speaking skills, script writing and critical thinking. Students use the video camera, editing equipment, special effects equipment/software and sound system.

**FIRE SCIENCE** – *Prerequisite: Must be able to communicate in English, physically fit and able to pass physical agility test as determined by the instructor (may be excluded from test with instructor's permission).* This course is designed to develop proficiency in basic fire suppression skills in the following areas: hose lines, ladders, salvage, breathing apparatus, ropes, knots, tools and equipment, ventilation, tactics and strategies, overhaul, communications and elementary hydraulics.

**FOOD TECHNOLOGY** - This course is designed to develop entry-level skills for employment in the food service industry. Instruction will include kitchen safety, Hazard Analysis Critical Control Point (HACCP) Sanitation, hands-on food preparation, restaurant servers, recipe conversion and various methods of cooking.

**GENERAL CONTRACTING** – This course is an introduction to the construction and building technology program. Instruction includes safety, tools and machines, terminology, specialized skills, planning and design, blueprint reading, construction and manufacturing standards.

**GRAPHIC DESIGN** – *Prerequisite: Equivalent of one year computer training and/or demonstrated proficiency in computer operation.* This course provides instruction in basic design concepts, layout techniques, image editing, color enhancements, web designs and animation. Instruction will include the creation of documents and projects in applying learned techniques.

**INCOME TAX PREPARATION** - *Pre-requisites: Basic computer proficiency; ability to follow instructions, read and understand text material, and performs basic math computations; dress appropriate to business setting; and ability to maintain information confidential.* Classroom instruction includes an overview of income taxes; related laws and regulations; and completion of individual income tax forms, schedules, and tax tables. Integrated throughout the course is financial literacy, basic academic skills, and problem solving. Instruction is provided using software made available by the Internal Revenue Service. Students will receive 30 hours of classroom instruction including 15 hours of supervised field experience.

**INTERIOR DESIGN** – Through the use and application of art principles, the students will create aesthetically pleasing environments, which could enhance contemporary lifestyles. Units in communication skills, housing options, budgets, selection of home furnishings, and art styles will prepare students to understand the physical, psychological, cultural, and social influences pertaining to complex housing decisions required for creating an esthetically desirable living

environment.

[LANDSCAPE DESIGN, INSTALLATION AND MAINTENANCE](#) – This course trains students in practical experiences which involve locating, planting and maintaining turfs, plants, shrubs, trees, and other devices which help beautify residential and/or commercial grounds. Students learn techniques of landscape design, ground preparation, ornamental horticulture, design installation and maintenance of automated water and light systems.

[MEDICAL OFFICE ASSISTANT](#) - This course trains students for medical office entry-level positions. Students learn medical office core topics including medical terminology, safety, work ethics, procedural diagnostic coding, universal claim form, problem solving, payroll, computerized appointment, and office administration.

[MEDICAL OFFICE OCCUPATIONS](#) - This course trains students for medical office entry-level positions. Students learn medical office core topics including medical terminology, basic human anatomy and physiology, safety, work ethics, procedural diagnostic coding, universal claim form, problem solving, payroll, computerized appointment, and office administration. Job skills are developed by a combination of classroom instruction and unpaid and/or paid on-the-job training.

[MEDICAL TERMINOLOGY](#) – Learn structure of the human body, as well as terms related to the body system, radiology, pharmacology and surgery word parts and how to combine the parts to form medical terms. Analyze, define, pronounce and spell medical terms. *Articulation pending with Imperial Valley College.*

[OFFICE OCCUPATIONS-COMPUTER APPLICATIONS](#) - This course prepares students for entry-level jobs as office clerks, receptionists, and clerk typists. Through a combination of classroom theory and practical experience, students learn or upgrade office skills, office procedures, use reference materials, filing, telephone techniques, machine calculation, and simple business records.

[NURSING ASSISTANT](#) – *Prerequisites/Requirements: Students must: 1) have GPA of 2.0 or better prior to enrollment; 2) have 8th grade reading level on a norm reference test prior to enrollment; 3) have basic math skills (add, multiply, divide, fractions); 4) have interest in this career; 5) maintain a grade of 70% or better while enrolled; 6) be a high school senior or 17 years of age or older; 7) maintain good attendance (95% required); 8) be capable of performing level of activity required for patient care (lifting 50 lbs., bending, twisting, turning, and/or transferring); 9) hold patient medical information, employee medical information and all medical record information in the strictest confidence during and after the training; 10) be aware that topics that may be considered controversial will be discussed (anatomy, physiology, child birth, birth control, etc.); 11) provide a nursing uniform, white shoes and second-hand watch; 12) take a health physical and tuberculosis test; 13) be aware that upon successful completion of the program, students will apply to take a Competency Skills Test provided by the California Department of Health Services (\$90 fee applies; provide own transportation to a location outside of Imperial County; and site fee applies); 14) have the Department of Justice fingerprinting and child abuse index clearance (fees paid by IVROP), and 15) Name tag provided by IVROP).* This course trains students for entry-level placement in health service occupations; specifically Nursing Assistant students study a broad curriculum in medical

occupations, prevention, treatment, and rehabilitation practices. Students are taught professional ethics and patient relationship skills in a classroom setting and make practical application in a medical facility. *Articulation pending with Imperial Valley College.*

**PHARMACY TECHNICIAN** – *Prerequisites/Requirements: Students are required to adhere to the following upon enrollment and prior to submittal of application for Pharmacy Technician license to the California State Board of Pharmacy: 1) upon enrollment provide proof of high school diploma or graduation equivalency diploma, 2) maintain a grade of 80% or better while enrolled, 3) complete course with a 90% or higher, 4) maintain good attendance to complete 240 contact hours, 5) hold patient medical information in the strictest of confidence during and after the instruction, 6) be aware that topics that may be considered controversial will be discussed (anatomy, physiology, etc.), 7) have interest in this career, and 8) have ability to clear fingerprinting requirements through the Department of Justice, Drug Enforcement Agency and Federal Bureau of Investigations.* This course is designed to provide students with instruction on the entry-level role of a Pharmacy Technician and various career opportunities and settings. Students will explore the Anatomy, Physiology, Pathology and Pharmacology of the endocrine, nervous, respiratory, visual and auditory, gastrointestinal, urinary, cardiovascular, and reproductive systems. Students will learn the classifications and indications of selected trade and generic drugs as emphasized with each part of the body system as well as indications and interactions, and common side effects of major drug classes. Students will be prepared to understand and convert calculations related to measurements, dosing, and preparation of accurate medication administration. Students will learn proper aseptic techniques, uses of laminar flow hoods in the preparation of sterile prescriptions, policies and procedures of prescription, and medication orders.

**RENEWABLE RESOURCES** – This course will train students on the common types of renewable energy sources, investigate and gather renewable resources, discuss social concerns on the development of renewable energies, identify sources of alternative energy that replace fossil fuel electrical generation, discuss the nation's electrical transmission grid, explain the elements of a regional electrical transition, investigate solar thermal energy, evaluate solar absorption devices.

**RETAIL TRADES** – This course provides students with an opportunity to develop communication skills for personal success in the retail industry. Students will develop good work habits and attitudes. Areas to be taught include cashiering, shipping and receiving, stocking and customer relations.

**STAGING AND THEATRE TECHNOLOGY** – This course includes instruction in set construction, tools, technology and techniques. Topics include set/scenery design, lighting, sound, stage management, and use of computer technology. Topics include safety rules and regulations, use of hand and power tools, basic set construction, general understanding of theater as collaborative art forms, understand the elements of running a rehearsal show, basic lighting, and basic sound equipment operations.

**VET SCIENCE** - This course provides students with knowledge and hands-on application with both large and small animals. It covers anatomy and physiology, basic animal skills, animal health and sanitation, infectious diseases identification and control, breeding and breeding systems, feed and nutrition, environment and ecology, marketing of animals/livestock evaluation,

financial planning and record keeping, and clinical practices. It explores careers in veterinary sciences.

WELDING – This course prepares students with the skills necessary for entry-level positions within the welding field. The training emphasis is on safe practices in welding, knowledge of welding equipment and supplies, and welding procedure in oxy-acetylene welding. Training is given in basic math concepts and blueprint reading. Skills tests are given at the end of each phase. *This course is articulated with Imperial Valley College.*

## **IVROP Projects, Services and Opportunities for Youth Only**

### **Environmental Programs**

**760.312.6620**

Students in this program explore and investigate a range of local environmental issues. Students in grades K-12 benefit from class presentations and field experiences focusing on the Salton Sea Wildlife Refuge and the New River Wetlands Program. Involvement includes the presentation of the Annual Earth Day event. *Funded by Desert Wildlife Unlimited, Sonny Bono Salton Sea National Wildlife Refuge, Imperial Irrigation District, and Earth Day sponsors.*

### **Imperial County Faces for the Future**

**760.482.2635**

ICFF is a three-year educational pipeline program directed at improving health disparities by increasing cultural competency and diversity among health care and biomedical professionals. ICFF serves 30 at-risk students that are enrolled in grades 10-12 in local high schools and that want to pursue a career as a healthcare professional (low income, foster child or an individual requiring assistance to complete an education or secure and hold employment). ICFF provides academic enrichment and career guidance, psychosocial support, health careers exposure and training through clinical internships. *Funded by The California Endowment and The California Wellness Foundation.*

### **WorkAbility**

**760.312.6222**

This program gives students with special needs, the opportunity to broaden their understanding of careers and the choices available to them. It provides each student with individual guidance into areas of special interest and abilities. It also helps them prepare for the realities found in the workplace. The WorkAbility program serves junior high/middle schools and high schools in Imperial Valley. *Funded by California Department of Education.*

## **Projects, Services & Opportunities for both Youth & Adults**

### **ACE (Accessing Careers through Education)**

**760.337.3096**

ACE serves youth ages 16-21 in the communities of Brawley, Calexico, Calipatria, El Centro, Holtville, Imperial and outlying areas. Targeted groups are youth in foster care and former foster youth. Services include case management, academic and career/technical instruction, career exploration, counseling, college prep, scholarships, computer training, life skills workshops, leadership development, and work experience. *Funded by Imperial County Department of Social Services.*

### **ACE THP Plus (Transitional Housing Program Plus)**

**760.337.3096**

THP Plus is a housing program for former foster youth between the ages of 18-24 living in Imperial County. Services include rental assistance, utility assistance, assistance with furniture, counseling services, mentoring, links to work experience, life skills workshops, and case management. *Funded by Imperial County Department of Social Services.*

### **ACE HPRP (Homeless Prevention & Rapid Re-Housing Program)** **760.337.3490**

HPRP is a housing and utility assistance program for Imperial Valley residents experiencing economic hardship. For both homelessness prevention and rapid re-housing, case management

includes identification, assessment, planning, resource acquisition, stabilization, and support. *Funded by Center of Family Solutions.*

**CAMINO (Creating Avenues for Mitigation Individuals Needing Opportunities) 760.353.9763**

CAMINO serves youth between the ages of 15-18 of agricultural workers and related industries impacted by fallowing with work readiness, job shadowing, educational and career related fieldtrips, career luncheons, parent meetings, mentoring, and leadership opportunities. *Funded by Imperial Irrigation District Local Entity.*

**CTE Pathways, SB-70 Community Collaborative 760.482.2605**

SB70 refers to Senate Bill 70, which funds Career Technical Education opportunities. This collaborative grant works with Imperial Valley College and College of the Desert to help support career exploration activities at targeted junior high schools (Barbara Worth, Kennedy, Frank Wright, and Seeley) and CTE Pathways. CTE Pathways are professional development opportunities made possible for the valley's high schools in the targeted industry sectors of Energy and Utilities, Health Science and Medical Technology, Public Services, and Agriculture and Natural Resources for biofuel production. Professional development offered to these high schools is aimed at creating/refining CTE Pathways in these sectors by creating/refining whole courses or lesson plans for academic or CTE courses that support pathway exploration in the areas targeted. *Funded by California Community College Chancellor's Office.*

**JUNTOS 760.482.2618**

**(Together - Promotes Healthy Families, Marriages and Economic Stability)**

Project JUNTOS is a nationally recognized evidence based project that promotes healthy families, healthy marriages, economic stability and self-sufficiency. JUNTOS serves 300 adult (17 years and older) couples on an annual basis. JUNTOS helps participants achieve personal and family well-being through research-based educational sessions. Eligible participants explore and learn about family and marriage education; relationship enhancement; parenting; conflict resolution; communication; financial literacy/management; and job/career advancement. Eligible clients can even earn while they learn. Educational sessions are offered on a flexible basis (weekdays, weekends, accelerated, etc.). *Funded by U.S. Department of Health & Human Services, Administration for Children and Families, Office of Family Assistance.*

**QUEST (Quality Education, Services and Talent) 760.482.2616**

Project QUEST supports a Health Science pipeline program for students in grades 7-14 through the enhancement of the existing career pathway at Calexico High School. Pathway activities include teacher participation in curriculum development and lesson planning to infuse health careers. Students participate in career exploration, career awareness activities, college and industry sites, and CalHOSA activities. *Funded by California Department of Education, Health Science and Medical Technology Capacity Building Project.*

**STAR (Succeeding Through Actions and Responsibility) 760.312.6622**

Project STAR provides pre-pre employment, basic skills, life skills, leadership, and self-development training along with other health based and community driven activities. Individual, small and large group training and coaching are provided at Imperial County Behavioral Health

Services, El Centro Outpatient Clinic, IVROP offices and other local agencies and organizations.  
*Funded by Imperial County Behavioral Health Services.*

**WIA YOUTH SERVICES – TOY (Training Opportunities for Youth) 760.353.9763**

Project TOY serves WIA eligible youth between the ages of 14-21 with an in-school program and a summer program. Case management, work experience, work readiness, leadership, educational, occupational, counseling, and supportive services are provided to eligible youth.  
*Funded by Federal Workforce Investment Act, Imperial County Workforce Investment Board.*

**Projects, Services & Opportunities for Adults Only**

**America Works**

**760.482.2622**

This project trains for National Institute of Metalworking Skills machining Level 1 Certifications in areas of job planning, bench work, layout, manual machining skills, turning operations, chucking skills, drill press, measurement, material use, safety, CS milling and turning operations.  
*Funded by Mega Region Initiative and California Labor and Workforce Development Agency 15% and 25% Governor's Discretionary Funds.*

**Nenes (HIPPY)**

**760.312.6622**

Project Nenes targets and recruits families with children ages 3-5 and offers in-home instruction using the Home Instruction for Parents of Preschool Youngsters (HIPPY) curriculum. This internationally recognized program is delivered through trained parent home visitors to help prepare children for kindergarten entry by developing the overall school readiness of the children. Focus is on stay-at-home children that generally do not receive preschool instruction and enter the school system unprepared. The families participate in parent support groups and receive weekly in-home instruction, school readiness, and school materials for thirty weeks.  
*Funded by Imperial County Children and Families First Commission.*

**PADRES (Fathers)**

**760.482.2626**

Project PADRES is a family-focused evidence based program which helps fathers succeed as parents and as providers. Participants receive a stipend while they explore and learn about topics in healthy marriage/relationship education, parenting, fatherhood skills, financial literacy, and employment readiness. PADRES offers counseling services, case management support, support services, paid on-the-job training, and employment placement services. The project serves 200 participants on an annual basis. Eligibility is based on income (receiving TANF or TANF eligible) or as measured by Federal income guidelines, father or expectant fathers, and participants at least 17 years of age and older. Mothers and expectant mothers are also eligible for services. *Funded by U.S. Department of Health and Human Services.*

**Registered Nurse (RN) Mentorship Program**

**760.482.2635**

This RN mentorship grant serves 14 third semester RN WIA eligible students from IVC by enhancing their ability to graduate, pass the State Nursing Exam (NCLEX), along with assistance in job placement as an RN. Participants receive additional services, including 48 hours of one-on-one mentoring at the hospital, 40 hours of NCLEX review after graduation, tutoring during their 3<sup>rd</sup> and 4<sup>th</sup> semesters, intensive case management, resume writing, support services

(stipend), job placement, and follow-up services. *Funded by Imperial County Workforce Development Board, American Recovery and Reinvestment Act allocation.*

**SERVE Vets**

**760.337.5025**

(Service, Education, Retention, Value & Employment for Veterans)

SERVE Vets meets the educational, job retention, employment, and value-added service needs of Imperial County eligible veterans. The goals are to provide program veterans high quality, efficient and direct employment and training services, on-the-job training, job placement and retention services. Accesses to training programs in demand are emphasized. *Funded by California Labor and Workforce Development Agency 15% & 25% Governor's Discretionary Funds.*

**SERVE Vets – Green Industry**

**760.337.5025**

SERVE Vets meets the educational, job retention, employment, and value-added service needs of Imperial County eligible veterans. The goals are to provide program veterans high quality, efficient and direct employment and training services, on-the-job training, job placement and retention services. Access to training programs in demand in the alternative energy industry are emphasized. *Funded by California Labor and Workforce Development Agency 15% & 25% Governor's Discretionary Funds.*

**WIA Machinist**

**760.482.2622**

Training towards National Institute of Metalworking Skills machining Level 1 certifications is provided in the following areas: Job Planning Bench work, Layout, Manual Machining Skills, Turning Operations, Chucking Skills, Drill Press, Measurement, Material & Safety, CS Milling and Turning Operations. *Funded by California Labor and Workforce Development Agency 15% & 25% Governor's Discretionary Funds.*

**WIA Adult Training**

**760.482.2637**

Training opportunities for adults interested in applying through the One-Stop Employment Centers are available. WIA eligible participants receive classroom and hands-on instruction for industry specific skills along with supportive services that may be available to enhance the training. Courses available through IVROP include Banking & Finance, Entrepreneurship, Food Technology/Catering, Nursing Assistant, and Security Guard. *Funded by Imperial County Workforce Development Board as Individual Training Accounts (ITAs).*

**WORK**

**760.336.3196**

Project WORK supports CalWORKs clients in gaining regular employment. This is accomplished by placing clients in subsidized employment opportunities and providing guidance and support potentially resulting in permanent employment. This project supports the employer by providing a no-cost, on-the-job training situation allowing businesses to develop clients into effective long-term employees. *Funded by Imperial County Department of Social Services, CalWORKs, Welfare to Work.*

**IVROP's Joint Powers Agreement includes:**

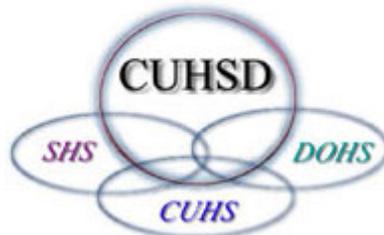


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