



www.lacorop.org

Los Angeles County Regional Occupational Program (LACOROP) is a collaborative of the Los Angeles County Office of Education and member districts to deliver quality career preparation.



Save These Dates:

- New Teacher Inservice 1**
February 17, 2004
- New Teacher Inservice 2**
February 25, 2004
- New Teacher Inservice 3**
March 4, 2004
- New Teacher Inservice 4**
March 12, 2004

Focus On Learning

A Curriculum Hotsheet

December 2003

HELPING "AT-RISK" STUDENTS MAKE THE GRADE

Article From "Center for Performance Assessment"

In today's world it's unfair, and inaccurate, to draw conclusions that all "bad" students come from broken homes, or that failing students have incompetent teachers. We live in different times and are faced with an abundance of complex issues and constant challenges for educating our students. Therefore, when working with all students, and especially for those who have not been successful in traditional academic settings, it's important that instructors have an understanding of who their audience is and what motivates them to learn and achieve.

As educators, we don't have control over a student's socio-economic level, home environment, cultural background or racial identity—and, students don't either. However,

we must commit and remain consistent to teach every student as well as assume responsibility for enriching their experiences in helping them build their knowledge and succeed to their highest potential. It's our challenge to prepare students for the world of work so they can become productive citizens and make positive contributions to society.

Many students enter the educational system excited, eager and ready to learn. However, as time goes by, some become disillusioned with the educational process and begin a downward spiral never to return. By the time they come to us, their perspective of school has already been formed, for better or worse. For too many, the challenges to keep up are too great and it

becomes easier to drop out mentally and later physically. So, we must ask ourselves, what do students really see, feel and experience in our classroom? Often times, if you develop a relationship with them, they will tell you.

Researchers indicate there are a variety of reasons why students don't excel in school, including thoughtless comments and non-verbal signals that are expressed in the learning environment. Sometimes students don't experience success because they're in a different culture and don't know the stated or "hidden" rules. What they perceive as success is not valued at school. As an example, in some homes, males are prized for certain behaviors, yet when they exhibit those same behaviors at school, they're not understood or valued. This can become confusing to the student, and as a result, they

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Hitting the Picket-Line to Find Out... *The Real Deal!!!* By DeAnne McLemore, Marketing and Creative Arts Consultant

Should I cross the picket line to purchase the basic necessities? What am I going to do about buying groceries for Thanksgiving Dinner? Will there be enough turkeys to go around or will I even have the money for a family dinner at all? With the upcoming holidays fast approaching, both supermarket workers and consumers across Los Angeles are expressing their concerns about the implications of the ongoing supermarket strike. Now in its eighth week, it seems there's no end in sight for resolving issues over health-care benefits and wages. It's estimated that the strike has impacted as much as \$6-\$10 million dollars per day in loss revenue, not including the cost of expired products. As a result, it's expected that significant layoffs will occur during the first quarter of the year as opposed to the normal reduction of hours for employees. Note that some of our students are on the picket lines and those jobs lost could be our ROP students!

So, it seemed only appropriate that LACOROP hold the recent Supermarket Occupations Advisory at the pulse of the strike to gain some insight of the issues affecting the industry. **Laura Zerpoli**, ROP Supermarket Instructor at Monrovia High, coordinated the advisory with local supermarket workers on the picket lines. She shared, "Workers were more than gracious in sharing their perspective for students seeking entry-level employment and considering the industry as a career. The supermarket workers can earn an average annual income of \$12,000 to \$13,000. For a full time employee for 20+ years, the pay is good and the benefits are great. But there are very few full-time positions open. A part-time employee works an average of 30 hours a week. The on-going supermarket workers' strike deals with a lot of issues,

including health care and retirement benefits. On a brighter note, **Ixchel Costa**, Floral Manager at Pavilions, attributed her start in the grocery industry to her former ROP Floristry class! "I've been with Pavilions for the past 16 years and I can thank the Regional Occupational Program for preparing me for entry-level employment. As I remember, I spent 90 hours in a floral shop and practiced a variety of arrangements. After I completed the course, I took and passed the floral test at Pavilions and began my career in the industry for which I've enjoyed for many years!" Previous strikes by supermarket workers occurred in 1979,



Conducting the advisory meeting at the picket line with Marketing Consultant, **DeAnne McLemore**, on the left.

lasting five days, and a walkout in 1969 over benefits that lasted 18 days. Traditionally, the industry has provided a clean and regulated environment for entry-level student workers. However, it's quite clear there are several issues on the table that are predicted to impact employment trends and consumer buying habits for years to come!

Certification! Be Able to Document What You Know and Are Able To Do

By Rebecca Seher, Business Consultant

There are many certifications available to provide proof of one's computer knowledge and skills. The major certifications related to business occupations are:



Individuals seeking IC³ certification are required to take and pass all three IC³ exams:

- **IC³ — Computing Fundamentals**—Computer Hardware, Computer Software, Using an Operating System:

- **IC³ — Key Applications** Common Program Functions, Word Processing Functions, Spreadsheet Functions:

- **IC³ — Living Online** Networks and the Internet, Electronic Mail, Using the Internet, The Impact of Computing and the Internet on Society:

Microsoft Office Specialist Facts:

The Microsoft Office Specialist (Office Specialist) program is the only comprehensive, performance-based certification program approved by Microsoft to validate desktop computer skills using the Microsoft Office programs such as: Word, Excel, Outlook, Powerpoint, Access and Project.

- The Office Specialist program offers two levels of certification: Core and Expert. Individuals can also pass additional exams to achieve Office Specialist Master certification

- The Office Specialist program provides computer program literacy, measures proficiency, and identifies opportunities for skills enhancement.

- The certificate is a valuable credential recognized worldwide as proof that an individual has the desktop computing skills needed to work more productively and efficiently.

- Office Specialist also helps satisfy an organization's need for a qualitative assessment of employee skills.

- The Office Specialist program is available in more than 100 countries and in 17 different languages.

- More than 1 million Office Specialist certificates have been issued.

- Approximately 32,000 Office Specialist certificates are issued each month.

- Approximately 5,000 Office Specialist Master Instructors have been certified.

- Microsoft Office Specialist certifications for Microsoft Office

2000 and Microsoft Office 2002 have been recommended by the American Council on Education (ACE) for one semester hour of college credit in lower division "computer applications" or "information technology."

- With the cost per college credit hour ranging from \$275-\$750, high school, vocational school, community college and 4-year college students can save time and money toward a college degree with Office Specialist certification. See the website Certiport.com for the complete list of colleges and universities that accept the MOS Certification. Here are some examples:

- California State University at Los Angeles
- California State University at Northridge
- Don Bosco Technical Institute
- Fresno City College
- San Diego City College
- San Diego State University
- University of LaVerne
- University of Redlands

SALT LAKE CITY (April 29, 2002)

In recognition of the universal use of technology in the workplace, Certiport, Inc., the exclusive administrator of the Microsoft® Office User Specialist (MOUS) program, today announced the adoption of MOUS certification throughout institutions of higher learning in Pepperdine University, Texas Christian University, The University of Memphis and East-West University are among dozens of institutions of higher learning leveraging MOUS certification to prepare students for the technology-centered world of work. These universities collectively state that a unified standard of computer software proficiency:

- simplifies the teaching process
- enables professors to demand more of their students in classroom assignments
- boosts student confidence and lowers student anxieties about using basic software applications signals to employers that school graduates will come equipped with the computer skills needed to be immediately effective at work versus requiring

expensive on-the-job training. Dozens of other U.S. colleges and universities now offer the MOUS certification program as an elective, including Mississippi State University; North Carolina State University; Southern Oregon State University; Washington State University; the University of California Santa Barbara; the University of Colorado; University of Maryland Eastern Shore; and the University of Wisconsin-Milwaukee. Certiport is currently working with these and other schools to get MOUS certification included as an admission or graduation requirement.

Lesson plans have been developed to support the IC3 and Microsoft Office Specialist Certifications and more are being developed this year through our Industry-Based Certification Grant. This data was taken directly from the website: Certiport.Com.

If you are interested in the lesson plans or finding out more about these certifications and how they may benefit your students, contact **Rebecca Seher**, LACOROP Business Consultant, at 562-922-6714 or email Seher_Rebecca@lacoedu.edu.

- IC3 Certification: Computing Fundamentals, Key Applications, Living Online
- Microsoft Office Specialist— Core & Expert Levels and Expert levels
- Certified Internet Webmaster Association (CIW)
- Adobe Certifications: Illustrator, Go Live, After Effects
- Java Technology
- Macromedia: Dreamweaver, Flash Developer
- Microsoft Certified Database Administrator

The more popular from this list are the IC3 Series and Microsoft Office Specialist Certifications. Both of these provide proof that one has desktop computing skills. Our business and industry partners recognize the benefits these two certifications provide to our teachers and students.

IC3 Quick Facts:

- IC³ offers certification candidates the opportunity to learn and demonstrate computer and Internet literacy through a worldwide industry standard that accurately validates skills and productivity in the workplace.
- The program gives individuals sufficient Internet and computing literacy skills to enter current job markets or begin higher education programs.
- Prime candidates for IC³ are junior high school students, high school students, GED students, continuing education students, Job Corps participants, employees who use technology on the job, and anyone—young or old—who wants to gain a working knowledge of computers and the Internet.
- Global, broad-based IC³ certification verifies candidates possess the accepted standard level of basic computer and Internet literacy and are more efficient and marketable.
- Gives a resume-building standard certification as proof of successful completion of the program

What skills does IC³ cover?

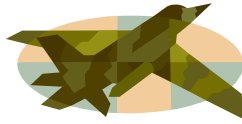
Top 15 Jobs With The Largest Projected Increases, 2000-10

1. **Food-preparation and -serving workers, including fast food:** Think Starbucks: as fast-food chains grow, so will their jobs. **673,000**
2. **Customer-service representatives:** Some jobs have moved abroad, but growth of internet commerce will boost demand. **631,000**
3. **Registered nurses:** The biggest occupation in a burgeoning health field stimulated by an aging population. **561,000**
4. **Retail salespeople:** With 4 million workers, currently the largest occupation, growing with the total population. **510,000**
5. **Computer-support specialists:** Requires only a couple of years of college, and the pay is decent; growth is sure to stay strong. **490,000**
6. **Cashiers (except gaming):** In lockstep with retail and restaurant expansion. Still, it is mostly a minimum-wage job. **474,000**
7. **Office clerks, general:** The job is being redefined, combining more and more diverse tasks into one. **430,000**
8. **Security guards:** Involves minimal training and low pay (about \$17,000), but terrorism fears have boosted hiring. **391,000**
9. **Computer-software engineers, applications:** As long as computer upgrades are constant, so will be the jobs. **391,000**
10. **Waiters and waitresses:** High turnover and the expectation that people will

Jet Propulsion Laboratory (JPL) is Committed to Education

By Linda Matzek, Trade & Industry Consultant

Visit the JPL website (www.jpl.nasa.gov) for information regarding public tours, speakers, open house, and surplus equipment for schools (information taken from the JPL website).



- Free public tours are available for groups of 10 or more - maximum of 40. Morning and afternoon tours are offered Monday through Friday. The tour is between 2 to 2 ½ hour long and includes a multi-media presentation on JPL entitled "Welcome to Outer Space". For additional information and/or reservations call 818-354-9314.
- The Speakers Bureau has volunteers that will give presentations on a variety of topics, such as Astronomy, Atmospheric Science, Cassini Mission to Saturn, Galileo Mission to Jupiter, JPL Overview, Mars Exploration, New Millennium Program (Advanced Spacecraft Technologies), Ocean Exploration, Origins Program (Search for Extra-Solar Planets), Outer Planets/Solar Probe, Physical Oceanography, Remote Sensing,

Solid Earth, Spacecraft Communications, Ulysses Mission to study the Sun, Voyager Missions to the outer planets, Wide Field/Planetary Camera II. Contact the Speakers Bureau at 818-354-9312.

- JPL Open House will be held on Saturday and Sunday, May 15 and 16, 2004, from 9 a.m. to 5 p.m. The Open House is fun and educational. Visit exhibits, displays, demonstrations, and presentations about new technologies, solar system exploration, and spacecraft communication. Admission is free. For more information, please call 818-354-0112.
- "Computers for Learning" is a program that links schools with Federal surplus computer equipment. Visit www.computers.fed.gov or call Computers for Learning help desk at 888-362-7870.

California Industrial and Technology Education Conference (CITEA)

The 75th annual state conference will be held at the Riverside Convention Center, Riverside, Thursday through Saturday, March 4 – 6, 2004. CITEA and the Trade and Industry professional organizations are using their resources to provide you with the very best in inservice education.

The conference will open with a general session on Thursday. Following the general session will be 28 seminars which will include general interest, technology, and subject specific. Friday's seminars will be based on the needs of the members of the Subject Matter Professional Organizations (SMPO's), along with general interest and technology seminars. Everyone is invited to attend the Epsilon Pi Tau (EPT) Breakfast on Saturday morning. After the EPT Breakfast, the seminars will continue with a variety of topics. The conference will end on Saturday afternoon with the CITEA Banquet.

The commercial exhibits will open on Friday morning and continues through Saturday afternoon. Along with providing seminars throughout the conference, the exhibitors offered the latest in technology. Instructors will have an opportunity to visit the different booths, talk with exhibitors, and evaluate the latest in hardware and software.

Don't miss this conference! Mark your calendar, register early, and enjoy the CITEA 75th Annual State Conference. For registration information contact Ken Phillips at The Center for Technology Education, CSULA at 323-343-2481.

WESTEC Student Summit

The WESTEC Advanced Productivity Exposition Student Summit will be held at the Los Angeles Convention Center, Los Angeles on Thursday, March 25, 2004. This special event allows high school students an opportunity to tour the Society of Manufacturing Engineers (SME) manufacturing technology trade show, interact with industry

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The Pulse of Health By Karin Lyon-Reynoso, Health Consultant

BAM! Body and Mind

<http://www.bam.gov> The site is designed to answer students' questions on health and science topics and recommends ways to make their bodies and minds healthier, stronger, and safer. Fun activities teach about issues ranging from stress, and physical activity, and asthma to epidemiology and a West Nile virus investigation. (Centers For Disease Control and Prevention)

ClinicalTrials.gov

<http://clinicaltrials.gov/ct/gui/c/r> provides information about the location of clinical trials, their design and purpose, criteria for participation, and information about the disease and treatment under study. It contains over 4,000 clinical studies on various medical conditions such as Alzheimer's disease, cancer, and diabetes. (National Institutes of Health)

FDA's Kid's Page

<http://www.fda.gov/oc/opacom/kids/default.htm> includes a food safety quiz, a piece about how the FDA conducts its investigations, and pages about animals,

vaccines, and tobacco. There are also specific pages designed for teens and parents. (Food and Drug Administration)

SPECIAL POPULATIONS:

Preparing Students with Disabilities for Careers in Health Care

This resource contains strategies to assist non-special ed teachers who have special population student within their classrooms <http://health-careers.org/resources.cfm>

HEALTH CURRICULUM:

Project Based Learning for Health Careers Pathway Students

Project-based learning is one strategy to add context to a standards driven curriculum. Students find this type of strategy both engaging and challenging. This document provides practical information regarding the implementation of project-based learning in the classroom, as well as some examples <http://health-careers.org/resources.cfm>

Spanish for Health Care Workers

Increasing numbers of California patients, family members, and health workers have limited proficiency in English. To ensure adequate care and treatment, health care workers must be able to communicate basic phrases to the patient and/or the family member. "Spanish for Health Care Workers" has been designed to help students involved in health careers education achieve this goal. <http://health-careers.org/resources.cfm>

Health Careers Resource Consortium <http://health-careers.com>

National Consortium on Health Science & Technology Education (NCHSTE)

www.nchste.org The National Consortium on Health Science and Technology Education is a national partnership of individuals and organizations with a vested interest in health science and technology education. Organized in 1991, its purpose is to stimulate creative and innovative leadership for ensuring a well prepared health care workforce. Primary strategies include

fostering collaboration among educational agencies, the health care community, policy-making bodies, and labor. The mission of the Consortium is to shape and influence national policy on the preparation and employment of health care personnel. The purpose of the Consortium is to continue to contribute to effective and efficient delivery of health care and preparation of a qualified workforce through fostering collaboration among education agencies, the health care community, policy making bodies and labor.

Health Professions Network

The Health Professions Network is a unification of professionals, representing diverse aspects of allied health including primarily provider organizations, but also educators, accreditors and administrators. The group works together in a cooperative and interactive manner on issues relevant to health care. <http://www.healthpronet.org> HIPAA – History, Covered Entities, Effect on Health Care, Standards HIPAA is the acronym for The

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Health Insurance Portability and Accountability Act of 1996. The Centers for Medicare and Medicaid Services (CMS) is responsible for implementing various unrelated provisions of HIPAA, therefore HIPAA may mean different things to different people. **HIPAA Health Insurance Reform—Title 1 protects** health insurance coverage for workers and their families when they change or lose their jobs. HIPAA Administrative Simplification—provisions of HIPAA requires the Department of Health and Human Services to **establish national standards** for electronic health care transactions and **national identifiers** for providers, health plans, and employers. It also addresses the **security and privacy of health data**. Adopting these standards is to improve the efficiency and effectiveness of the nation's health care system by encouraging the widespread use of electronic data interchange in health care. **Key Information on HIPAA:**

- HIPAA privacy and security rose from concern that patient's health

information be handled appropriately and made available only to those who need to know.

- This created standards for privacy and security with which hospitals, doctor's offices, clinics, and all other organizations dealing with health information must comply.
- Complying to the privacy and security changes require changes in how we do business and the tools with which we do business. The teaching of privacy and security standards must be included in all health care training areas.
- "Confidentiality and security applies to manual records (paper) and electronic records (such as Meditech)
- The changes and processes implemented for HIPAA cover all manual and electronic information regardless of location or application.
- The spoken word is the most common way confidentiality is breached, so all must be careful that patients/clients are not being

discussed in elevators, hallways, in the cafeteria, at the mall, grocery store, school, home, etc.

- Most information about a patient/client/employee is confidential at some level and should be released only through appropriate channels
 Finical – Finance Department
 Patient/Client – Medical Records
 Employee – Human Resources
- Paper records must be disposed of properly – shredding bins are available and should be used for all patient information
- Computer user IDs and passwords are confidential.
- Medical Records can only be made available to individuals the patient has authorized the release of information.
- Email cannot be considered secure and should not be used to transmit patient specific information outside the health facility, unless it is first encrypted.
- Do not leave records or patient information in public areas where unauthorized individuals have access to them.

- Computer screens with patient or client information should be shielded from others view (or logged off when not in use.
- Overall confidentiality and security comes down to common sense. Handle protected health information the way you would want yours to be handled.

This Act will/should have a direct impact on how our classes are taught and how information is handled while working in a health facility (doctor's office, clinic, ambulance, hospital, medical office, health office, etc.) Students need to know and apply the provisions of HIPAA to all aspects of their training, especially the confidentiality and security of information (what you see here, what you hear here, let it stay here when you leave here).

National Association of Emergency Medical Service Educators (NAEMSE) is providing EMS Instructor workshop. This four- day course is designed to provide the tools necessary for all educators to teach at their maximum potential. In August 2004 California EMS will be adopting the National DOT EMT Curriculum and the National Registry Testing, which the NAEMSE Instructor course is align to. The date for this course if January 15, 16,17 &18, 2004 at the Ontario Hilton in Ontario, CA. http://www.naemse.org/instructor_course/default.htm

Helping "AT Risk" Students..... Continued from page 1

often seek people or groups where they can be validated. Teacher expectation is the most important factor in student learning and achievement. We must be cognizant of our interactions with students to make sure that we don't contribute to them feeling worthless, unimportant, incapable and undeserving. We cannot allow ourselves to lower our expectations based on demographics, status, appearance, past test scores, special needs, behavior or achievement levels. Is this an easy task to achieve? Not hardly. However, if we're mindful of successful teacher behaviors in the classroom, only then we can begin to close the achievement gap! Here are some strategies to incorporate to help students learn and excel:

- Learn the names of all students.
- Learn about your students—where they live, their family structure, their roots and aspirations.
- Tell students daily, continually that they have the power within them to achieve and excel. They must not let obstacles get in their way and make them feel that they have failed.
- Tell students that they must ignore what they see around them and commit to developing a positive self-concept. They must learn to value

the importance of a strong work ethic. They must commit to self-determination and assuming full responsibility. They can no longer use and allow poverty, racism and sexism to stand in their way. Students must be told there can be no excuses—there must be no excuses.

- Model desirable behavior.
- Meet your students at the door.
- Be kind, yet firm. Incorporate non-verbal signs of interest and caring.
- Be consistent, logical, positive and fair in your interactions with students.
- Contact parents immediately when students display uncooperative behavior.
- Celebrate student successes with their family and community.
- State clear, concise objectives, focus and purpose. Make sure everyone understands what is expected.
- Examine and explore your own behavior and attitudes towards different student populations.
- Teach students to have a sense of pride in their heritage and to respect their history.

- Teach students that they are responsible for helping to rid communities of all the negative images, actions and behavior that are allowed to destroy positive results.
- Maintain confidentiality, whenever possible. If students trust you, they may share personal experiences which can assist you in helping them with their individual needs.
- Do not express horror when students share stories/ experiences with you. Listen and help students' problem solve situations, if possible. Direct them to resources which may be of assistance.
- Be willing to engage in a variety of instructional strategies in your teaching.

Excerpt from Center for Performance Assessment Monthly Email Newsletter - October 2003

Jet Propulsion.....
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leaders, view the latest in industry and manufacturing technology and see first-hand demonstrations. Save this date! You will receive registration materials after the 1st of the year. Call **Linda Matzek** at 562-6745 for additional information.

Top 15 Jobs...Continued from page 2

- continue to eat out more means lots of job openings. **364,000**
- 11. **General and operations managers:** As new companies start up and old ones branch out, the need for managers will expand. **363,000**
- 12. **Truck drivers, heavy and tractor trailer:** As the economy grows, so does the amount of freight carried by truck. **346,000**
- 13. **Nursing aides, orderlies and attendants:** Booming, mostly in response to the increasing emphasis on rehabilitation and long-term care of the elderly. **323,000**
- 14. **Janitors and cleaners:** Needed to meet the growing demand in new office complexes, schools and hospitals. **317,000**
- 15. **Postsecondary teachers:** Includes teaching and research for colleges, universities and trade and technical schools. **315,000**

Excerpt from "CAROCP Market Watch"

Take the Gender Equity Challenge. Are You a Fair Teacher?

By Grace Hibma, Agriculture & Home Economics Consultant

1. Do I monitor my own classroom behavior, language, voice, tone and nonverbals for stereotypes and sexist generalizations? Always Often Rarely
2. Do I use gender-fair language, avoiding "he" and "she" when referring to specific workers (such as "he" for welders and "she" for nurses)? Always Often Rarely
3. Do I search for and use instructional materials that depict multicultural women and men in a variety of occupational and recreational activities? Always Often Rarely
4. Do I support students who are enrolled in vocational technical programs not traditional for their gender/ethnic group? Always Often Rarely
5. Do I encourage all students to develop leadership skills through participation in student organizations? Always Often Rarely
6. Do I encourage all students to make career decisions based on skills, abilities, and goals, and not on gender/ethnicity? Always Often Rarely
7. Do I infuse equity topics into the curriculum, such as the awareness and prevention of harassment and discrimination? Always Often Rarely
8. Do I provide opportunities for male and female students to work together on terms to solve problems? Always Often Rarely
9. Do I provide attention, instruction, feedback, academic criticism, and praise to students of both sexes? Always Often Rarely
10. Am I consistent in student achievement expectations for female and male students regarding grading, discipline, and behaviors? Always Often Rarely
11. Do I mandate that students treat each other as equals, with respect? Always Often Rarely

More gender equity materials will be forthcoming to ensure that the "always" column will be implemented. We also welcome your suggestions, ideas and tips on how to implement gender equity in your classroom. Please e-mail to Martinez_Irene@lacoedu

Mark your calendars for a Gender Equity Conference on Friday, March 26, 2004 in Downey.

*Taking
Action*

2003-2004 STRATEGIC PLAN

On October 3, 2003 the LACOROP Steering Committee approved the Strategic Action Plan for the 2003-2004 year. Here are the Initiatives, strategies and specific action steps developed to support the achievement of all LACOROP students!

INITIATIVE I: LEADERSHIP

Strategy 1: LACOROP will create a dynamic strategic vision and plan, and annually assess and update the plan as necessary.

- 1.1 Hold strategic planning session to review, assess, and update the Plan.
- 1.2 Research and determine the feasibility of developing a 501 3c foundation for LACOROP.

Strategy 2: LACOROP will institutionalize leadership training for all LACOROP staff and stakeholders on an on-going basis for the benefit of the organization.

- 2.1 Provide opportunity for all LACOROP staff to attend a Staff Development Day to access motivational and information activities. *Pending budget approval by Steering Committee.
- 2.2 Provide after-Steering Committee In-services on topics of interest to Steering Committee Representatives

Strategy 3: LACOROP promotes and encourages professional growth (and lifelong learning) through all avenues possible for staff at all job levels.

- 3.1 Continue the business and industry recognition process.
- 3.2 Identify and develop a communication system among districts to share information.

INITIATIVE II: CURRICULUM & INSTRUCTION

Strategy 1: Keep curriculum current, rigorous and relevant through a continuous process of updating and validating to industry standards. Infuse workplace ethics, entrepreneurship and employability skills into all disciplines.

- 1.1 Develop links and resources for special needs students on lacorop.org.

Strategy 2: Identify and consistently apply guidelines/ standards and assessment instruments to certify competencies.

- 2.1 Disseminate curriculum revision chart to Steering Committee.
- 2.2 Revise Teacher Handbook to reflect updated information and disseminate at New Teacher Inservice.

Strategy 3: LACOROP assures the continued integration and infusion of the ESLRs into the curriculum, specifically targeting curriculum, staff development and performance-based standards, supported by state of the art technology.

- 3.1 Identify ESLR Best Practices and solicit submission of a lesson plan for inclusion into the FOL Newsletter. Steering Committee representatives will be provided a copy of their teacher's plan.
- 3.2 Re-print and disseminate ESLR cards and posters.
- 3.3 Post the ESLR Brainstorming Activity from August 2000 on the website.
- 3.4 Implement recommendations from the ESLR Ad Hoc Committee (portfolio, crosswalk chart and work evidence sheet).
- 3.5 Conduct a survey of Steering Committee Representatives on the use of ESLRs within their ROP classes. The survey will be a combination of check-off lists and fill-in blanks.

Strategy 4: Safety and security of staff and students is a high priority within LACOROP, given the uniqueness of LACOROP class locations and schedules.

- 4.1 Provide CPR Workshops to LACOROP staff through the American Red Cross *Super CPR Sundays*.
- 4.2 Institutionalize the promotion, ordering and restocking of classroom emergency backpacks in districts.

Strategy 5* : LACOROP will keep up with new and emerging technologies in the workplace and ensure access to these technologies for students, teachers, counselors, central office staff and others, as appropriate. ROP instruction will be carried out with up-to-date hardware and software as described by industry. *Note: This strategy was referred from Initiative IV, Technology.

5.1 Provide opportunities for teachers and staff to upgrade their skills and learn about new and emerging technology.

INITIATIVE III: GUIDANCE & SUPPORT

Strategy 1: Develop a system for mentoring and training of all staff providing guidance and counseling services.

1.1 Forward discussion of 2001-02 intern options and review draft recommendations.

**Pending budget approval by Steering Committee.*

1.2 Assess and expand counselor involvement in the National Standards for School Counseling.

Strategy 2: Develop a strong, student-centered action team, which includes technicians, counselors, and others.

2.1 Integrate the student ambassadors as team members to support the Strategic Plan.

**Pending budget approval by Steering Committee.*

Strategy 3: Student achievement is enhanced by appropriate student placement in LACOROP classes based on student interest, needs, and abilities.

3.1 Utilize student interests, desires, and assessments for the appropriate placement of students for LACOROP classes to enhance the student career decision-making process (WASC/FOL 2000) as follows:

3.1.1 Assess/validate Student Course Survey revisions via Support Services Committee.

**Pending budget approval by Steering Committee.*

3.1.2 Assess student usage of the *Career and College Planning Guide* and share best practices.

**Pending budget approval by Steering Committee.*

3.2 Develop and implement a process to ensure continual student achievement and support for all students, including special population students (WASC/FOL 2000) as follows:

3.2.1 Maintain/support counselor and technician involvement in Student Ambassador Activities.

**Pending budget approval by Steering Committee.*

3.2.2 Maintain and support the gathering of data that measures counselor and technician support to students.

3.2.3 Identify and share process in place that ensures continual student achievement/support and address any gaps.

Strategy 4: Develop a process for proactive ROP counselor recruitment.

4.1 Utilize university contacts for counselor recruitment.

INITIATIVE IV: TECHNOLOGY

Strategy 1: LACOROP will identify the information needs of all participants in LACOROP, including students, teachers, counselors, central office staff and others as appropriate. An information system will be designed and implemented to meet these needs.

1.1 Complete the development, testing, and piloting of the Enrollment and Attendance Modules for the ROP-Online system. Modify the software based on feedback from the Technology Committee and the three pilot districts.

1.2 Publicize ROP On-line System.

1.3 Monitor each milestone of the project with special emphasis on training, user input, and technical support.

1.4 Develop a schedule to implement Phase I (Enrollment and Attendance Modules) in all 22 districts, Private Postsecondary Schools, Apprenticeship/Journeyman programs and other programs.

1.5 Develop a Project Schedule for Phase II (Adult Fee Module, Certificates/Competencies Module, and Teacher/Credential Module).

1.6 Monitor expenditures for the new system.

1.7 Re-distribute the list of ROP Allocations that can be used to purchase/upgrade computer hardware for the ROP-Online System.

Strategy 2: LACOROP will utilize a telecommunications infrastructure to meet the needs of all participants in LACOROP that enables access to information systems such as Internet, e-mail, and ROP course data.

2.1 Provide Internet training as needed to ROP-Online users. This upfront training will be targeted at staff with little or no computer experience.

2.2 Evaluate "On Line Community" features which can be incorporated into ROP-Online at little or no cost.

2.3 Monitor continued enhancements to ROP's website (lacorop.org) including interfacing with the new system.

Strategy 3: LACOROP will coordinate its use of technology with districts and Business and Industry to provide improved, integrated, and efficient ROP instruction.

3.1 Monitor each district's readiness to implement the ROP-Online system using information on secure access, CTAP, and classroom connectivity.

INITIATIVE V: MARKETING

Strategy 1: Develop a centralized source of marketing information and templates for marketing tools, readily accessible by the districts.

1.1 Distribute an ROP Course Catalog and a schedule of ROP classes offered in the district to all staff at each high school.

1.2 Review feasibility of ROP On-line Course Catalog.

Strategy 2: Improve the recruitment and credentialing processes to guarantee availability of the best-qualified instructors.

2.1 Develop process to use the Credentials Unit database as a recruitment tool to hire qualified teachers.

2.2 Review feasibility of a tickler coding system for credential expiration data.

Strategy 3: Develop a public relations process for integration, acknowledgement, and validation of ROP Guidance and Counseling services by all stakeholders.

3.1 Complete and distribute counseling brochure template.

Strategy 4: Identify new opportunities for marketing messages and develop promotional tools to increase public awareness of LACOROP and its programs.

4.1 Continue to review and recommend improvements in website.

Strategy 5: LACOROP publicizes the scope and breadth of LACOROP services through a variety of mediums.

5.1 Publish and distribute to all stakeholders, including parents, a LACOE Annual Accountability Report (WASC 2000). Revisit goals annually and make necessary revisions.

**Pending budget approval by Steering Committee*

5.2 Recommend and prioritize existing PR materials for translation.

**Pending budget review for costs.*

5.3 Participate in school events and career fairs to promote ROP classes and build class size and reach all stakeholder groups, including 9th grade students, parents and special populations. (WASC 2000)

**Los Angeles
County Regional
Occupational
Program
WASC-FOL
LEADERSHIP
STANDING
COMMITTEE
2003-2004
ROSTER**

Last Name	First Name	Representation
1. Arnold	Ross	ROP Coordinator-in-Charge
2. Benavides	Jimmy	ROP, Assistant Director, Support Services
3. Chapman	Jon	Steering Committee Rep.
4. Del Boccio	Dana	Business & Industry Representative
5. Easterling	Marcia	ROP Job Developer
6. Enoch	Diane	Coordinator-In-Charge
7. Hansen	Judi	Kaiser Permanente, Director of Youth Workforce Preparation Programs
8. Hearn	Bill	Assistant Director, Business Services
9. Hembrick	Linda	Steering Committee Representative
10. Hibma	Grace	Consultant, Agriculture/Home Economics
11. Lang	Chris	Business & Industry Rep., Westway Electric Company
12. Lostetter	Dale	Steering Committee Representative
13. Matzek	Linda	Consultant, Trade & Industry
14. McLemore	DeAnne	Consultant, Marketing
15. Montano	Gilbert	Coordinator-In-Charge
16. Nelson	Karen	Assistant. Director, Curriculum
17. Reynoso	Karin	Consultant, Health Occupations
18. Rodriquez	Maria	Parent Representative
19. Seher	Rebecca	Consultant, Business Occupation
20. Taylor	Gwen	Parent Representative
21. Terrazas	Rocio	Alumni Student Representative, Downey USD
22. Valdez	Rosa	Steering Committee Representative
23. Wagner	Nancy	ROP Director
24. Whitmore	Bill	Steering Committee Rep
25. Willmer	AJ	Business & Industry/Parent Rep, AJ & DJ Systems

Question - Holding Developmentally Disabled Children to High Standards

How can all students be judged with the same expectations? How do you really put the standards model into practice? Clearly there are no pat answers to these and the myriad other questions that arise regarding standards, assessment, and accountability. For years, real world questions of this sort have been posed to Dr. Douglas Reeves, and he has offered answers specific to the situation.

Dr. Douglas Reeves is the chairman and founder of the Center for Performance Assessment, an organization dedicated to improving student achievement by improving the knowledge and skills of educators and school leaders. Schools throughout the United States and in several other countries are transforming their approach to standards, assessment, and accountability by using Dr. Reeves' practical and popular books and video series.

QUESTION:

My problem is that I am teaching Developmentally Disabled children and being given inappropriate directives and unreasonable expectations from my administrators all in the name of higher expectations and the 90/90/90 research. So, have you thrown out the bell curve and decided that all children have exactly the same intelligence and that therefore intelligence does not matter. If that is the case then my children who have IQs of between 55 and 69 are to be expected to learn in regular class, and they really have IQs of 100 as does every other child. Could you cut through my sarcasm and please advise me as to what you tell teachers of Developmentally Disabled children? Thank you.

Answer

Thanks very much for your question. More importantly, thanks for confronting a difficult and sensitive issue. Too many people take the "all children can learn" ideal and therefore presume that neurological challenges are irrelevant and that special education is nothing more than an institutionalized excuse. That has never been my position. At the same time, I have seen great special educators help students achieve far more than many other people had ever expected. So how do we resolve the tension between meeting the individual needs of children and the need for all children to have an opportunity for success? Here are some observations you might wish to consider:

- 1) Much of what is called "special education" I would call "good education." For example, special educators might look at an assignment that I created and say, "Doug, that's not one task, but is really four tasks for my students. If you would break it down into logical steps, you might give special education students a better chance of success." They are right. Of course, their logic applies not only to special education students, but to all students.
- 2) Time is a critically important adaptation The standards never say, "students will write quickly" or "students will perform mathematical functions within five minutes." Standards require proficiency, not speed. I have witnessed students with learning disabilities and special needs achieve state standards when great educators are willing to give them not just an extra 15 minutes, but multiple opportunities for success. What does "multiple" really mean in practice? It is not "infinite" opportunities, but it sometimes can be as many as six or nine iterations of the same task. It is never—not ever—a one shot assessment.
- 3) Learning disabilities are differential, just as exceptional student abilities are differential. As you know better than me, the diagnosis of "Learning disabled and gifted" is not unusual. This is consistent with the Gardner/Perkins research at Project Zero at Harvard that indicates that the relationship among different intelligences is about zero. Students are strong in some areas and

weak in others. Similarly, I hesitate to count a student as deficient in ALL areas when the diagnostic instrument probably addressed only a few areas of intelligence.

4) We must clearly distinguish between what you have described as "low IQ" and skill deficiency. I certainly agree that cognitive impairments are a reality—students with fetal alcohol syndrome, crack addiction at birth, and other profound disabilities are a reality, and I have never pretended otherwise. At the same time, however, I am gravely concerned about the number of students that I have seen labeled as "low IQ" who, in fact, are able to produce fine work, exceptional essays, creative art, and marvelous musical, athletic, or technology performances, if only we give them the time to do so. You know your students better than I do, so I am not attempting to make an inappropriate generalization. I would only ask this question: Is there ANY area where these students are successful? Music? Nintendo? Peer relationships? Art? My challenge as a teacher is discovering their strengths and applying those strengths to their challenges.

5) Adaptations and accommodations are year-round requirements, not merely procedures for test week. In an astonishingly large number of schools, I have found that low performance by students with IEPs and 504s is associated with the fact that the adaptations and accommodations they used ONLY applied during test week. That is as unfair as expecting the football coach to conduct practices without a football, and then expressing shock and outrage when the players seemed confused on game day.

In sum, what do I say to teachers of developmentally disabled children? The first thing I say is "thank you." Next I assure them that I'm not trying to be oblivious about student needs. If they need more time and if they need appropriate adaptations or accommodations, we must provide them. Most importantly, I need their expertise to help me define what a student CAN do. If the student cannot meet a standard, then break it down into 10 increments and let me know what the student CAN achieve, what the student can partially achieve, and what the student has not yet achieved.

Douglas Reeves