

April 2006

Our Mission:
The Los Angeles County
Regional Occupational
Program is a
collaborative of the Los
Angeles County Office
of Education and
member districts to
deliver quality career
preparation.



Focus on Learning

A Curriculum Hotsheet

Congratulations to our Gold and Silver Medal Recipients! *LACOROP Student Recognition Program*



Agriculture & Home Economics



- Gold **Bridget Rambeau**, Culinary Arts, Arcadia
- Silver **Elizavette Castillo**, Careers in Edu., Downey
- Jeffrey Gonzalez**, Culinary Arts, Lynwood
- Jessica Laidlaw**, Careers in Edu., Arcadia
- Sam Ly**, Culinary Arts, Alhambra
- Cindy Salmeron**, Recreation Leader, Monrovia
- Jessica Williams**, Culinary Arts, Pasadena

Creative Arts

- Gold **Corey Craig**, Beginning Filmmaking, LACHSA
- Silver **Alicia Burns**, Animation, Montebello
- Nicta Lara**, Floristry, Pasadena
- Arturo Montoya**, Commercial Photo., Downey
- Leah Newman**, Advanced TV Prod., Beverly Hills
- Alyse Sakai**, Photography, La Canada
- Jake Singer**, TV Production, Las Virgenes

Marketing



- Gold **Carlton Fortenberry**, Small Bus. Mgt. "ECHO" Santa Monica-Malibu
- Silver **Alonah Merchant**, Retail Marketing, Downey
- Vanuhi Nazaryan**, Fashion Merchandising, Burbank
- Meredith Pinta**, Retail Merchandising, Arcadia
- Hannah Runkle**, Retail Marketing, La Canad
- Wenter Shyu**, Fashion Merchandising, San Marino
- Priscilla Tapia**, Retail Marketing, Monrovia

Business

- Gold **Brandon Amiri**, Office Occupations, Beverly Hills
- Silver **Jasmin Castillo**, Banking & Financial Occupations, Santa Monica-Malibu
- Jeanne Delgado**, Office Occupations, Montebello
- Eva Gamino**, Office Occupations-CC, Paramount
- Erika Grim**, Desktop Publishing, Bellflower
- Lena Haroutunian**, Computer Acctg., Burbank
- Randal Lee Moss**, Graphic Design, Duarte
- Tracey Zeng**, Legal Office Occupations, Arcadia

Health

- Gold **Richer Bernard**, Pharmacy Technician, Downey
- Silver **Diana Araujo**, First Responder, Alhambra
- Michelle Battenschlag**, Health Occu., Downey
- Eun Ji Chung**, Sports Therapy & Fitness, Arcadia
- Dillon Gemmil**, Emergency Med. Resp. Santa Monica-Malibu
- Gabriela Lopez**, Health Career Academy, Pasadena
- Matthew Shepherd**, Psychology Careers, Beverly Hills



Trade & Industry

- Gold **Jonathan Yu**, CISCO, Arcadia
- Silver **Cindy Benitez**, Science, Eng'g. & Tech., Pasadena
- Silvia Geboiu**, Law Enforcement, Downey
- Omari Hughes**, Science, Eng'g. & Tech., Pasadena
- Marcella Lentz-Pope**, Adv. TV. Studio, LACHSA
- Stephanie Nugroho**, Graphic Design, So. Pasadena
- Carol Wang**, Advanced Construction, San Gabriel

Self Study Culminates in Accreditation Visit

LACOROP hosted an accreditation team from the Western Association of Schools and Colleges (WASC) from Sunday, March 26 through Wednesday, March 29, 2006 to continue its endeavor to provide a quality educational experience for all ROP students. In a time of restructuring and the need for basic changes in the American education system, the accreditation process is a dynamic, viable, catalytic process that provides an overarching structure for meaningful change. This process assures the educational community that the ROP's philosophy and expected learning results are appropriate and being accomplished through a viable educational program.

For the past eighteen months, LACOROP has been actively involved in a self-study process, called *Focus On Learning*, to ascertain how ROP students are doing with respect to the expected student learning results (ESLRs) and if the ROP is doing everything possible to support high achievement for all students. Everyone associated with LACOROP was invited to become involved in self-directed problem-solving, meaningful dialogue of ideas, collaboration and shared decision-making, and reviewing high quality criteria for successes and areas of growth. LACOROP also piloted an innovative software program, called *Accreditation Plus (A+)*, to make participation easier for those with limited time. The result of the self-study process was a report and an action plan that will provide direction of LACOROP for the next six years.

Accreditation Visit *Continued from page 1*

The WASC visiting team, made up of eight educators from Southern California, arrived Sunday, March 26th and immediately went to work by interviewing the Leadership Team. The Leadership Team has the responsibility of overseeing the self-study process and implementation of the action plan. There are approximately 30 people that serve on the Leadership Team consisting of business and industry representatives, teachers, counselors, support staff, and district and ROP administrators. After the interview session, the WASC visiting team was honored by a reception attended by over 120 people



Visiting Team Member, Michael Worley, interviews a student while being escorted to classrooms.

representing the 22 districts and county office staff. Los Angeles County Office of Education (LACOE) Superintendent, Dr. Darline Robles extended a gracious welcome and introduced two LACOE Board of Education members, Angie Papadakis and Sophia Waugh, long time supporters of LACOROP. LACOE Assistant Superintendent of Educational Services, Elizabeth Lem added her welcome to the visiting team and attendees. In addition, four district superintendents were introduced and everyone was acknowledged for their role in the self-study and support of the accreditation process.

Monday and Tuesday, March 27 and 28, consisted of the visiting team being driven to 19 school districts to visit classes, interview ROP staff, and examine evidence of student achievement. During the afternoons, interview sessions were held with Focus Group committees representing LACOROP organization, curriculum and instruction, student support for personal and academic growth, and resource management. Three districts had been pre-visited in February and early March by the visiting team chair and one team member. The visiting team experienced many challenges such as pouring rain, student walk-outs, and school campus lock-downs. Two visiting team members were kept on two high schools and weren't sure they would be released for their afternoon meetings (they were eventually released). Even with the rain and some school disruptions the visiting team members were impressed with the programs, teachers, and especially the students.

Wednesday, March 29 concluded the accreditation visit by a presentation of the exit report. Since their arrival on Sunday, the visiting team complimented LACOROP on the self-study report. This continued through the two days of classroom visitations as the team verified that the information contained in the report was a true representation of LACOROP. The exit report confirmed that the action plan was accurate and would result in student achievement. The visiting team has submitted their *recommendation* for a term of accreditation (the maximum is six years) and LACOROP expects to receive *official* notification in two to three months.

Making Standards Work in LACOROP!

“**M**aking Standards Work” (MSW) is an exciting 3-day workshop that trains teachers how to develop standards-based lesson plans and assessments. The workshop was developed by the Center for Performance Assessment in Colorado and is headed by Dr. Doug Reeves. Through the center’s long-term relationships with the educational community, educators learn how to improve student achievement through practical and constructive approaches to standards, assessments, and accountability.

MSW is one of the first official steps in implementing the LACOROP Action Plan Initiative called, “Implementing Standards Based Instruction.” Due to the spotlight on Academic Performance Index (API) results from newspapers and the state, schools are under tremendous pressure to increase test scores and improve their APIs. Delivering ROP instruction through academic strategies will positively impact student achievement and overall test scores. “Most ROP teachers have been teaching using academic strategies all along,” said **Karen Nelson**, Assistant Director, Curriculum and Instruction. This workshop will support what already occurs in the classroom and will serve to strengthen the teacher’s focus on standards and assessment.

During the 05-06 year, in-services have been held instructing teachers on the basics of understanding standards, writing powerful objectives, and linking assessments directly to achievement of the standards. “There are a few more in-services that will be scheduled before the end of June to allow teachers, which were unable to attend their subject specific workshop, to participate in this preparation training,” added **Karen**.

Sixteen districts have already scheduled their training dates. Glendale USD volunteered to serve as a pilot for MSW and completed the workshop in December 2005. ROP teacher **Herbert Smith** completed the training and later wrote, “Thanks again for the experience, it has completely revolutionized my understanding and method of making lesson plans and making them fit the needs of my students and the state requirements. I feel so much more positive about my teaching overall!!!”

Making Standards Work Training Schedule

May 9, 11 & June 6, 2006—Montebello; May 9, 15, 23, 2006—Burbank; June 23, 26 & 27, 2006—Southeast Districts
July 14, 21, 27, 2006—Monrovia; July 14, 21, 28, 2006—Westside Districts; Aug. 22, 23, 24, 2006—San Gabriel
August 28, 29, 31, 2006—Southeast Districts; August 28, 29, TBA, 2006—Alhambra; October 6, 25, & Nov 22—Pasadena

Better Test Questions by Debra Mustain

As the semester fast approaches a close, you may want to review the assessment tools you plan to use to measure student success. If you are using objective or subjective tests, portfolios, or performance assessments, here are some ideas and resources to help you identify/write the most effective end of the semester measurements.

- If you begin at the [University of Tennessee's site](#), you will find a comprehensive description of the advantages, disadvantages and tips for writing test questions in multiple formats. The site includes both objective and subjective testing opportunities with easy to follow suggestions to improve your assessment of choice.
- Ferris State University offers [Top Ten Test Writing Tips](#). Of particular interest is "tip three" which concentrates on the factors that will help you write tests with a higher level of reliability and validity.
- From the [University of Oregon](#), you will find practical information for writing the best multiple choice questions. For example, it might surprise you to learn that questions demanding high-level thinking take much longer to construct and that professional item writers often write only 3 or 4 per day.

The essay test is probably the most popular of all types of teacher-made tests. If you include essay questions on your final exams, you will want to read what the [Teaching for Excellence Center](#) at the University of Illinois advises on writing and scoring the most effective essay questions.

FYI: In addition to the resources listed above, several *FCS FLASH!* editions have focused on end of the year assessments. Check out *FLASH 21* on [Using Summative Assessment](#). *FLASH 22*, [Find Out What They Thought](#), offers suggestions and tools to get better student feedback. Finally, if you want to [End On a High Note](#), we suggest you peruse *FLASH 23*.

Finishing Strong

Many teachers carefully craft the beginning of a course and the start of each class session. However, often these same classes and courses end on a disappointing note. As the end of the semester is just about upon us, how do you plan to end your course? There are many ideas and suggestions about interesting, instructive, and creative ways to help you end your course with a bang. Here are three ideas and links to the site so you can read more from the originator.

- Have students complete an End of Semester Self Evaluation on their performance in the course. Questions on the survey might include: How do you feel you performed in this course? What is the most important thing or skill you learned? How will you use this information in your life? [Read more](#) on this from Ted Panitz, Mathematic Professor.
- Send students on a Personal Scavenger Hunt. Give students 10 minutes to roam around the classroom or even the building and return with an object to share with the class that represents what they learned and how they changed during the semester. Read more ideas at this [Western Kentucky University site](#).

Explain to your students what you learned about teaching and learning this semester. Ask them to share similar experiences with the class. See more in [Better Endings: What to Do the Last Day of Class](#).

Want to get more great ideas for your classroom? The FLASH newsletter is free via email for interested teachers. Contact Joann Driggers (jdrigger@mtsac.edu) with any questions.

Sharing Labor Market Information With Students

Students often wonder "why?" they are being taught a particular lesson, or taking a course in school. Teachers are constantly faced with the challenge of providing relevance in their lessons to "the real world" and what students will need to know and be able to do to succeed in the workplace. One important resource for helping teachers to define the importance of their ROP course is labor market information. Utilizing labor market information with students will assist in answering the relevance question for students, and it will also provide an important opportunity for discussion on all aspects of the industry within a classroom. The sites, information and ideas given here will help teachers to use labor market information effectively in their classrooms.

- Include labor market information in the course description or syllabus. This should include a brief description of the job or jobs available at entry-level, expected entry-level salaries, and number of jobs in Los Angeles County.
- Develop a labor market bulletin board with articles about the local economy and job market.
- Have students research labor market statistics and information at www.edd.ca.gov.
- Have students view career videos through the website.
- Ask a local Workforce Investment Act representative, or other employment specialist to speak with your students about careers and career openings.
- Ask local employers to share information on their industry openings and growth areas. This is also an important opportunity to share the occupational areas that are declining or have few openings in the same industry. Information from the Employment Development for some of the courses (and related job titles) offered through the LACOROP Home Economics and Agriculture programs.
- Share a copy of the ROP Advisory minutes with students. Discuss the purpose of the Committee and the information they contribute on job openings and skills being sought. Starting 2005–06, ROP teachers are requested to share the advisory info with their students.

Trade and Industry Tidbits by Linda Matzek

Congratulations to Linda Matzek on Her Promotion to Coordinator-in-Charge!

I have enjoyed the past 4-years as the Trade and Industry Consultant. It has been a pleasure supporting you and your ROP programs. I appreciate the work and assistance that many of you have provided, such as hosting advisory meetings, curriculum writing, mentoring new teachers, planning workshops, and presenting at local, regional, and state conferences. I will always cherish our friendship, working relationship, and remember the social times we have shared during many ITE conferences and workshops. Thank you!

Linda

77th Annual California Industrial and Technology Education Association Conference

The 77th Annual California Industrial and Technology Education conference, held at the Riverside Convention Center, March 9-11, 2006, was a great success. Conference activities took place in the Conference Center, and the program included over 90 workshops.



The commercial exhibits opened early Thursday morning and continued through Friday late afternoon. Along with providing seminars throughout the conference, exhibitors offered the latest in technology and provided information relative to the needs of teachers in industrial and technology education. Instructors had the opportunity to visit different booths, talk with exhibitors, and evaluate the latest in hardware and software.

The conference opened with a general session on Thursday and was followed by an outstanding program that included workshops of general interest, technology, and subject specific. At Thursday's luncheon, Al Tweltridge, from the California Department of Education, provided a state-of-the-state report on industrial and technology education. An early evening president's reception brought closure to the day.

Although there were general interest seminars, Friday's workshops were based on the needs of the members of Subject Matter Professional Organizations (SMPO's). Each subject area had their own luncheon. At the woodworking and construction teachers' luncheon, Dave Dixon of Norco High School received the prestigious Sam Maloof award for lifetime achievement in woodworking and construction technology. Friday ended with the CITEA Banquet where two members of CITEC and LACOROP, **Linda Matzek** and **Bill Gray**, received awards. Bill received *Administrator of the Year* award and Linda was chosen as the *Person of the Year*.

Saturday began with the Epsilon Pi Tau (EPT) Initiation meeting organized by the Alpha Field Chapter of Los Angeles. EPT is the International Honor Society for the Professions in Technology and was founded 75 years ago. After the EPT Initiation, the seminars continued with a variety of topics, organized by the SMPO's and based on the needs of their members. Bill Gray served as master of ceremonies at the "conference ending" event, the EPT Luncheon. EPT's guest speaker was the president of the International Technology Education Association, Ethan Lipton from California State University, Los Angeles.

The following LACOROP instructors presented at the State Conference: **Brian Ahumada**, Bellflower High School; **Julio Guzman**, Bellflower High School; **Phil Jelinek**, Monrovia High School; **Tom Vessella**, Glendale High School; **Michael Winters**, Gabrielino High School.

WESTEC Educator Summit III and VIP Dinner for Educators and Manufacturers



The Educator Summit was held at the Los Angeles Convention Center in Los Angeles on March 29, 2006. The topic for the panel discussion was "Career Opportunities and Educational Change for Women and Minorities in Engineering and Manufacturing." The panel members discussed their education and career, and advancements that are being made in the engineering and manufacturing field for females and minorities. The panel consisted of the following members: **Erin McGinnis**, Industrial Engineer, Northrop Grumman Corporation; **Nanette Pastor-Hanna**, Systems Engineering & Integration Team Leader, Northrop Grumman Corporation; **Brooke Mead**, Director of Marketing, Parker Aerospace's Control Systems Division; **Gina Woullard**, Section Manager, F/A-18 E/F Forward Center Section, Northrop Grumman Corporation; **Sarah Rutledge**, Manufacturing Engineer, Northrop Grumman Corporation; **Monique Matta**, New Business & International Lead, Northrop Grumman Corporation.

After the panel discussion, everyone enjoyed the VIP dinner. **Dr. Sally Ride**, Director of the California Space Institute was the keynote speaker. Dr. Ride gave an excellent presentation about her education and career, space travels, and the Sally Ride Science Festival (a means to support girls' interests in science and math). The Summit was very successful.

WESTEC Student Summit

The WESTEC Student Summit was held at the Los Angeles Convention Center on March 30, 2006. The Society of Manufacturing Engineers (SME), Small Manufacturing Institute (SMI), The Century Club, and the Coalition Manufacturing Careers (CMC) sponsored the day.

Over 500 students participated in this educational event. Students had the opportunity to visit technology demonstrations, exhibitors, and College/University displays; tour the manufacturing trade show; attend various presentations such as "Engineering Career Pathways for Women," "What Employers Want From Entry Level Employees," "First Robotics Competition", "HAAS Automation, Inc. – An American Success Story".

After the presentations students continued to tour the manufacturing trade show. Students, instructors, and counselors enjoyed the hands-on demonstrations, interacting with industry leaders, and viewing the latest in manufacturing technology.

Business Education by Rebecca Seher

WASC THANKS

This has been a very busy year. I want to thank all of you for your efforts, time, and dedication in making the WASC Visitation a success. The visitation team was very impressed with our business program. Thank you **Coty Alvarez** for assisting with the Business Occupations Home Group and for getting the students and parents involved at our Curriculum and Instruction Focus Group Meetings. Their input along with business and industry, teachers, and staff was very powerful and moved us toward developing a very strong action plan that will continue to enhance classroom instruction. Thank you to all who made this possible. LACOROP has great business teachers who are dedicated to providing quality instruction.

Seven Ways To Reinvigorate Your Teaching Midyear (Master Teacher, Volume 37, Number 19)



During the second half of the year, here are seven strategies you will want to consider, whether you have all new students or will continue with the same group or groups.

1. Rearrange the classroom. New traffic patterns, new visual perspectives, and new spatial relationships can nurture new perspectives and new patterns of behavior for you and your students. Some experts say that changing the physical arrangements in our environment can stimulate new brain activity and new thought patterns.
2. Take a fresh look at your students. Focus on students' differences, strengths, interests, and potential. Also plan to make use of any insights and approaches you've found that contribute to students' success. You may even want to share this with your students and invite them to do the same.
3. Select a new approach or teaching strategy to help you develop competence and confidence. Search out and use techniques and strategies that help you better reach and relate to the types of students with whom you have struggled or those who have struggled with you and learning.
4. Try something new to increase your professional skills. Take on a new project or need in your school or ROP program. Enroll in a course, attend a seminar, or join a study group. You will find new energy and a new sense of mission as you learn with colleagues, reflect on shared experiences, and analyze problems together.
5. Find time to observe in the classroom of a respected and skilled teaching colleague. Have a conversation with your colleague about the ideas, techniques, and strategies you observed after the observation that will lead to new strategies and techniques that you can add to your teaching.
6. Develop the habit of saying something positive to at least one student every day about his or her learning, class contribution, attitude, or actions. Recognizing the positive sides of others makes us actually feel better and can help our teaching reflect a new energy and optimism.
7. Find someone to help or mentor. Providing guidance and assistance to someone in need or someone who shares your commitment will give you a reason to reflect on your teaching and a chance to teach someone else what you know. This will benefit you as much as the person you choose to help or mentor.

Plan to Attend Business Education Spring Workshops May 5–6 in Ontario

This is a great learning experience and an opportunity to work with colleagues to enhance classroom instruction. A flyer will be mailed with detailed information. These workshops are sponsored by:

The Business Education Project, California Institute on Human Services, Sonoma State University
in cooperation with the Business Education Resource Consortium and the California Department of Education

Participants will learn; "Details of the California Career Technical Education Standards," "California Career Technical Education Framework Process," "Why It Is Necessary to Incorporate Academic and CTE Standards Into Classroom Instruction," and "How to Write Lesson Plans Incorporating Standards-Based Instruction."

Participants will receive:

- Copy of the CTE Business Standards
- CAHSEE Highlighted Standards with the Business Foundation Standards
- Bloom's Taxonomy Materials
- Standards-Based Lesson Plan Template
- Delivery System for Business Education Network Resources
- Standards-Based Instruction Resources
- Continuing Education Unit available through Fresno Pacific University (optional)
- Professional Development Certificate including hours



**Opportunity to apply for participation in the Business Education Summer Institute at Lake Tahoe the first week of August.

For more information go to bused.org and look under conferences and workshops or contact **Rebecca Seher** (562) 922-6714 or seher_rebecca@lacoedu

Customer Service Learning Center Opens at Westfield Fox Hills

By DeAnne McLemore

Congratulations to **Culver City ROP** for their partnership with the *Customer Service Learning Center at Westfield Fox Hills Mall*. This cooperative venture is part of the *National Retail Federation Foundation (NRF)* skill centers network which includes founding partners and affiliates such as the *Los Angeles NAACP, Kanner Architects, Westfield Corporation and the Los Angeles City Planning Department*. The purpose of the center is to build customer service skills & certification to assist adult learners in developing valuable skills for entry-level employment and advancement in service sector careers. The center will offer assessment of skills based on industry standards, career counseling & support services, job bank and placement services, linkages to academic support and career advancement strategies.

Lisa Sunwaye, Culver City ROP Instructor who is NRF Certified in Customer Service began class sessions with participants at Westfield Fox Hills Mall during the 2005 holiday season. Ms. Sunwaye shares, "This is a great opportunity for those who want to go forward in their careers as customer service representatives. It is transferable to all industries. It's an exciting time for preparing students to meet employer expectations." Many thanks to **Dr. Marvin Brown** and **Marion Serra** for their vision in supporting this community venture!



From left: **Randy Valenzuela**, **Marion Serra**, **Rick Conroy**, **DeAnne McLemore**, **Dr. Jessica Beagles-Roos**, **Lisa Sunwaye**, and **Dr. Marvin Brown**.

The Fashion District Comes To LACOROP



Joe Farrell, ROP PPS Instructor, guides students in identifying their own fashion style as a foundation for learning merchandising concepts and terminology.

On April 1st, the room was all a buzz as students anxiously waited in anticipation, for the first of an eight part course, on the world of fashion at the "wholesale" level. *Fashion Careers International*, a short term career training school located in the heart of the fashion district, has partnered with the LACOROP as a private post-secondary school to provide junior and senior students with a comprehensive introduction to the women's fashion industry. Instruction includes a "behind the scenes" overview of all levels of wholesale merchandising including: *Fashion Marketing, The Psychology of Sales, Visual Merchandising, The Buying Office, Fashion Entrepreneurship and Export/Import*.

Whether students want a career path as a showroom representative, buyer, own their own fashion business, or eventually train as fashion designers, *Fashion Careers International* will offer a summer internship for students to work directly with industry representatives and learn first-hand the roles of "wholesale" showroom staff who serve fashion buyers. This opportunity will be granted to those students who complete the eight-week classroom training prior to their internship. According to **Joe Farrell**, Fashion Careers International Director and ROP Instructor, "It's critically important for students to gain experience working in a showroom environment to understand all facets of the industry. I feel extremely privileged to offer this program to LACOROP"!

BRAVO!!!...Students of the Arts Outperform Non-Art Peers on SAT

According to The College Board, Profile of College-bound Seniors National Report for 2001 through 2005, students of the arts continue to outperform their non-arts peers on the SAT. In 2005, SAT takers with coursework/experience scored higher on the verbal and math portions of the test than students with no coursework or experience in the arts. Scores for those with 4 years of coursework in the arts were 65 points higher on the verbal and 43 points higher on the math portion of the SAT.

Data for these reports were gathered by the Student Descriptive Questionnaire, a self-reported component of the SAT that gathers information about students' academic preparation by the College Board. **Dr. Diane Y. Watanabe**, LACOE Consultant for Visual and Performing Arts, Institute of Learning, Teaching, and the Human Brain, Division of Curriculum and Instructional Services compiled the data from 2001 to 2005.

SAT Scores: Student of the Arts and Non-Art Peers

Course Title	Math Mean Scores				
	2001	2002	2003	2004	2005
Acting/Play Production	531	530	531	527	532
Art History/Appreciation	518	517	517	516	519
Dance	510	508	508	501	503
Drama: Study or Appreciation	523	522	521	517	520
Music: Study or Appreciation	538	537	537	533	537
Music Performance	535	535	535	532	537
Photography/Film	526	526	525	522	526
Studio Art/Design	528	528	528	527	531
No Arts Coursework	494	494	493	492	498

Course Title	Verbal Mean Scores				
	2001	2002	2003	2004	2005
Acting/Play Production	541	539	539	539	543
Art History/Appreciation	518	515	515	516	518
Dance	512	509	507	503	503
Drama: Study or Appreciation	534	531	529	528	530
Music: Study or Appreciation	539	537	537	536	538
Music Performance	533	530	531	530	534
Photography/Film	527	524	524	523	526
Studio Art/Design	525	522	523	524	527
No Arts Coursework	476	473	473	473	478

Sources: The College Board, Profile of College-Bound Seniors National Report for 2001 through 2005 "Arts Update", Diane Y. Watanabe, editor and compiler, Institute of Learning, Teaching, and the Human Brain, LACOE

The Pulse—Health News By Karin Reynoso

Bring on the Technology – ever want to know what it's like to journey through you computer?

Intel Education: The Journey Inside <http://www.intel.com/education/journey/>




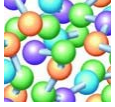


Those of you who have been around for a long time probably remember Intel's first kit for *The Journey Inside*-- a box that looked like a CPU on the outside and, on the inside, looked like a computer's innards. The kit has lessons, a packet of LED lights and switches, a microprocessor, and was a great learning experience for students. Technology has changed quite a bit since then and Intel has come up with a well-done, updated Web-based, interactive version of *The Journey Inside* which contains videos, interactive Flash animations, virtual field trips, and much more in the included 35 lessons for students. The lessons are broken into these categories: Introduction to Computers, Circuits and Switches, Digital Information, Microprocessors, The Internet, and Technology and Society.

NEW AND CERTIFYING:

In LACOROP's effort to provide more certification opportunities for our students we have added a Medical Assistant Certification Preparation Course. This course prepares the experienced or newly trained Medical Assistant to take the certifying exam, sponsored by the California Medical Assistants Association and recognized by the Medical Board of California. The review course is delivered in 3 modules that include the following topics:

BASIC MODULE	CLINICAL MODULE	ADMINISTRATIVE MODULE
Medical Terminology	Infection Control	Secretarial Skills
Technical References	Patient Preparation	Appointment Scheduling
Anatomy and Physiology	Laboratory Procedures	Computer Concepts
Psychological Aspects of Medical Assisting	Patient History	Medical Records
Legal and Ethical Issues	Administering Medications	Bookkeeping and Billing
Patient Education	Office Emergencies	Time and Facility Management

For more information, an orientation is scheduled on April 28, 2006 from 5:30 pm to 8 pm at Downey High School 11040 Brookshire Ave., Downey, CA 90241 Room ROP1. Call **Linda Richardson** to sign up or for more information.

For  **Awesome** ,  **Colorful**  and **FREE**   clip art go to: <http://www.dorlingkindersley-uk.co.uk/static/cs/uk/11/clipart/index.html> to liven up your presentations and catch your audience's attention

Ever wonder where your consultant gets their labor market information for your course advisory, go to www.acinet.org. Click on "Occupational Profile" and you get access to all kinds of jazzy career information like:

job descriptions, wages, trends, knowledge, skills, and abilities, tasks and activities, tools and technology needed for the occupation, education and training, other related occupations and web resources; great information to be shared with your students.

Köszönettel

Merci

Danke

Dikey

Gracias

The Health Careers Unit of LACOROP has been very productive this year. I want to thank all of you that have participated in the numerous events that have taken place this year. Least you forget there was: Student Recognition, WASC, consortium advisory meetings, instructor inservices, new programs (i.e. Biotechnology, EMS CEUs, and Medical Assistant Prep for Certification), a-g UC applications, program reapproval(s) (i.e. EMT and CNA), changes in regulations, new EMT national testing, and of course the changes in CPR. Thanks again for all you do to make our programs stellar!

Tesekkürler

شكراً

Obrigado!

Thanks

SAVE THESE DATES!!!!!!

AUGUST 18, 2006 is LACOROP All Staff Development Day, Rio Hondo Community College, 8 a.m.—3 p.m.

Attention EMT and First Responder Instructors!

You need to attend the LA Co EMSA update meeting on **June 28, 2006**. The agenda includes AHA and National Registry implementation information. You will also receive the CD from the Jan 2006 meeting with the required program updates.

The Health and Safety LACOROP instructors will be competing in a contest called "ESLRS and Standards in Action" – Bring your best practices and show us how your students demonstrate their knowledge and skills of the ESLRS and standards in action.



The time to plan is NOW!!!

In 2007, National Registry testing for EMTs will only be given on the computer. Instructors should start preparing their students by giving exams and quizzes on the computer. This will require access to the schools computer lab and in servicing of the students and yourself.

Legislative Update

March 7, 2006 – Although the reauthorization of the Carl D. Perkins act should get under way in earnest sometime this year, what has stymied the process is a lack of urgency on the part of legislators, and not because of policy differences between bills passed by the House and Senate, according to a panel of congressional staff. The panel, presenting at the Association for Career and Technical Education's National Policy Seminar on March 7 in Washington, D.C., said supporters of career and technical education (CTE) need to increase their lobbying efforts in order to keep Perkins funding intact during appropriations, and also to get legislators to jumpstart the reauthorization. "We need to be thinking about ways to move that forward," said Denise Forte, a minority staff legislative associate on the House Education and the Workforce Committee. Forte said she is confident that the threat of zeroing out Perkins altogether will be averted, like it has been in years past. She added, though, that constituents should not become complacent because funding is tight and programs get axed all the time. There is bipartisan support for Perkins in both the House and the Senate. Just last week, House Appropriations Committee member Rep. Ralph Regula (R-Ohio) – who will have much influence over education funding decisions – said that he supports Perkins and will not see it scrapped.

So far, both the House and Senate have passed bills to reauthorize Perkins – H.R. 366 and S.B. 250, respectively. There are a number of similarities between the two bills. They seek to strengthen accountability, with states and local programs being required to make "continuous and substantial" improvement in both the academic and technical skills achievement of students. The bills also promote an emphasis on academics by aligning student academic achievement standards in Perkins with No Child Left Behind. They require that states use funds to link programming and support partnerships between secondary and postsecondary institutions. To enhance these efforts, H.R. 366 would require states to develop sequences of courses for CTE programming that incorporate both secondary and postsecondary elements, and include challenging academic and CTE content that lead to a degree or other credential. S.B.250, meanwhile, would require the development of "career pathways."

Contributed by **Ross Arnold**, Coordinator
President, California Association of Career Technical Education

Congratulations, Bellflower USD!

The 39th California SkillsUSA State Conference was held at the Riverside Convention Center, April 6-9, 2006. **Julio Guzman**, Electronics Instructor at Bellflower High School is very proud of his students that competed and placed 1st and 3rd. **Brittany Truxton** received the gold medal (1st place) and **Giovanni Gamez** received the bronze medal (3rd place) in the Electronics Application competition. **Brittany** will be competing at the National SkillsUSA Conference in Kansas City, Missouri in June.

Also traveling to Kansas City will be **Irvin Lemus**, Electronics student from Bellflower High School. Irvin was elected as the California SkillsUSA Delegate and will be representing our state at the National Skills USA Conference. Congratulations!!

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